



Book Week Scotland

16–22 November 2020



The future won't write itself

Book Week Scotland 2020 resources

CFE first, second and third levels

Resource created by
Scottish Book Trust

Activities and display materials
to support Book Week Scotland
2020 in your school

scottishbooktrust.com



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About this resource

This resource has activity ideas to help you make the most of Book Week Scotland 2020 in your primary or secondary school, as well as printable display materials to help make the week feel special!

There are activity ideas to support our Authors Live and Scottish Friendly Children’s Book Tour programming, as well as more general ideas to help you celebrate books and reading in your school.

We have picked three brilliant Authors Live events from our On Demand library that we think are a great fit for this year’s Future-themed Book Week Scotland festivities! You can watch these at any time, and use the activities in this resource to make the most of them in your classroom.

Authors Live on Demand: Sarah McIntyre and Philip Reeve

scottishbooktrust.com/
authors-live-on-demand/
sarah-mcintyre-and-philip-reeve

Space travel

In *Cakes in Space*, we learn that it will take Astra and her family 199 years to reach Nova Mundi. Ask your pupils to try to find out how many years it would take to fly in a jet or to drive to different planets, setting off from the sun at the centre of the solar system each time. They could work with a partner to design and complete a table to record their findings.

As a class, imagine you were going on an epic voyage to space and were allowed to take three possessions with you for the journey. What would your pupils take and why? Ask them to discuss their ideas in groups. Were there any similarities? Did anyone have anything surprising packed to take with them? Can the class agree on three items?

I can convey information, describe events, explain processes or combine ideas in different ways. LIT2-28a

Ultimate cake design

In the novel, disaster strikes when Astra asks the Nom-O-Tron to create the ultimate cake. Your class could design their own ultimate cakes, labeling the different parts, features and ingredients, and being as creative as they can. Remind them to think about their favourite flavours and colours, and any special features their ultimate cake might have! They could then create their ultimate cakes using materials in the classroom, or create a final design with pen and paper. Create a class cake table, displaying all of your ultimate cakes!

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA1-05a

Weightlessness in space

In *Cakes in Space*, we find out about the effects of gravity on the people and objects in the shuttle as it enters space. Watch [this short clip about an astronaut's experience of weightlessness in space](#)¹.

Ask the class to work in small groups to carry out the gravity experiment sheet on the next page. Before completing the conclusion part of the experiment, discuss each group's findings with the class.

I have collaborated in investigations to compare magnetic, electrostatic, and gravitational forces and have explored their practical applications. SCN2-08a



¹ bbc.co.uk/education/clips/zgx2tfr

Find other resources at
[scottishbooktrust.com/
resources](http://scottishbooktrust.com/resources)



Gravity Experiment

Aim: To find out the effect of gravity on objects of different weights.

Hypothesis: We think that.....
.....
.....

Method:

1. Choose two objects (e.g. a book, an apple, a sharpener, a tennis ball, a spoon). Write down which objects you have chosen in the first column of the table.
2. As a group, discuss which object you think will hit the ground first if you dropped both objects at the same time and from the same height. Record your guess in the second column of the table.
3. Choose one group member to hold the two objects at arms length, at the same height. Other group members should crouch down to watch the objects falling. The person holding the objects should drop them at the same time and the others should watch to see which, if any, hits the ground first. The answer should be recorded in the third column of the table.
4. Repeat the experiment with other combinations of objects until the table is full. What did you find?

Results:

Objects being tested	Our prediction of which would hit ground first	Outcome

Conclusion:
.....
.....
.....

