



Jacqueline Wilson



Contents


- 2 About Jacqueline Wilson
- 3 Jacqueline Wilson Introduction For All Stages
- 3 Jacky Daydream Introduction For All Stages
- 4 Jacky Daydream Activities For Primary – Level 2
- 6 Jacky Daydream Activities For Secondary – Levels 3 and 4
- 8 Hetty Feather Activities For All Stages
- 8 Hetty Feather Activities For Primary – Level 2
- 10 Hetty Feather Activities For Secondary – Levels 3 and 4
- 11 Additional Resource 1: Lifestyle Comparison
- 12 Additional Resource 2: Victorian Life Research
- 13 Additional Resource 3: Postcard Home
- 14 Additional Resource 4: Ups and Downs


Jacqueline Wilson

Jacqueline Wilson was born in 1945 and spent her childhood in Kingston-on-Thames, where she still lives today as a full-time writer. She has written many books for children, and her understanding of the way they live and the problems they encounter have made her a very popular author, particularly with the nine to eleven year age range. She has sold over ten million books, which have been translated into over thirty languages.

Her books include *The Story of Tracy Beaker* (1991) and its sequel, *The Dare Game* (2000), which tell the story of a child who lives in residential and foster care; *The Bed and Breakfast Star* (1994), about a family living in bed-and-breakfast accommodation; and *The Illustrated Mum* (1999), who is covered in tattoos and has multiple boyfriends. *Bad Girls* (1996) deals with the subject of bullying, and *Double Act* (1995), is about identical twins with very different personalities. Her latest books include *The Worry Website* (2002), a collection of short stories for children aged eight to twelve years, *Lola Rose* (2003), which deals with the topic of domestic violence within a family, *The Diamond Girls* (2004) and *Clean Break* (2005). Her latest books are the autobiographical *My Secret Diary* (2009), and *Hetty Feather* (2009). *Jacky Daydream* (2007) is an account of her own childhood. In 2005, Jacqueline Wilson became Children's Laureate, and in 2007, became a DBE.

The activities provided in this resource focus on the two novels Jacky Daydream and Hetty Feather. They are designed to be fun, engaging, cross-curricular activities which should enhance the children's enjoyment of the author's work. Please see the websites overleaf for further information about Jacqueline Wilson and other teaching resources and activities.

 www.jacquelinewilson.co.uk/ – official Jacqueline Wilson website, includes wide range of downloadable activities, games and puzzles

 www.jacquelinewilson.co.uk/resources/teachersnotes/ – lesson ideas and activities relating to Hetty Feather and Jacky Daydream


Jacqueline Wilson Introduction For All Stages

INTRODUCING JACQUELINE WILSON!

Log on to Jacqueline Wilson’s website to find out about her life and work as an author, her novels and her characters: www.jacquelinewilson.co.uk/

Hold a class survey to see which Jacqueline Wilson novels have been read and by how many children

Go to the school or community library to find out which Jacqueline Wilson novels are available locally. Read reviews of her different novels written by children on this website:

 www.woodlands-junior.kent.sch.uk/books/reviews.html and choose a novel that you would like to read.

Read an interview with Jacqueline Wilson to find out about how she writes and common themes in her work:

 http://entertainment.timesonline.co.uk/tol/arts_and_entertainment/books/children/article5857171.ece

Jacky Daydream Introduction For All Stages

INTRODUCTORY ACTIVITIES

Look through the novel to try and find patterns in the structure of the novel. Think about the way in which chapters open and close. Work with a partner to discuss the structure and then share your ideas with the class (Think, Pair and Share!). Ideas could include:

- Each chapter starts with a photograph from Jacqueline’s childhood and a Nick Sharratt illustration
- Each chapter closes with a question relating to another Jacqueline Wilson novel
- Each chapter ends by relating the chapter content to the content of another Jacqueline Wilson novel by quoting a passage from another novel
- The chapters are in chronological order, starting with Jacqueline as a baby and ending with her as an 11-year old

Hold a class discussion about why Jacqueline Wilson might have referred to other novels at the end of each chapter. Ideas might include:

- It shows that she has experienced many of the things that her characters have also experienced
- It suggests that some inspiration for story plots and characters may have come from episodes in her own life
- It encourages readers to try other novels written by Jacqueline Wilson by giving them a short insight into different plots and characters

The novel is an autobiography of Jacqueline Wilson's childhood. Discuss what is meant by the term autobiography and the difference between an autobiography and a biography.

