

WELCOME TO
**THE
STRANGEWORLDS**
TRAVEL AGENCY

WHERE EVERY SUITCASE TRANSPORTS
YOU TO A DIFFERENT WORLD.
ALL YOU HAVE TO DO IS STEP INSIDE ...

RESOURCE PACK FOR KS2/KS3 TEACHERS

SUITABLE FOR: 8-12 YEAR OLDS

INCLUDES: ACTIVITIES AND WORKSHEETS

THEMES: TRAVEL AND EXPLORATION,
MAGIC, WORLD BUILDING,
ENVIRONMENTAL ISSUES



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WRITTEN BY
L. D. LAPINSKI



Literacy activities:

Inference in a suitcase:

Throughout their adventures, Jonathan and Flick step into many strange worlds. Some of the suitcases are labelled, others are catalogued and listed. What if we could guess which world the case held from clues?

Start the discussion:

Prepare for this activity by getting a suitcase ready. Think about the world that could be inside and collect items to clip, stick or attach to the case. This is a great opportunity to link to some previous lessons for your class (you'll probably have props at the ready for this too) such as a recent history or geography topic. Here are a few ideas:

Chocolate world – a label with a name such as Mr Cadbury, Bournville; chocolate wrapper popping out of the zip; images of cocoa beans on the case.

Rainforest world – images of rainforest animals; leaves; tree bark; imitation insects; Amazon River image.

Seaside world – a lighthouse model; wetsuit hanging out; sand; ice cream cones.

Share the suitcase with your class. Allow them to look at and feel the clues and provide time to discuss:

- What type of place could be inside based on the clues?
- Who might be in this place?
- What kind of person might like to visit?
- What extra clue could you add to the suitcase?
- What extra clue would change the world this case leads to based on the set of clues?

(worksheet 1)





Create a world:

Now children can flip this activity. What world can they suggest to their reader? You can do this activity by sketching, as a class discussion or maybe set as a fun home-learning task to create a suitcase with real props and pictures.

First, ask children to create the idea of their world – the world that will be inside their case. Encourage them to give this world details by thinking about what they will see there (landmarks), climate, people. You can make great links to prior learning from foundation subjects here.

As we are being freely creative, the shape, size and age of the case could also be part of the clues.

If doing this verbally, ask children to plan 5 clues for their case on their hand (they can 'put' an idea on each finger of a hand to help recall). Alternatively, children can plan on the sheet provided (worksheet 2).

Children can see how well they have suggested the world inside by getting other children to guess, using the clues.





What would Jonathan and Flick do there?

In this activity, children can develop their world, giving it more depth and detail by taking Jonathan and Flick on a trip there. This can be the world linked to their suitcase, or a new idea.

Planning ideas:

Ask children to discuss ideas with a partner. They should imagine that Flick and Jonathan have taken their suitcase and stepped inside. What will they find? What adventure will they go on?

- Who goes in first, Jonathan or Flick?
- How do they land? What do they land on?
- Is it night or day?
- What's the weather like?
- What do they notice first?
- Is there anyone there?
- How does the place make them feel?
- What do they get up to?

These questions can be found on worksheet 3. Cut them into cards and shuffle. Children can select random cards to direct this discussion.

After a discussion and sharing of ideas, ask children to jot notes. They can do this on the discussion cards, if they have a set each. Ordering these cards will support children in structuring their writing.

Get writing:

Model for the class/group using the cards and jotted notes. First group the cards into 2 or 3 sets. Each set should be linked ideas to form a paragraph. Think out loud why you are grouping the cards together. Begin with one paragraph for your modelling. Take a card and create a suitable sentence. Here you can focus on sentence structures, word choices etc you have been working on together. You may write one or a few sentences for each card, depending on how many ideas you have.

Children should use this strategy to create their own writing.





After drafting and editing, children can create their best draft on the suitcase template (worksheet 4). When it is cut out and folded, the suitcase will appear closed. Children can decorate the suitcase. These final pieces of writing will make a great display.