Authors Live on Demand: Adrian Edmondson

scottishbooktrust.com/authors-live-on-demand/adrian-edmondson

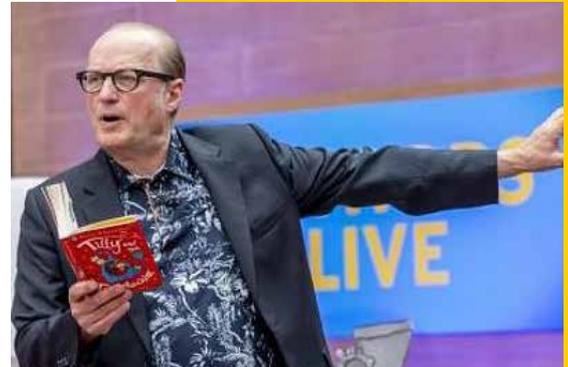
Time travel through memories

In the broadcast, Adrian discusses memory as a way to travel back in time. Explore memories and remembrance as a class. Do they have any happy memories which they treasure? Why? What is special about them? Can they remember what they were doing, or is it the feeling they remember more? Ask pupils to draw a picture of that memory. You can use these drawings to create a memory display.

I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.

HWB2-07a

If you would like to explore grief and loss further with your class, you can use our [resource created with Child Bereavement UK](#)² to help you do so.



² scottishbooktrust.com/learning-resources/using-picture-books-to-explore-bereavement

Time machine adventures

In *Tilly and the Time Machine*, Tilly and her dad use a time machine to travel in time. Ask your pupils to think about when and where they would go with a time machine and why. Ask pupils to research their chosen era or place and create a short spoken presentation to share with the class. If they choose to go to the future, they could prepare a short extract or story to share with the class. Create a time travel display as a class, showing all the different times and places your pupils would go!

I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.

LIT2-10a

The future of communication

Adrian reads an excerpt of *Junkyard Jack and the Horse That Talked*, which features a talking horse! Ask your pupils to think and discuss the future of communication as a class or in groups. How will we communicate? Will we be able to communicate with animals, and will it be easier to communicate with people who speak different languages? What will communicative technology look like? Ask pupils to share their ideas with the class.

When I engage with others, I respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. **LIT2-02a**

Find other resources at scottishbooktrust.com/resources



Authors Live on Demand: Marcus Sedgwick

scottishbooktrust.com/
authors-live-on-demand/
marcus-sedgwick

Our connections to human history

In *The Ghosts of Heaven*, Marcus Sedgwick has written four stories across different periods of human history and the future, which are linked by one symbol – spirals. Ask your pupils to think about other symbols and concepts that have existed throughout human history. What connects us to people from around the world, since the beginning of human history? What is specific to our current time? Which of these will continue to be important in the future? Discuss this as a class or in groups.

Ideas to think about could include family, loss, health, food, home, emotions, education, technology and travel.

When I engage with others, I can make a relevant contribution and encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use my contributions to reflect on, clarify or adapt thinking.

LIT3-02a

Write a fifth *The Ghosts of Heaven* story

The Ghosts of Heaven consists of four stories in one book, each set in a different time period – the neolithic era, the seventeenth century witch trials, the 1920s, and the distant future – which are linked by spiral symbols. Ask pupils to write a fifth story which features spiral symbols, either set now or in the near-future, drawing in elements of current events.

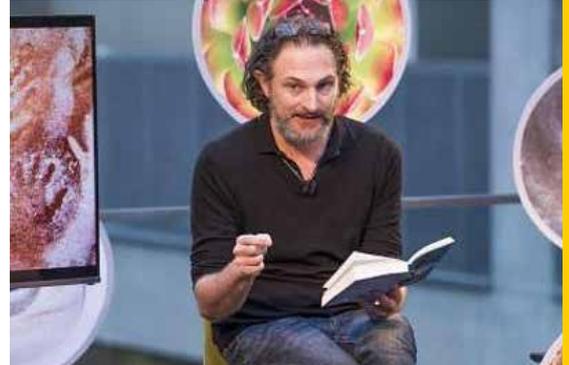
Extension activity: Use this activity to open conversations around anxiety or stress around current events and how these might change over the next few months or years. Explore different coping strategies and methods to support pupils.

I can convey information, describe events, explain processes or concepts, and combine ideas in different ways. **LIT3-28a**

I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. **HWB3-07a**

Genre-bending

The Ghosts of Heaven covers a variety of themes, and spans from the paleolithic era through to the seventeenth century witch trials, the 1920s and onwards to space travel in the distant future. The book blends and challenges the traditional genres of science fiction and historical fiction. What do they think of mixing of genres? Do they like it or not?



