

WHAT WE'LL BUILD

Teaching Notes for What We'll Build by Oliver Jeffers



These notes have been written by the teachers at CLPE to provide schools with sessions which focus on the importance of illustration in building a narrative and supporting children's response. They build on our work supporting teachers to use picturebooks to enhance critical thinking and develop creative approaches in art and writing. The teaching notes show how picture books can be used in schools to enhance children's reading comprehension and composition of their own creative writing. We hope you find them useful.

Before beginning this sequence of activities:

Prepare a range of resources suitable for the age and stage of development of the children you are working with so that they can use a range of materials to build in different ways.

This may be through:

Specific construction materials, such as: community blocks, duplo, mobilo, polydrons, sticklebricks, mechaniko, construction straws, K-nex, Lego, Lego Wedo, Lego Mindstorms.

Art materials, such as: playdough, salt dough, clay, lolly sticks, card, collage materials, sewing equipment, fabric, felt, papier-mâché, wire, Modroc, paint.

Design technology materials, such as: wood, dowel, plastic, tubing, saws, hammers, screws, nails, pliers, glue guns, metal rulers, handheld drills, safety goggles, cardboard, junk modelling materials, sandpaper, wheels, axels, pulleys, cams, levers

Give each child a blank notebook where they can record ideas and make notes and plans and prepare a space in the classroom or outdoor area where children can work with or source this equipment for ongoing construction projects during and at the end of the unit of work.

The notes will unfold the book over a period of

time, and it will be necessary to hold back the front cover from the children initially to support their inference and prediction skills. To do this effectively, cover the front of the book in brown paper loosely held with masking tape, so that this can be uncovered easily at the appropriate time.

Suggested Activities:

N.B. The activities suggested are planned with children across the Primary age range in mind. This is a sophisticated picturebook which has scope for it to be interpreted in different ways with pupils of different ages. Across the activities you will need to consider the age and stage of development of your own class and how to modify the content to suit their age and emotional maturity.

Entering the world of the story:

Open the book to the first double page spread, without showing the children the front cover, endpapers or front title page. Read the text aloud and take some time to read the illustration closely together. It would be helpful if this was displayed large enough for all the children to see, on an IWB or under a visualiser, or by giving copies of the spread to children to look at in pairs or small groups.

- Whose hands do you think these are? What makes you think this?
- What is distinctive about the hands you see?
- What are the differences between the larger hands and the smaller hands?
- Why do you think the hands are placed on a plain white background? What does this make you think about?

Now, re-read the text on this spread again and think about what you have heard:



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- Who do you think is asking this question?
- What do you think they will build?
- Think about the words 'you and I' and the way in which these have been separated on the page. Do you think they will build something together or do you think they will each make something separately?

Now, write the word Build on a large sheet of paper. Give the children time to think about what this word means to them and the things that they think about in connection with this word.

Younger children may think of very literal things like the things they build with construction equipment in the setting, or buildings, or structures. Older children may think more widely and explore concepts like building friendships, building trust, building a community, building awareness or compare the literal and metaphorical meaning behind phrases like building a home, building bridges and building walls.

Make a large mind map or concept map that collects and organises the children's ideas or allow time for children to complete these for themselves, before coming back together to share and talk more widely about their ideas.

Now, allow the time for the children to formulate their ideas about this spread by giving them each a copy of the spread and allowing them to annotate it with their thoughts and ideas.

With younger children, you might do this all together, then invite the children to draw and write their ideas of what they think the hands will build.

Older children can use the white space in the page to draw and write their observations and ideas.

Engaging with a concept

Re-read the first page of the book to re-familiarise the children with the text and read on to the next

spread Let's gather all our tools for a start. Share the spread in a large format with the children and talk about what they can see:

- Do they know the names of these tools?
- Do they know what they are used for?
- Do any of the objects surprise you?
- Do they give you any more ideas about what the hands might be about to build?
- What else might they need as well as the tools?

Come together to discuss the children's ideas and gain a sense of their prior knowledge and experience of working with tools and building things. Prepare an area in the classroom or outdoor area where the children can engage with tools such as this alongside equipment they can use to design and craft like wood, card and plastic. This can be done with children right from the EYFS up. Community Playthings have an excellent resource available free to download, which supports teachers in introducing woodwork with children and outlines the wider educational benefits of being engaged in woodwork from an early age: <https://www.communityplaythings.co.uk/learning-library/training-resources/woodwork-in-the-early-years>

Explore the tools with the children, talking about how they are used and the associated health and safety considerations around using these in practice. Talk also about the range of materials they have on offer and how these can be measured, cut and joined together in different ways to make constructions.