Jacky Daydream Activities For Primary – Level 2

RATIONS: WANTS AND NEEDS

In the first chapters of the novel, Jacqueline Wilson makes references to life on the home front during the Second World War. She describes the way in which different things are rationed. Skim chapters two, four and eight to find different things that were rationed. Find out why rationing took place by looking at the following website:



www.woodlands-junior.kent.sch.uk/Homework/war/rationing.htm

Hold a class discussion about the difference between wants and needs. Work in groups of four to draw up a list of wants and needs. Use the things in the 'needs' list and make your own, 21st century ration book. Use the template found in the following link to help you:



www.primaryresources.co.uk/history/pdfs/ration.pdf

Make coupons for each of the rationed items in your book and try to stick to your rations for a week to see how hard it would be!

TOP SIX BOOKS

Throughout the novel, Jacqueline Wilson describes different books that she read during her childhood. In chapters 21 and 23, she names and gives an overview of her top six books as a child. Create a list of your own top six children's books and write your own blurb about each one.

Carry out a class survey to find the class' top six books. Create your own book covers with your blurb on the back of each and display these in the school or class library as recommendations for other children. You could even carry out a whole school 'favourite book' survey!

Social Studies
– SOC 2-04a,
SOC 2-01a,
Technologies –
TCH 2-03b,
TCH 3-03b,
TCH 4-03b

CHILDHOOD GAMES

Jacqueline Wilson describes different toys and games that she enjoyed during her childhood. Research the games commonly played by children during Jacqueline's childhood era (1945 – 1955) and teach these to other children in the playground. You might want to use some of the following websites:



- www.barryoneoff.co.uk/html/games.html
- www.thepeoplehistory.com/toys.html – watch adverts for toys from Jacqueline Wilson's childhood era

Are any of the games still played today? Have some of the games been adapted to suit children today? Can you adapt any of the games so that children today would enjoy playing them? For example, can you create your own skipping rhyme, like the one written on page 315 of the novel?

CIRCLE TIME DISCUSSION

Jacqueline Wilson regularly mentions the arguments and shouting at home between her parents. She also describes how she felt and what she would do to cope with the situation. As a group, form a circle and choose a 'talking object' (a ball or pretend microphone, for example) and conduct a circle discussion about how it feels when people at home argue. Arguments could be between siblings and or parents or carers. Discuss how you feel during these situations and what you do to overcome and cope with them.

PAPER DOLLS: CHARACTER DESCRIPTIONS

In the novel, Jacqueline Wilson describes the way in which dolls played an important part in her life. On pages 147- 149, she describes how she made paper dolls from magazines and then created personalities for them. Cut out photographs and pictures of people from magazines and stick them onto white card. Build personalities for them by creating mindmaps around them using different adjectives. Choose one of your characters and write a paragraph about him or her, describing personality, hobbies and behaviour. Read your favourite character description to your group or class.



Homework Activities

Interview a grandparent or family friend who was alive during the Second World War. Ask them about what life was like and what they can remember about rationing. Use the interview questions on the following link to help you with your discussion:



<http://downloads.bbc.co.uk/schools/teachers/heroes/questions.pdf>

Spend a week in the life of a child during Jacqueline Wilson's time. Keep a journal to describe what you do each evening, based on the different activities she describes in her novel such as reading, playing games with friends and painting. Remember that TV was very limited in those days – only one hour of children's TV between 5pm and 6pm each evening!

