

THE AMAZING EDIE ECKHART

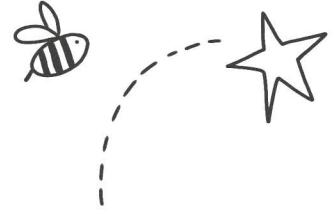
Being
a little
wobbly

won't stop
her...



ROSIE JONES

RESOURCE PACK FOR KS2 TEACHERS / AGES 9+



THEMES:

- Inclusion
- Celebrating Difference
- Disability • Friendship
- Identity

SUBJECT CHECKLIST:

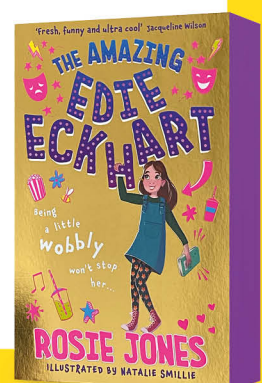
- Literacy • Drama
- Art, Design & Technology
- PSHE • Citizenship

ABOUT THE BOOK

Hello! My name is Edie Eckhart and I'm eleven years old. I'm a little bit different. I have a disability called cerebral palsy, so I talk slowly and fall over a lot. It's never really bothered me because I've never known anything else.

Edie Eckhart is Excited with a capital E to start secondary school with her best friend Oscar – the fish to her chips, the bananas to her custard. But when she and Oscar are put into different tutor groups on their first day, Edie is devastated. Who will play secret hangman with her in class? Who will she eat sausage rolls with?

But while she's plotting her reunion with Oscar, she accidentally gets cast as the lead in the school play. As Edie discovers a passion for performance, she also finds new friendships, talents, and dreams. After all, it's easy to shine on and off the stage when you're Amazing with a capital A.



MEET THE AMAZING EDIE ECKHART



Q. What does the word 'IDENTITY' mean to you?
What is your identity?
What makes you unique?

Sneak Peek from the Story!

THINGS I LOVE

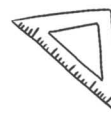


- Comic books
- Writing stories
- Dungaree dresses
- Colourful tights
- ALL FOOD (apart from anchovies)
- Jigsaw puzzles
- Funny films
- Camping
- Watching the rain (when I'm inside)
- Sweet AND salty popcorn together

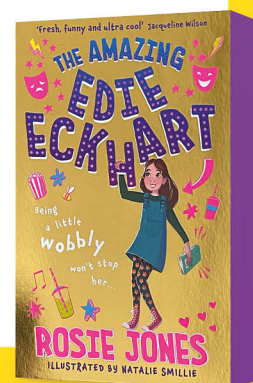


THINGS I HATE

- Being proved wrong
- Cotton wool (It feels WEIRD)
- ALL MATHS
- Snow (I look like Bambi on the ice!)
- Anchovies
- Lip gloss (too sticky)
- Needles
- Arguing with Oscar
- Being outside when it's raining
- ALL SPORT (especially football!)



1. Is there anything that you have in common with Edie? Do you share any interests?
2. What can you tell about Edie from her list? What things are important to her and her sense of identity?
3. What is Edie's disability? How does it affect her? How does she feel about it?





Activity Suggestion 1:



As you read the first chapter of *The Amazing Edie Eckhart* – make a note of all the things you find out about Edie. What does she like and dislike? Who is her family? Who are her friends? What is she nervous or anxious about?

From everything that you learn about Edie, draw a sketch of what you imagine her room to look like. How will it reflect her unique identity? Think about layout, colours and any objects she might own. Label your drawings with ideas and quotes from the text.

Activity Suggestion 2:

Think about your own unique identity. Fill in your own lists of ‘Things You Love’ and ‘Things You Hate’ below! How can you make your list funny and humorous, just like Edie’s?

THINGS I LOVE

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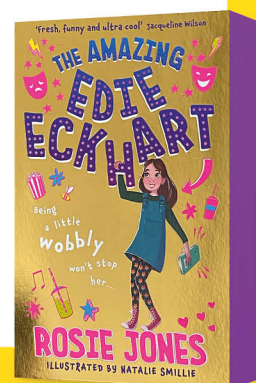
THINGS I HATE

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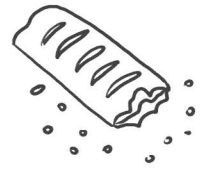
Activity Suggestion 3:

The Amazing Edie Eckhart is written by Rosie Jones. Rosie is a comedian in real life (can you tell?!). Can you see any elements of Rosie’s identity as a comedian in the character of Edie?