Now turn to the next page, read aloud the text *For putting together and taking apart*. Look carefully at the illustrations, paying particular attention to the facial expressions and body positions of the characters. The children may



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also note the pig that they saw in the previous illustration, peering on from the toolbox and talk about what it might be doing, thinking or feeling too:

- What do you think is happening here?
- How do the characters feel in the first half of the spread? Does this change in the second half of the spread? What makes you think this? Why do you think this might have happened?

Talk with the children about what you might need to do before you embark on a building project. How do things get built and made in the real world? What might usually happen before tools and materials come out? Consider the importance of making a plan before building, so that you have an idea of what you are striving towards.

Encourage the children to look at the materials and tools that they have on offer and to design a plan of something that they can build with the tools and materials they have access to. Encourage them to think about:

- What they want to make, and the function or purpose of the object. Will it be a toy, a piece of art, or an object that fulfils a purpose, such as a pencil pot, a bird house, a phone holder, something to store a particular thing in.
- What materials they will need to make it.
- How they will make it, including what tools they will need to work with and what they will need to join materials together.

Give children squared paper and time and space to come up with a plan for something to make and then give the children plenty of time to follow their plans and put their constructions together. If you do not have access to the kinds of tools used in the book, look at how to use other kinds of construction materials such as duplo, lego, sticklebricks and wooden blocks to design and

make a construction in the same way.

Developing an emotional connection with the story

Read the next part of the book up to *We'll build a house to be our home*. Think about the words in this sentence – house and home. What do you think is the difference between a house and a home? What makes a house a home?

Take time to look at the illustration on the page:

- What does the house look like from the outside?
- How do the two characters feel about the house that they have built? How do you know?
- What do you think it looks like on the inside?

Ask the children if any of them have a personal experiences of moving to a new house. Some children may make connections with this part of the text and be able to talk about the experience of moving. How do you make a new house feel like home?

Listen to the song *Our House* by Crosby, Stills and Nash: https://www.youtube.com/watch?v=NZtIWJe_K_w What sense of home does the song give to you? Now look at the lyrics of the song:

I'll light the fire, you place the flowers in the vase that you bought today.

Staring at the fire for hours and hours while I listen to you

Play your love songs all night long for me, only for me.

Come to me now and rest your head for just five minutes, everything is good.

Such a cosy room,

The windows are illuminated by the evening sunshine through them,



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Fiery gems for you, only for you.

Our house is a very, very, very fine house with two cats in the yard,

Life used to be so hard,

Now everything is easy 'cause of you and our—

La, la, la, la, la, la, la, la, la, la, la, la....

Our house is a very, very, very fine house with two cats in the yard,

Life used to be so hard,

Now everything is easy 'cause of you and our—

I'll light the fire, while you place the flowers in the vase that you bought today.

Talk about these together:

- Who do you think lives in the house in the song?
- What makes it home for them?
- How do you think this compares with the two characters from the book?

Now, think about a place you most feel at home in. This might be your own house, or the house of a friend or relative, a virtual home that you've built, for example on a game like Minecraft or Animal Crossing, or another place that you feel really at home in – a park, a library, at school, a place of interest that you visit regularly, the football field, in an art studio etc.

Visualise yourself in this place and think about what makes this place feel like home to you. What

is in the place? How does it make you feel? What is it about the place that makes you feel this way? Use art materials to bring your visualisation to life on a page, drawing yourself in the place you feel most at home. You could even use a shoe box or make a diorama from card that you use to create a 3-D representation of this place.

When the artwork is complete, create a piece of writing that goes alongside it that describes the place and how it makes you feel. Depending on the age and stage of development of the children, this could be a piece of first person narrative about the place, a recount of a particular moment you spent in this place, a poem, or you may even want to write your own song about the place inspired by the song you heard.

Exploring story concepts from a personal perspective

Re-read the book so far and on to the next spread, *I'll build your future and you'll build mine*. Who do you think is talking here? What does it mean to build a future? Who do you think is helping you to build your future? Whose future are you helping to build? Support the children to think about this from different perspectives. Like the girl in the book they may have significant family members that support them to build their future and that they build a future with, and they could also look at it from the perspective of school, and the connections they have with their teacher and friends and how you all help each other in building your futures.

Take time to explore the illustration on this page:

- What do you think it shows and represents?
- What do you think is represented in the blue 'swoosh'? And the pink? And what about the purple, where the colours converge?