Jacky Daydream Activities For Secondary

– Levels 3 and 4

LIFESTYLE COMPARISONS

Use the Venn diagram template in the Additional Resources to help you compare your life today with Jacqueline Wilson's life as she was growing up. Compare aspects relating to:

- hobbies and pastimes
- clothing
- school life
- home life
- novels read
- feelings

STORY-TELLING GAMES

Jacqueline Wilson describes the way that she started to tell stories from a very young age. She enjoyed Mr Branson's story-telling games and describes one on page 279 of the novel. Play the game with your class and think of other imaginative story-telling games that you could play. These could include:

- writing the names of different characters onto pieces of scrap paper and putting these in a bag; doing the same for different settings and for different events/incidents. Work in groups of three and pull out two characters, a setting and an event and create a story involving the things you have chosen.
- retell in your own words a story that you have read, as Jacqueline Wilson used to do when she was at school
- think of a commonly-told fairytale and retell it from the point of view of different characters. For example, retell Cinderella from the point of view of one of the ugly sisters, or Little Red Riding Hood from the wolf's point of view.

STORY-WRITING: IMAGINARY FRIENDS

Jacqueline Wilson had lots of imaginary friends as she was growing up. Many of these were characters that she had read about in different novels. For example, she was good friends with Pauline and Petrova in the novel Ballet Shoes (p. 225 – 227) and she describes the way that the character Prue in the novel Love Lessons is good friends with Jane from Jane Eyre. Imagine you could be friends with a character from a novel you have read. Write a short story, describing:

- Differences and similarities between you and the friend
- A main event – something that you do together/an adventure that you go on
- A problem that you encounter and how you overcome it together

Social Studies
– SOC 3-04a,
SOC 4-04a,
SOC 4-16a

Literacy –
Listening and
Talking – LIT 3-
01a, LIT 3-02a,
LIT 3-04a, LIT
4-01a, LIT 4-
02a

Literacy –
Writing – ENG
3-31a, ENG 3-
27a, ENG
4-31a, ENG 4-
27a



Homework Activities

Time capsule – discuss the novel with a parent or carer at home. Make a list of the different things which would be put into a time capsule of Jacqueline Wilson’s childhood. Make a list of the items you would put in a capsule about your own childhood – think about objects, hobbies, food and clothing as well as other items which are important in your life.

Interview a parent or carer about his/her favourite books as a child to see if any are the same as the ones Jacqueline Wilson named. Visit your local library to see if you can borrow any of the books read by Jacqueline Wilson when she was a child.

Hetty Feather Activities For All Stages

CfE

INTRODUCTORY ACTIVITIES

Look at the back cover of the novel. Discuss the style in which the 'blurb' is conveyed to the reader – why is this particularly effective for the novel?

The front cover gives several clues about the period in which the novel is set – discuss the illustrations and try to work out when it is set.

Discuss any other novels or films that you have read or watched which are about orphaned or fostered children.

Literacy –
Reading – ENG
2-19a, LIT 2-
11a, ENG
2-17a

Hetty Feather Activities For Primary – Level 2

CHAPTER SUMMARIES

Each chapter in the novel begins with a Nick Sharratt illustration. The illustrations show the main events which will take place in the forthcoming chapter. Divide into groups of four and allocate four chapters of the novel to each group. Using only the illustrations, discuss the events of each chapter and retell them in your own words. Choose one of the chapters and dramatise the events shown in the illustration. Perform your group role-play to the class.

SILHOUETTES

Choose your favourite event in the novel and illustrate it in the style of the Nick Sharratt silhouettes found at the beginning of each chapter in the novel. Draw the scene onto black paper and cut it out. You could look at the colouring pages on the Nick Sharratt section of the Jacqueline Wilson website below to help you. Stick your silhouette onto white paper and, using white chalk or pastel, add in details such as those shown in the illustrations on pages 96, 334 or 230. Design a border for your picture, like the ones shown on pages 74, 306 and 262.



www.jacquelinewilson.co.uk/nick-sharratt/colouringsheets/

VICTORIAN LIFE RESEARCH

The novel is set in the Victorian times. Research what life was like during these times, making notes under the headings provided in the table in Additional Resource 2. You could use the following website to help you:



www.woodlands-junior.kent.sch.uk/Homework/victorians.html

Expressive Arts
– Art and
Design – EXA
2-02a, EXA 2-
04a

Social Studies
– SOC 2-04a,
SOC 2-01a

A DAY IN THE LIFE OF HETTY FEATHER

Recreate a day in the life of Hetty Feather by creating a Victorian classroom. Read the descriptions on pages 171, 173 and 248 – 250 as well as your Victorian Life research notes to help you. Work in role as Victorian children and teachers for a day, having lessons in arithmetic, darning and singing, as described in the novel!