Postcards from strange worlds:

Throughout the book, Jonathan and Flick visit some interesting places. In this activity, children can use their skills for summarising by writing a postcard. A postcard has limited space and encourages children to be succinct and accurate in their content choice.

Getting started:

Take one of Flick and Jonathan's world visits, such as Coral City in chapter 14, pages 133 - 141. Ask children to read with a partner. Following this first read, they should try to identify **WHO** went; **WHERE** they went; **WHAT** they saw/did; **HOW** they felt.

Getting in character:

To write their postcard, children should choose whether to write as Flick or Jonathan. Now, they should re-read the extract and really focus on how their chosen character saw the trip.

Give children 30 seconds to summarise the trip to their partner in character as Flick/Jonathan. Note here that children should talk in the first person.

Writing the postcard:

Remind children to be succinct and to only give the key points of the trip. Children can use the format on worksheet 5, cutting out and adding an image to the front.

You can use this activity at the end of each chapter as you read the book together. As you create postcards as a class or individually at the end of each chapter, encourage children to hang the postcards up on a wall or around the classroom to document the journey of the book. Towards the end of the book, some children will be confident in taking responsibility for being the postcard reporter for the day.





Be a Travel Agent:

In this activity, children get to use their persuasive writing skills to entice travellers to different worlds.

What a good one looks like:

Start collecting travel brochures. Ask children to collect brochures for a homework task. Try to include examples from a variety of holiday companies to ensure differences.

Ask children to review the brochures, looking for what draws them to a holiday and how that is done. Ask them to find common features on each destination. Focus in particular on the destination pages you get before the individual hotels are shown.

In pairs, allow children to pick a favourite example to cut out. It's a good idea to stick it on a large sheet of paper here. Then children can annotate and label around it, focusing on features such as title, temperature graph, highlights, landmarks, language use etc...

Creating a page:

Children need to decide here which world they wish to advertise on their travel brochure page. This could be of their own creation or one of the worlds in the book. How will they persuade the customer/reader that this is a place to visit?

Features children could include:

- Enticing photographs (this could utilise art or ICT skills)
- A map
- Temperature graph (link to maths skills)
- Wildlife to see
- What to expect (gravity, weather, locals)

Children can create this on a double-page spread in their book or on an A3 page fold to give 2 A4 pages. A sketch of the layout should be included in the planning stage to encourage children to consider how the reader will navigate the page, thinking about which parts they want to stand out and in what order they want the advert to be read.





Collect all of the class's pages and collate into a Strangeworlds Brochure. Maybe invite a visitor to the class or your headteacher to have a peruse and select a place to visit.

Extra Activity:

Why not create a short video advert for the world? Children could create a collection of images to speak over in a video, or step in front of the photograph using a green screen facility.

Travel & Exploration Activities

Jonathan says, 'Don't lose your luggage' throughout the book. This is the way back for Strangeworlds Society travellers. But here on Earth, by regular travel, how can we ensure we get back? Let's look at ways we can navigate.

Plan a suitcase trip:

This activity links to NC Geography skills regarding locating the world's countries and use of atlases. You will need atlases for children to work with.

Set children the task to create a suitcase adventure across the world. They must visit a place in at least 4 different continents. To do this, they will draw a suitcase in each destination. At this point, they should focus on getting them in different continents (worksheet 5).

Next, the children should use an atlas to see where they have planned to visit. Try using a hard copy/book atlas as well as an electronic atlas.

As they 'visit' each destination, they should make a log in their Strangeworlds Society Travel Log (worksheet 6). Here they can include the name of the country and possibly the nearest town/city and what they may see there – electronic atlases with the capacity to 'walk around' are good for this.





Grid References:

This activity gives an opportunity to use four and six-figure grid references.

Getting started:

Ask children how we can show someone where a landmark or specific place is on a map. Ask children to share when they have used a map.