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- What more do you think you know or can tell about the two characters from what you see here?
- What do you think the letters and numbers might mean? Why do you think these objects in particular have been chosen?

Encourage the children to form a pair with someone else and give them access to paints, water and brushes. Allow them to choose a colour that they think best represents them – it's ideal if they choose a different colour from their partner - and then to create their own 'swoosh' like they have seen in the book that then converges with that of their partner. What colour is formed at the convergence point?

While the paint swooshes dry, encourage the children to talk about the objects, letters and numbers that might define or have particular significance to them. Do they have anything in common with their partner that could go into the space where their colours converge?

When the paint is dry, allow the children to overlay this with pictures, letters, symbols and numbers drawn with oil pastels or pastels that tell a story of each child and share some of the shared interests or dreams between the pairs at the convergence points.

When they have completed their artwork, allow each child to talk about what they have learnt about their partner from what they both drew and for each pair to talk about what they have in common at their convergence points and the drawings they chose to represent these things.

Ask the children how they thought the task helped them to build knowledge about the person they worked with. Did the task allow them to build anything else?

Finish the session by reading the next spread, *We'll build some love to set aside, and build a*

hole where we can hide, looking closely at the illustration on the page:

- What do you think this sentence means?
- Why might you need extra reserves of love set aside? Why might you want a hole to hide away in?

Compare the illustrations on the two halves of this spread. How do the two characters feel on the first half of the spread? How do you know? Why might they feel this way? How about on the second half? What do you imagine they look like whilst they are in the hole? Support the children in talking about what makes them happiest and times where difficulties are faced, and how we overcome these by drawing on extra reserves of love or energy or by withdrawing to focus on ourselves and that this is ok. Talk to the children about how to manage emotions and overcome adversity. Discuss the important relationships that support them, who do they feel happiest with? Who do they turn to when they want to hide away?

Exploring emotions and real world events through story events

Re-read the story so far and on to *Me three*. Look carefully at the illustration on the page:

- How is the girl feeling now?
- Why do you think she might be feeling this way?
- Is there a time that you have felt like this?

Discuss the concept of the word enemies; what does this mean? What can you tell about the enemies from the details you can see over the wall? Why might the girl consider these figures enemies?

Talk about the idea of building a wall or a fortress – both literally as a structure and metaphorically. What does it mean to build a wall around



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yourself? Why might you do this? Explore the idea of protecting your feelings, trying to stop yourself getting hurt or scared, and how this relates to the characters they see on the next spread. What does the girl gain by opening up, listening and talking together? What can we learn from this part of the book that relates to our own lives?

With younger children, explore the concept of getting on and falling out. How to make friends and what to do if you get angry or argue. Talk about the different feelings we experience, including being angry or scared; what makes them feel this way and how do they deal with or overcome these feelings?

You may find the following texts useful for helping children explore and express feelings:

- Ruby's Worry, Tom Percival (Bloomsbury)
- Ravi's Roar, Tom Percival (Bloomsbury)
- Sweep, Louise Greig and Júlia Sardà (Egmont)
- Silly Billy, Anthony Browne (Walker)
- Owl Babies, Martin Waddell and Patrick Benson (Walker)
- Dogger, Shirley Hughes (Red Fox)
- A Book of Feelings, Amanda McCardie and Salvatore Rubbino (Walker)
- Happy, Mies Van Hout (Leminscaat)
- Feelings: Inside my heart and in my head, Libby Walden and Richard Jones (Caterpillar Books)
- Little Mouse's Big Book of Fears, Emily Gravett (Macmillan)
- Grumpy Frog, Ed Vere (Puffin)
- Glad Monster, Sad Monster, Ed Emberley (Little, Brown)
- The Colour Monster, Anna Llenas (Templar)

- Pom Pom Gets the Grumps, Sophy Henn (Puffin)
- The New Small Person, Lauren Child (Puffin)
- A Great Big Cuddle, Michael Rosen and Chris Riddell (Walker)

Children may know and be aware of the CBeebies show, Feeling Better, which explores sharing feelings and emotions. The show has a web page at: <https://www.bbc.co.uk/cbeebies/shows/feeling-better>

Encourage the children to draw and write about their feelings: how they feel in certain situations, what helps them deal with or overcome more powerful feelings and things that support them in feeling positively about themselves and others. Support the children in recognising, talking about and managing their own emotions and in recognising and responding to the emotions of others as they engage with each other in the setting.

