



Teaching Ideas for the Klaus Flugge Shortlist 2022

Title: Choices

Author: Roozeboos

Illustrator: Roozeboos

Publisher: Child's Play

These notes have been written by the teachers at the CLPE to provide schools and settings with ideas to develop comprehension and extended provision around Klaus Flugge-shortlisted picturebooks and illustrated texts for children of all ages. They build on our work supporting teachers to use high quality texts to enhance critical thinking and develop creative approaches in art and writing. We hope you find them useful. This book is particularly suitable for children aged 5-11.

Reading the book and close reading of illustration:

- Before you begin to read, look together at the front cover and invite children to share their initial impressions of character and setting. *What do you know about this character from looking at the illustration? How do you know? Where do you think she might be?* Invite children to make connections to their own experiences.
- Read the title, **Choices**. *What might 'choices' mean? What choices might this character be making?*
- Now explore the endpapers and title page. *What do the images on the endpapers make you think about? How do the images and the colours make you feel?* Discuss the materials that they think the illustrator may have used to create these drawings and how they feel about being able to see some of the pencil lines. On the title page, invite children to make further connections and consider what they might see, hear, smell and feel in this setting.
- Read the first spread (up to "...**You can find them everywhere!**"). Allow time for children to explore the details included on this spread and to reflect on how the illustration relates to the text. *What can you see? How do you think it would feel to be here? What choices can you see being made? Do you agree that 'life is full of choices'? Have you had to make any choices yourself today?*
- Respond to the style, technique, materials and composition of the spread. *What do you like about this spread? Is there anything you don't like? Does anything surprise you? What choices has the illustrator made? What impact do these choices have?*
- Read the next 2 spreads (up to "...**or bigger ones.**") giving children time to explore the illustrations, discussing the choices being made by the main character, other choices they can imagine, as well as what they notice or are interested in. *How are you invited to engage with the decision-making?*
- Continue to read, reflect on and discuss the choices on the next four spreads (up to "...**or just take it easy.**"). How is the character from the cover involved in or reacting to those decisions? *What do you like about each of these spreads? Do you have a favourite moment, spread or character?* Discuss the illustrator's choice on the 'take it easy' spread to draw both the before and after moment of decision-making rather than – as previously – showing one double-page spread. *What is the impact of the two separate panels instead?*
- Continue to read aloud the rest of the book, pausing on each spread to explore and respond to the illustrations. Discuss the choices made at each point and the ways in which they remind children of



choices in their own lives. Explore the impact of different layout and composition choices on the various spreads, such as when the illustrator uses full-bleed double-page spreads (“...*fool around!*”), a series of panels (“...*are easy to make.*”) or the use of framed close-ups of the main character’s feet and face when she is preparing to dive. *How do these moments affect you as a reader? How do they make you feel? What makes you feel that way?*

- After reading the whole book, invite children to reflect on the final line. *What do you think she means by ‘growing’ with each choice? Do they agree? Why/why not?*
- Children can learn from about the process of developing and publishing *Choices* by watching a short video created by author/illustrator Roozeboos: <https://vimeo.com/593146570>. *What have you learned about the process of creating a picturebook like this? Did anything surprise you? What would you want to ask the author/illustrator?*

Engaging in illustration:

- Look back through the book at the different ways in which Roozeboos captures and communicates the dynamism of the waterpark. Explore the different elements of movement and action that children can see. *Can they visualise the characters’ movement? Which movements or actions are most dynamic?* Look at different techniques used by the illustrator to capture that movement, for example: the positioning of arms and legs, the angle of the body, the addition of ‘movement lines’, the direction and fall of longer hair, the use of perspective, etc.
- Give children time and materials to try sketching figures in movement themselves. They might work from photographs sourced online of athletes, gymnasts or dancers; or they might photograph each other during gym, dance or games sessions to draw on back in the classroom.
- Model the process, discussing the different parts of the body involved in the action, which parts of the body are being compressed or stretched and any contact or elevation from the floor. Using pens or coloured pencils on coloured paper as in the style of the book, quickly sketch out the shape of the body. Use simple ovals for the position of the head, chest and pelvis or use a scribble technique which allows you to play with the direction and proportion of the lines of the body until you have captured the shape of that movement.
- Give the children appropriate resources and encourage them to work quickly and loosely, sketching out the basic shape, proportion and direction of the body without focusing on details such as fingers or facial expressions. Ask them to work through as many poses as possible.
- Afterwards, invite them to display and compare their quick sketches and to discuss which they feel most effectively capture the movement of the body. Later, children might select one of these to work up, selecting the materials that they would like to incorporate into the finished drawing.

This sequence of activities was designed in partnership with CLPE. CLPE is a UK based children's literacy charity working with primary schools to raise the achievement of children's reading and writing by helping schools to teach literacy creatively and effectively, putting quality children's books at the heart of all learning. Find out more about their work, and access further resources and training at: www.clpe.org.uk