Share examples of maps with children such as sat nav apps, atlases, online maps. Do they notice the grids? What might they be for?

Use an OS map to model how to read with a four-figure grid reference at first, moving on to a six-figure if children are ready for this. This will link with children's work on coordinates in Maths.

Symbols:

Look at the symbols used on OS maps. This can be on the OS website or on a real OS map. Look at how simple they are and how effective they are at conveying the information. What symbols would we need in a strange world? Maybe one for a Society outpost? What would this look like?

Create a Grid:

Using the grid sheet (worksheet 7), children can create a map of a world. This could be one that Jonathan and Flick visited, or their very own creation. They should include geographical features and their own set of symbols.





Using the map:

Using copies of the maps created, children can plot journeys on them. They should then note the route by stating grid references for points to travel through.

Games to play:

- Same destination; different route – two children need the same map. They should decide on a start point and end point together on the map. Then, not looking at each other's, they plot a journey with 4 stop points, stating grid references. Then, they can compare routes
- Follow my lead – children need the same blank map. One child plots a route. Then, without showing their map, they describe the route to their partner using grid references. After the instructions are complete, children compare to check they have the same route

Art Activities

When Flick looks through the magnifying glass, she sees magic! It dazzles and mesmerises her with its contents.

Developing Skills:

To create a difference in view through the magnifying glass, we need to create a contrast. Allow children to experiment with different media to create different effects. Here are a few suggestions you could use:

- Pencil/coloured pencil – shading and cross hatching
- Charcoal/coloured chalks – blending
- Watercolour/acrylic paint – painting skills
- Newspaper/magazine collage – creating images with small scraps of paper





THE STRANGEWORLDS TRAVEL AGENCY

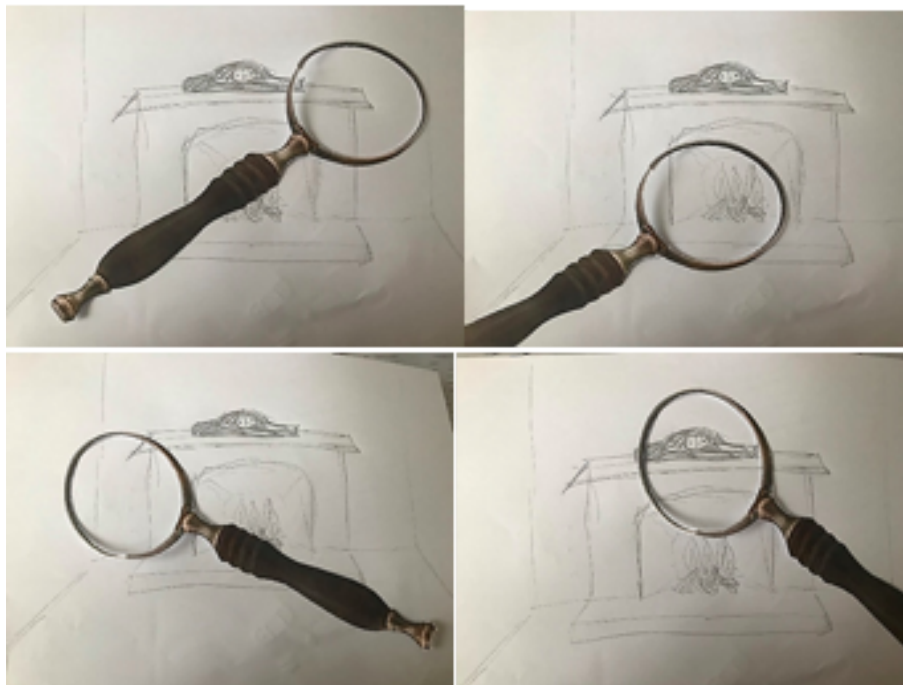
Create a Scene:

Select the scene. Where will Flick look at with the magnifying glass? You may wish to set up a scene in your classroom or ask children to sketch a scene at home. Or you may wish to use photographs to base sketches on. These could be of old-fashioned shops a bit like the Strangeworld's Travel Agency, or it may be of some places visited by Jonathan and Flick.