They may also want to write about a special friend they have in their lives. This might be a friend from the class or school, or a friend from their life outside the setting. Give the children time to think about their special friend, providing prompts to support their thinking, such as:

- Where did you first meet?
- How did you become friends?
- What do you like to do together?
- How do you feel when you are with your friend?
- Have you ever fallen out? Why was this and how did you overcome this?

Give time for the children to share these personal narratives in a range of different ways. This might be through an audio or video recording, they may want to find and share



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photographs of them and their friend together to support their talk, or to use these to write about their friend. They may want to make their own home-made books that they can illustrate with pictures of them and their friend and in which they can write about their friendship

With older children, you may go on to explore the idea of friends and enemies further, looking at the kinds of things that bring people together and the things that can be divisive. Children may also talk about their wider world knowledge around building walls and creating borders – they may have knowledge about the wall being built by the Trump administration in the USA and have knowledge of the division created between people because of the differences between them highlighted by the mainstream media. This may be linked to news from recent years around Brexit and the recent focus on the Black Lives Matter movement.

Focus children on key figures that have striven to overcome divides and build peace throughout history. You might find the following texts based on key figures useful:

- Little People, Big Dreams: Martin Luther King by Maria Isabel Sánchez Vegara, illustrated by Mai Ly Degnan (Frances Lincoln)
- Little People, Big Dreams: Mahatma Gandhi by Maria Isabel Sánchez Vegara, illustrated by Albert Arrayas (Frances Lincoln)
- Little People, Big Dreams: Mother Teresa by Maria Isabel Sánchez Vegara, illustrated by Natascha Rosenberg (Frances Lincoln)
- Little People, Big Dreams: Corazon Aquino by Maria Isabel Sánchez Vegara, illustrated by Ginnie Hsu (Frances Lincoln)
- Mama Miti: Wangari Maathai and the Trees of Kenya by Donna Jo Napoli and Kadir Nelson

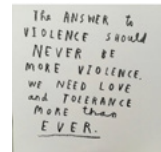
(Simon and Schuster USA)

- Nelson Mandela by Kadir Nelson (Katherine Tegen Books)

You might also want to look at key figures who have been awarded the Nobel Peace Prize and what they were awarded the prize for: <https://www.nobelprize.org/prizes/lists/all-nobel-peace-prizes/>

Children could research and write about figures who have helped to build bridges rather than walls and look at how they might be able to support the building of relationships and understanding in today's world.

You might also want to look at the way Oliver Jeffers uses words and images to advocate for peace and community in pieces he has posted on Instagram, such as:



Discuss the real world issues behind these pieces and how Jeffers uses words and images to highlight and raise awareness of issues that divide society. What might his motivation in creating and posting these pieces be?

The children could go on to talk about issues that cause division that are of importance to them and how



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they could raise awareness of these using words and images in the same way.

Exploring fantasy and real world innovation

Re-read the text so far and on, up to *Let's build a boat that can't be broken, that will not sink or be cracked open*. Why do you think the pair choose these things to build? What do we find out about the characters from these choices?

Consider the mix of fantasy and reality in these images and what they tell us about how humans have constantly innovated and invented to solve problems and improve life, from the earliest times and discussing the impact that inventors (known and unknown) and inventions have had on the progress of human civilisation since it began.

With younger children, focus on objects we have around us that improve our lives and help us fulfil our basic human needs. Look at how these things are built and how they work. Categorise objects e.g. buildings, transport, electrical devices and encourage the children to talk about how these objects are useful to us. You might find the following books helpful to stimulate conversation and imagination:

- *Jabari Tries* by Gaia Cornwall (Walker)
- *Look Inside How Things Work* by Rob Lloyd Jones, illustrated by Stefano Tognetti (Usbourne)
- *First How Things Work Encyclopedia: A First Reference Guide for Inquisitive Minds* (Dorling Kindersley)

Encourage the children to design and build their own inventions from classroom construction equipment and through junk modelling. The Little Inventors website has a series of mini challenges and design sheets that you could use for ideas: <https://www.littleinventors.org/mini-challenges>

When they have designed their invention they could use their design sheet to talk about their

invention to camera, explaining what it is, how it's built and what it does.

With older children, investigate key breakthroughs in technology and inventions through the ages, noting key moments and inventors on a timeline.