Activity Suggestion 4:



The book is written as a series of diary entries. Why is this an effective format for the story?

Try to write in the style of Edie by filling in a diary entry of your own. You might choose to write about your first day of primary or secondary school, just like Edie. Use the lines below to get started ...



**Wednesday, 1st September –
AKA, the First Day of Secondary School!
5.30pm**

TODAY WAS THE WORST DAY OF MY LIFE. Terrible.

I should've known it was going to be a bad day, because it was awful from the beginning.

.....

.....

.....

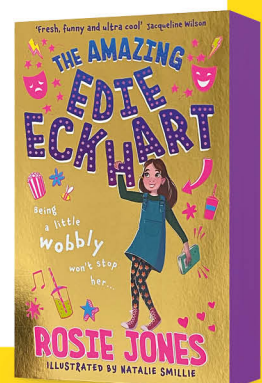
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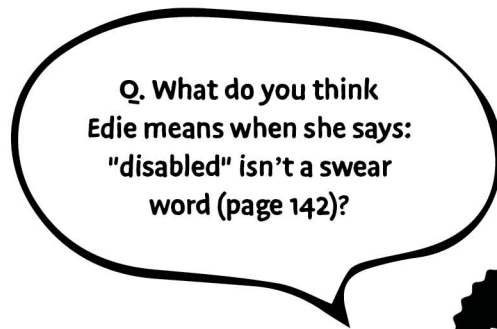
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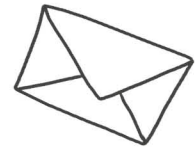
"DISABLED" ISN'T A SWEAR WORD



Q. What do you think Edie means when she says: "disabled" isn't a swear word (page 142)?



Sneak Peek from the Story!



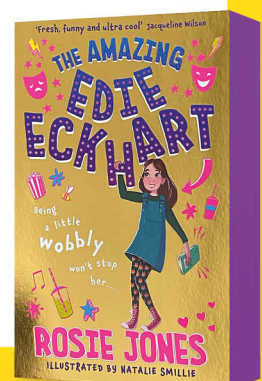
Extract 1: pages 13–14

Me and Oscar became best friends on the first day of Reception class when he walked straight up to me and asked me what was wrong with my legs. I told him nothing was wrong with them, and that I have cerebral palsy... although at the time I think I called it 'terrible palsy'. I didn't know what it meant to be disabled! Oscar was silent for about five seconds. 'Okay,' he said. 'Do you want to play Lego?' We've been best friends ever since!

Extract 2: pages 19–20

When I eventually found my tutor group and sat down, most of my classmates looked at me funny. They can't have met anybody with cerebral palsy before. I don't think they meant to be rude. I understand they must have questions, but I wish they'd just ask, rather than staying quiet and staring at me. They think it's rude to ask. It's not. Asking means they can get answers. They're happy, I'm happy, and we can just all get on with our lives... simple!

1. What are the differences between extracts 1 and 2? How does Oscar behave differently to Edie's classmates?
2. What do Edie's classmates think is 'rude to ask'? Does Edie agree that it is rude?
3. What does Edie mean when she says: 'Asking means they can get answers'?





Activity Suggestion 1:

In groups, act out or create a freeze frame for each of the extracts above. How can you show the characters' different reactions and feelings in each scenario?

Activity Suggestion 2:

I am disabled. It's part of me, and without it, I wouldn't be Edie!

Edie's disability is very important to her identity and she prefers to talk about it openly with her friends and classmates. Carry out some research into Cerebral Palsy – then consider a list of questions you might ask Edie to get a better understanding of her experiences. Look at the examples to get started.

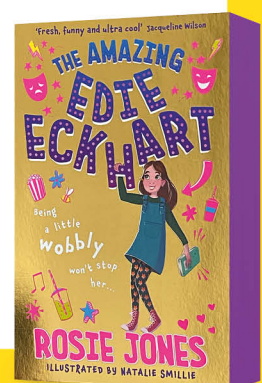
Ten Questions for Edie:

1. What is Cerebral Palsy?
2. How does it affect you on a daily basis?
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Remember, it is good to ask questions as long as they are sensitive and genuine – it is important to make sure that you take the other person's feelings into account. In Edie's words: asking means you can get answers!

Activity Suggestion 3:




As you read the book, note down Edie's tips for how to talk to someone about their disability. You might want to pay close attention to Oscar and Flora's relationships with Edie – what makes them good friends to her?