POSTCARD HOME

Imagine you are Hetty feather. Write a postcard to your foster mother, describing what life is like in the Foundling Hospital. Choose to write about one or a few of the following topics: the clothes you wear, the food you eat, your school lessons, the matrons or your friends. Use the postcard template found in Additional Resource 3. Design your own stamp for Queen Victoria's Jubilee – look at the illustration on page 286 of the novel to give you some ideas!

CHARACTER DESCRIPTIONS

Jacqueline Wilson describes the characters in the novel in great detail. Look at the descriptions of Matron Peters (p. 145), Miss Newman (p. 170 – 171) and Madame Adeline and her horse (p. 86 – 87). Choose one of the characters and illustrate him/her, labelling the different descriptions on your drawing.



Homework Activities

Discuss some of the most difficult parts of Hetty's life with a parent or carer. Talk about times you have had similar experiences or feelings, for example when a friend has moved away to a new school or a time when you were unfairly treated at school.

Hetty loves creating elaborate stories and exaggerating the truth. Retell to a parent or carer an event from your own life, exaggerating the truth \ to create the most elaborate, entertaining story that you can!

Imagine you are sending Hetty a parcel whilst she is living at the Foundling Hospital. Make a list of the things you would send to her and prepare a reason for why you would send each of the items. Compare lists in school and listen to the ideas and reasons of peers.

Hetty Feather Activities For Secondary

– Levels 3 and 4

UPS AND DOWNS

Hetty Feather's life is full of ups and downs. Think of different words which could be used to describe her and the way that she never gives up (resilient, brave, determined, for example). Use the template in Additional Resources 4 and create a line graph to show the ups and downs that she experiences. Label each peak and trough with a brief description of the event or incident. The first 2 have been down for you as an example.

A TWIST IN THE TALE

The novel ends with the convention 'a twist in the tale', an unexpected end to the story. The best twists can not be guessed at and come as a surprise to the reader at the end of the story. They must, however, be plausible and be able to be traced back throughout the plot. Look for hints throughout Hetty's time at the Foundling Hospital which make the ending plausible. Examples could include when Ida slips Hetty extra food, Ida giving Hetty a special Christmas present or Ida being so upset and sitting up with Hetty when she is locked in the attic.

Create your own short story with a twist in the tale. Write about a surprising relationship between characters, hinting subtly throughout the story and then exposing the shocking twist right at the end! Read your story to the class and see if the twist is kept a surprise right until the end.

RESEARCH TASK

Hetty wants to be a famous writer when she grows up and leaves the Foundling Hospital. Read about the work of the charity Barnardo's, and find out about famous people who were orphaned when they were children. You could use the following websites to help you:



- www.barnardos.com/dotcom_history.htm
- <http://thirdworldorphans.org/gpage.html34.html>
- <http://news.bbc.co.uk/1/hi/uk/479184.stm>



Homework Activities

Discuss with a parent or carer the different rights of children today. Describe what Hetty's life was like and identify which rights were not being met when she lived at the Foundling Hospital.

Research different organisations which look after children who have been orphaned. Prepare a mini presentation about the work of an organisation and the way in which it meets the needs of orphans.

Literacy –
Reading – ENG
2-19a, LIT 2-
11a, ENG
2-17a

Literacy –
Reading – ENG
2-19a, LIT 2-
11a, ENG
2-17a

Technologies –
TCH 3-03b,
TCH 4-03b

Literacy –
Listening and
Talking – LIT 3-
01a, LIT 3-02a,
LIT 3-04a, LIT
4-01a, LIT 4-
02a

Additional Resource 1: Lifestyle Comparison

JACQUELINE
WILSON

ME

Additional Resource 2: Victorian Life Research

School	Toys and Games
Food	Clothing

Additional Resource 3: Postcard Home

Additional Resource 4: Ups and Downs