Key breakthroughs might include the use of fire (for warmth, cooking and as a tool for constructing other items), the building of boats to travel across water, the building of wheels to transport, the building of roads, bridges and tunnels to travel between places on land, the discovery of planets other than our own through the invention of the telescope, the invention of the steam engine and with it locomotives and train travel, the invention of the electric motor and the subsequent breakthroughs in electrical engineering, the discovery of electromagnetism and the subsequent invention of the radio and television, the invention of the internal combustion engine and with it the invention of the motor car, the invention of satellites and the subsequent breakthroughs in space travel.

You might find the following books helpful to stimulate conversation and to research and develop knowledge:

- *The Story of Inventions* by Catherine Barr & Steve Williams, illustrated by Amy Husband (Quarto)
- *Inventors: Incredible stories of the world's most ingenious inventions* by Robert Winston, illustrated by Jessamy Hawke (Dorling Kindersley)
- *Britannica All New Children's Encyclopedia: What We Know & What We Don't* edited by Christopher Lloyd, illustrated by Mark Ruffle and Jack Tite (Britannica Books)



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Look at how modern inventors are innovating to build solutions for current and future problems, including young inventors such as Deepika Kurup, who won an award for inventing a system for cleaning water using solar energy when she was just 14 years old, Azza Abdel Hamid Faiad, who was 16 when she won an award for her invention which transformed plastic waste into biofuel, Hannah Herbst, 17, who invented the Beacon (Bringing Electricity Access to Countries through Ocean Energy), which captures energy directly from ocean waves and Sahil Doshi a 14-year-old innovator who developed PolluCell, a battery that uses carbon dioxide and other waste materials, clearing the atmosphere of greenhouse gases and providing a low-cost alternative to electricity in developing countries.

Encourage the children to take on an invention challenge from the Little Inventors website. They can choose from a range of maker challenges here: <https://www.littleinventors.org/maker-challenges/> or you may wish to do one of the larger class challenges: <https://www.littleinventors.org/collections/>

When they have designed their invention they could write and deliver a persuasive pitch to sell their product or script and film a TV advertisement for it.

Developing real world connections – Building identity

Read up to *A place to stay when all is lost, to keep the things we love the most*. Look carefully at the shed they have retreated to. How does this compare with the house they built earlier? What do you think it will be like inside? What makes you think this? What familiar objects can you see outside the shed? Now, read the next spread, *We'll put these favourite things beside the earlier love we set aside*. What has the girl put onto the shelves on the shed wall? Why do you think she has

chosen these things in particular? Which items do you recognise from earlier in the book? Turn back through the spreads looking for when these objects have appeared previously and why these might be particularly significant.

Think about the things that mean the most to you. If you were to select the things you love the most to put on a shelf, what would you choose and why? Children could draw their objects on their own set of shelves, or draw and cut out their objects to place on a class set of shelves on a large display board, writing captions about these objects to explain why they chose them.

Use this exploratory thinking to engage the children more deeply in thinking about 'What makes me me?', allowing the children to reflect on themselves and their identity. Allow the children to write a piece about themselves under this heading and to record a talking head film on this subject. Watch these together as a class, exploring the similarities and differences between children and celebrating their unique individualities.

Come back to the illustration on the page. How have they made the shed a homely place to be? Think again about what makes a place a home and whether we need a huge amount of belongings to survive. Read on to the end of the book. Pausing at the final image of the hands. Compare this to the initial image of the hands on the first spread. What does this final image leave you thinking and feeling? Why do you think he has chosen to start and end the book with a focus on these two pairs of hands?

Now tear off the paper covering it to reveal the front cover and title. Invite the children to think about the book and its title and discuss:

- What do they appreciate about their lives, the people in it and the



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wider world around them?

- What hopes do they have for the future?
- What do they think would help us all to develop a better 'together future'?

Note down the children's ideas around a copy of the front cover or give children a post-it note to write down their own ideas.

Developing own creativity

Come back to the book again and re-read the entire story as a whole. Allow the children to begin to explore their responses to it through booktalk with the help of what Aidan Chambers calls 'the four basic questions'. These questions give children accessible starting points for discussion:

- Tell me...was there anything you liked about this story?
- Was there anything that you particularly disliked...?
- Was there anything that puzzled you?
- Were there any patterns...any connections that you noticed...? Did it remind you of anything else you've read or seen?

The openness of these questions unlike the more interrogative 'Why?' question encourages every child to feel that they have something to say. It allows everyone to take part in arriving at a shared view without the fear of the 'wrong' answer.

Asking these questions will lead children inevitably into a fuller discussion than using more general questions. You may, for example, ask the children if they had favourite parts of the story, and why this was.