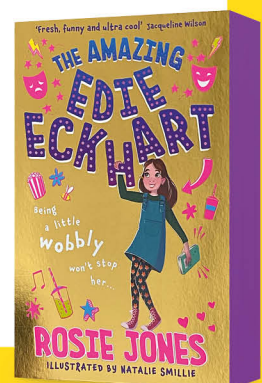




Activity Suggestion 4:

Complete the Scenario Sheet below. Look at some of the experiences Edie has in the book and imagine you are there with her. What can you say and do to help her or to make her feel at ease? Note down your ideas and share them with your classmates.

Scenario	Things I Could Say	Things I Could Do
<p>1. Edie falls over at the school gates</p> 		
<p>2. Edie walks into a new classroom for the first time</p> 		
<p>3. Edie doesn't feel confident she can act in the school play</p> 		





CREATING AN INCLUSIVE CLASSROOM



Q. What does the word 'inclusive' mean? Why is it important for the classroom to be an inclusive space?



Sneak
Peek from
the Story!

I laugh. 'But you're right.' I frown. 'There's barely any disabled characters in the Marvel comics. And certainly nobody who remotely looks or sounds like me, which is a bit gutting.'

Flora looks thoughtful. I carry on talking. 'Even though I like being disabled, it is hard when there's nobody like me that I can look up to. It makes me wonder if I'm doing it right. Is there a correct way to be a disabled pre-teen? I dunno.'

Flora laughs. 'I think you're doing all right. Although you should stop being so lazy and pick up your own phone when you drop it!'

I nodded. UGH she's right. I hate being wrong!

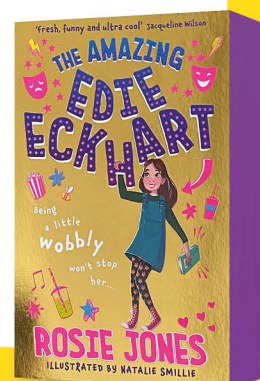
'You know when we met at the party, you asked me whether I thought that I would be different, if I wasn't disabled,' I said.

Flora nodded.

'I think I would be different, but maybe not in a good way. Being disabled makes me appreciate all the great things in life and it makes me focus on them, instead of getting down about the rubbish stuff. I like to focus on what I can do, rather than what I can't do. I don't have the skills to tie my shoelaces at super fast speed, but I do have a great family, I'm happy, I'm healthy and I have a brilliant life. I feel lucky to be me. Does that make sense?'

'Yeah,' Flora said smiling. 'That makes complete sense! I love how positive you are.'

1. What does Edie find 'hard' sometimes?
2. How does Flora encourage Edie and help her to express herself?
Find three different examples in the extract .
3. What does being disabled help Edie to appreciate in life?





Activity Suggestion 1:



Edie doesn't let her disability hold her back; she is proud of who she is and she wants to share it with the world. Think about this as you discuss the statements below with a partner.

It is important for each of us to celebrate our unique identities and personalities, and to let others celebrate theirs.

It is important in a classroom, more than anywhere, for everyone to feel valued and included.

Activity Suggestion 2:

Create and label a design for an Inclusive Classroom. How can you make it a welcoming place for all learners? You might want to think about the following things:

Furniture

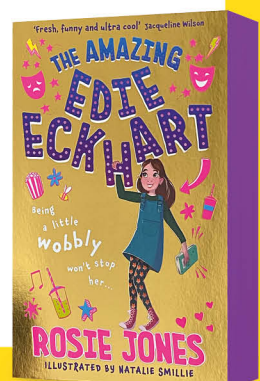
Layout

Safe spaces

Decoration

Safety / Emergency Preparation

Consider how your classroom can be a safe space for everyone – taking into account disability, learning difficulty, race, religion, ethnicity, sexuality or financial status. On the right-hand side of your drawing, create a list of ten rules or 'values' for your inclusive classroom.



Inclusive Classroom Design

Inclusive Classroom Values

1.

2.

3.

4.

5.

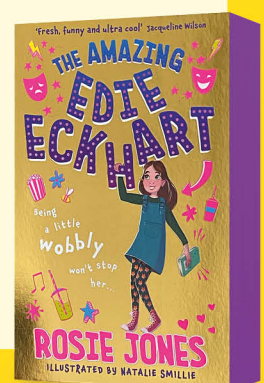
6.

7.

8.

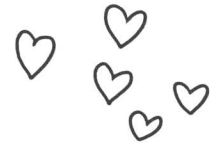
9.

10.





Reflection Activity:



Finally, reflect on what you have learned from reading *The Amazing Edie Eckhart*. In the four star templates below, write down four ways you have been inspired by Edie and her story!

The page contains four large, five-pointed star outlines arranged in a 2x2 grid. Each star is designed for writing and contains three horizontal dotted lines across its center to guide the text.