Firstly, children should sketch the scene without magic in their sketch books.

Where is the magic:

Children can use the magnifying glass on worksheet 8 or design their own. They can cut out where the glass should be, then scan over their sketch. Where would be a good place to see the magic?





Final Piece:

Now to create the final piece of art. Children should draw out the scene and then stick on the magnifying glass in the chosen position. The contrasting medias should then be used around the magnifying glass and inside (where the glass is).

Further flurries of magic:

Why not try out these ideas too:

- Create a schism by using metallic paint or inks over a sketch
- Use a splatter effect with white paint to create a magical twinkle in the magnifying glass. Try using masking tape on the artwork around the magnifying glass, so the magic is only visible inside it
- Try bubble printing within the magnifying glass to create a magical effect

Looking After Our World Activities

Jonathan and Flick discover the plight of The City of Five Lights on their journey. It is leaking magic and this is causing parts of the world to vanish. In this section we compare this situation to issues in our own world.

Getting Thinking:

Start the discussion by thinking about Jonathan and Flick. They are on their own trying to solve this problem. Are they enough to change things?

Move on to thinking about us in our world. Pose the following questions and allow for deep discussion and examples. You may wish to collect responses on large sheets of paper, sticky notes or on an interactive screen:

- Does what I do affect others in the world?
- Can my actions change the world?





What's leaking in our world?

Look at fossil fuels. What is a fossil fuel? How are they made? (This can link back to previous science lessons about rocks.)

Take a look at home and around school and list items that use fossil fuels. Children can make a list on worksheet 9.

Discuss which of these we could use less of to conserve fossil fuels.

Children can create posters to advise others in school about reduction of use.

Try writing to your local MP to request changes to school to improve the use of fossil fuels, such as requesting solar panels or a wind turbine for school.

Smart Meters

Do any children have a smart meter in their home? Ask them to carry out an experiment to see if they can reduce the amount used in a day. Consider how this can be an accurate test by keeping other variables the same, but not using one item for that day.

Impact of palm oil:

The production of palm oil is impacting the habitat of many creatures, including orangutans. This is because of deforestation. You may wish to research this with your class. Here are a few links to try:

<https://www.orangutans-sos.org/>

<https://www.wwf.org.uk/updates/8-things-know-about-palm-oil>

<https://www.wwf.org.uk/learn/effects-of/deforestation>





Whose fault is it?

Ask children to collect packaging from household items at home that contain palm oil. They may be surprised at which items include it as an ingredient. You could create a display of these packages to make others in school aware of the products. Look for those that state they are sustainable.

Discuss – is it my fault the orangutans are in danger? Should I buy these products? What can I do to help?

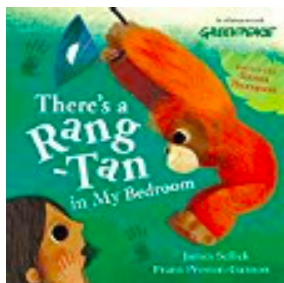
Educating Others

Ask children how they could make a difference. Who could they tell about this issue? How could they make some changes?

Consider:

- Checking ingredients used in the school kitchen for palm oil. Maybe they could write to the local council about it
- Finding alternative products such as peanut butter without palm oil in. Children could make a list in the format 'If you like ... try this version ... to avoid palm oil.'
- Create a presentation for a school assembly to share with other pupils in the school.
- Sponsor a charity as a class. Maybe do a sponsored event for a charity that supports creatures affected by deforestation.

You may like to read:



<https://www.hachettechildrens.co.uk/titles/james-sellick/theres-a-rang-tan-in-my-bedroom/9781526362094/>