Extend the children's thinking through a more evaluative question, such as - Why do you think Oliver Jeffers chose to write this book? You could

then look at the dedication, which reveals that the book was written for Oliver's daughter Mari. What do you think he is trying to tell her with this book? Children may be interested to know that the marks on the adult hands in the first spread are Oliver Jeffers' own tattoos. Why do you think he wanted to make his own hands recognisable in this way?

With older children, you might also explore the quote at the end of the dedication page and the additional dedication *In remembrance of Óscar and Valeria, who tried and never made it across*. Depending on the age and emotional maturity of the children, you may wish to share the story behind this dedication, of Óscar Alberto Martínez Ramírez, and his 2 year old daughter Valeria, Salvadoran migrants who were swept away by the Rio Grande as they tried to cross from Mexico to Texas to make a new life: <https://www.nytimes.com/2019/06/28/world/americas/rio-grande-drowning-father-daughter.html> How does this story relate to what you have heard in the story, and how does this make you think again about the story events and what Oliver Jeffers might be communicating through this story?

Look at the front and end endpapers and look at what these tell us about the story. Why do you think Oliver Jeffers chose these images for the endpapers?

Leave multiple copies of the book in the book corner for the children to revisit and re-read in independent reading time, by themselves or socially in a group.

End the text study by thinking about and creating opportunities for the children to work on ideas that will culminate in their own piece of work that creates a plan for a better future. Come back to the initial word study around the word build, and look at possibilities that



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the children could explore, suitable to their age and stage of development, that would build:

Community: For example, a plan to undertake guerilla gardening in the local area, building a garden or growing area in the school space, plans or models of a communal space or building to enhance the community, plans or models of a new community – a town, city or country. What would you include to make a good life for the people who would live there?

Innovation: For example, plans, designs or prototypes of products to solve a common problem or for a product that you would find beneficial.

Future: For example, write a letter to your future self, write about your hopes and dreams for the future – either for yourself personally or for the wider world; design a plan or build a model of your home or place of work of the future; design a futuristic invention to advance humankind.

Peace or awareness: For example, artwork and writing to share ideas to overcome problems such as making or solving arguments with friends or larger world problems like climate change, plastic waste; write and film news items, write speeches or letters to local government about issues of local or wider world importance.

Friendships / Relationships: For example, writing letters or cards to people who may be isolated, penpals in other places, letters or cards to special people in your life.

Confidence: For example, creating a personal development journal where you record goals and achievements, motivational leaflets, posters, speeches or guides.

Dreams: For example, making plans for and building fantasy inventions, like the road to the moon

Identity: For example making collections of

objects, photographs, journals or artwork to share who you are and what is important to you with others.

Exploring Oliver Jeffers' wider work

Readers familiar with Jeffers' wider work may have noticed references to some of his other stories detailed in the illustrations, for example:

- The Martian from *The Way Back Home*.
- The penguin from *Lost and Found* and *Up and Down*.

Readers may have also recognised the common motifs that feature across his work such as:

- Earth
- Flight
- Boats
- Stars and the solar system
- Mountains
- Trees
- Clouds

Encourage children to reflect on why these motifs in particular might be of significance and how their presence adds to the narrative and provides insights into the author's interests and fascinations.

Display and provide access to copies of a range of Oliver Jeffers' books and allow children to identify, explore and discuss common themes and ideas. These may include but are not limited to:

- exploring a sense of self
- relationships, love, loss and acceptance,
- belonging, togetherness, friendship and community
- the value of books and reading



Visit oliverjeffersworld.com for more fun!

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WHAT WE'LL BUILD

Teaching Notes for What We'll Build by Oliver Jeffers

- imagination, creativity and creative thinking
- questioning, problem solving and building resilience
- awe and wonder about the universe and pondering the world and our place in it
- appreciation of nature and respect for the environment

Engagement with activities such as these can form the basis of a wider author study.

Sharing your work with a wider community

Use platforms such as class and school blogs, school social media accounts, e-newsletters or class pages on the school website to allow parents, carers and the wider school community to see the work that the children are doing throughout the unit. This could include:

- Highlights of children's discussions, reflections and responses to the themes and activities
- Photographs of children involved in outdoor learning and creative activities
- Photographs of published work and displays
- Examples of children's work that shares their plans for a together future

We would like you to share photographs of final outcomes, as well as examples of children's work throughout the unit with us, using [#CLPEBuildTogether](#)

Twitter: [@clpe1](#)

Instagram: [@clpe.org.uk](#)

Facebook: [CLPE](#)



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