Find other resources at
[scottishbooktrust.com/
resources](https://scottishbooktrust.com/resources)



Ask your class to brainstorm as many different genres that they can think of and create a list together. Next, write this list onto a sheet of paper, cut the genres out and place them in a hat or bag. Go around the class and ask pupils to pick out one genre. They must then work in pairs and come up with a very quick plot (just a sentence or two) or story that blends and mixes the two genres the pair has collected. Allow pupils just a couple of minutes to come up with their idea. Go around the class and ask pupils to share the genre-bending stories they have invented.

*I can show my understanding of what I listen to or watch by commenting with evidence on the content and form of short and extended texts. **LIT 3-07a***

When I am listening and talking with others for different purposes, I can:

- Communicate information, ideas or opinions
- Explain processes, concepts or ideas
- Identify issues raised, summarise findings or draw conclusions

LIT 3-09a

Scottish Friendly Children's Book Tour with Robin Stevens

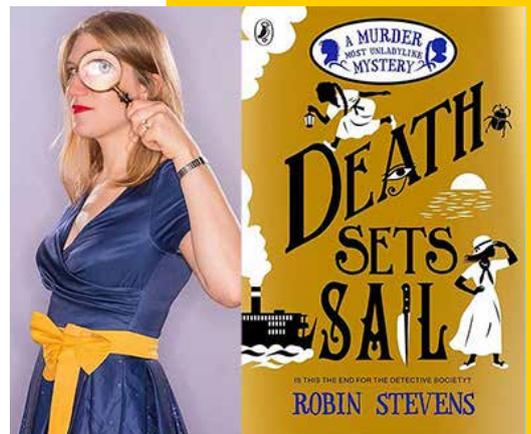
This Book Week Scotland, we're taking Robin Stevens, author of the best-selling *Murder Most Unladylike* series, on a virtual tour! Robin will be beaming into 60 schools in 22 Scottish local authorities. Whether your schools is taking part in the tour or not, you can join in the fun on Twitter with a murder mystery takeover from Robin on [@ScottishBkTrust](https://twitter.com/ScottishBkTrust), and get stuck into these fun activities in your classroom!

Future mystery solving

Robin Stevens' books are about young people solving crimes nearly a hundred years ago. How do you think the stories would change if they were set a hundred years in the future instead? What technology might be involved? Design a gadget that a spy or detective from the future might use to solve a specific issue they might face. This could be as a result of something like climate change, or technological advances. Create a model of your gadget, and present it to the class along with a short story in which it is used.

*I can extend and enhance my design skills to solve problems and construct models. **TCH2-09a***

*I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. **LIT3-06a***



Find other resources at scottishbooktrust.com/resources



Write a murder mystery

Robin Stevens writes murder mysteries set in a school in the 1930s, with lots of dastardly villains and interesting plot twists! Ask pupils to come up with the following elements and write a story involving all three.

- > A villain to defeat. The villain's abilities will probably determine some of the gadgets a spy would need. You can use the "developing villains" task to help with this.
- > A setting that poses hazards. Does the villain live in a stronghold of some kind? Again, this will necessitate the use of gadgets.
- > A plot twist – all good mysteries have a plot twist. What will your surprising twist be? How will the villain be defeated?

For inspiration, you could have a go at creating **story sticks**!³ Pupils can pull a stick at random and use it to spark ideas or write their opening lines. We'd love to see their ideas and stories, so please do share these with us tagging @ScottishBkTrust or #BookWeekScotland.

*Having explored the elements that writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. **ENG2-31a***

Create a murder mystery game

In the *Murder Most Unladylike* books, Hazel and Daisy solve mysteries in their school. Design a board game or create a roleplay game with a murder mystery theme. You could use your school as the setting for your game, and choose items to go in each room that might help you solve the mystery. If you aren't able to physically move around the school, you could create a physical board game or wall display to facilitate the activity.

*Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. **EXA2-05a***

*Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. **EXA2-13a***

³ scottishbooktrust.com/learning-resources/how-to-make-story-sticks

Find other resources at
[scottishbooktrust.com/
resources](https://scottishbooktrust.com/resources)



Gifting Bookbug P1 Family Bags and Read, Write, Count bags

Make the most of the Bookbug P1 Family Bag and the Read, Write, Count bags by holding a gifting party during Book Week Scotland! Your school should receive a bag for every P1, P2 and P3 pupil, which are theirs to take home. You can find resources to help make the most of gifting and using the bags on our website.

⁴ scottishbooktrust.com/reading-and-stories/bookbug/gifting-the-bookbug-primary-1-family-bags

⁵ scottishbooktrust.com/bpbp

Bookbug P1 Family Bag

All P1 pupils in Scotland will receive a **Bookbug P1 Family Bag**⁴, which contains three brilliant picture books as well as an activity pack, colouring pencils and a small whiteboard with number magnets and a pen for them to take home!

The three books make up **The Bookbug Picture Book Prize**⁵ shortlist, and children of all ages (not just P1s) can have a say in which book is declared the winner! These three books provide a great opportunity for shared reading between younger and older pupils.

We have lots of resources to support gifting the bags and taking part in The Bookbug Picture Book Prize, including lovely videos of the books being read. You can find all of these at scottishbooktrust.com/bpbp



⁶ scottishbooktrust.com/topics/read-write-count

Read, Write, Count

Every P2 and P3 pupil will receive a **Read, Write, Count**⁶ bag, jam-packed with books, writing materials and maths games!

The bags are theirs to take home but to make sure each pupil gets the full value of their new goodies, you can share and enjoy the bag contents in your classroom when you gift them. You could also ask pupils to bring their bags back in from time to time to make use of the brilliant stories and activities throughout the school year!

You can find a full list of what pupils will find in each bag, as well as lots of activity ideas, videos of the stories being read and gifting ideas at scottishbooktrust.com/readwritecount



Find other resources at scottishbooktrust.com/resources



More activities to celebrate Book Week Scotland across your school

The theme of Book Week Scotland this year is 'Future', and we're thinking about hopes and aspirations, alternate futures, changing the future, and our former and future selves. Here are some ideas for ways you can use these ideas in your school, as well as ways to make the most of Book Week Scotland in general! You can find even more ideas in our broader [Book Week Scotland resource](#)⁷.

- > Come up with your own dystopia or alternate futures! Ask pupils to consider what the world looks like? What has happened to get to this point? How will the characters survive in this strange new world?
- > Create a time capsule with your class, and fill it with letters and stories for younger years to open when they move up next year. What advice do the P7s have for the P3s? Or ask the class to write letters for themselves to open at the end of the school year. Will they have the same favourite bands and films in 2021? Will they still want to do the same thing when they grow up?
- > Choose a villain from a book or film, and write them a letter. What would you say to Lord Voldemort or the Grand High Witch if you could? What would encourage them to change their ways?
- > Decorate your classroom door to look like your class' favourite futuristic book or current class read.
- > Create a cinema experience with Authors Live, either one of the live events in the week or one from the [On Demand library](#)⁸. Set up the classroom or assembly hall as comfortably as you can, dim the lights and get some snacks ready! There are over 80 events to choose from, so there will definitely be something to suit your pupils.
- > Sign up for [The Bookbug Picture Book Prize](#)⁹ or [Scottish Teenage Book Prize](#)¹⁰ if you haven't already, and get your pupils reading the books on the shortlist so they can take part in the national votes. There are videos of the books being read on our website, as well as lots of resources with activities to support the prizes.

⁷ scottishbooktrust.com/learning-resources/ideas-for-planning-and-celebrating-book-week-scotland

⁸ scottishbooktrust.com/authors-live-on-demand

⁹ scottishbooktrust.com/bppb

¹⁰ scottishbooktrust.com/stbp

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Printable display materials

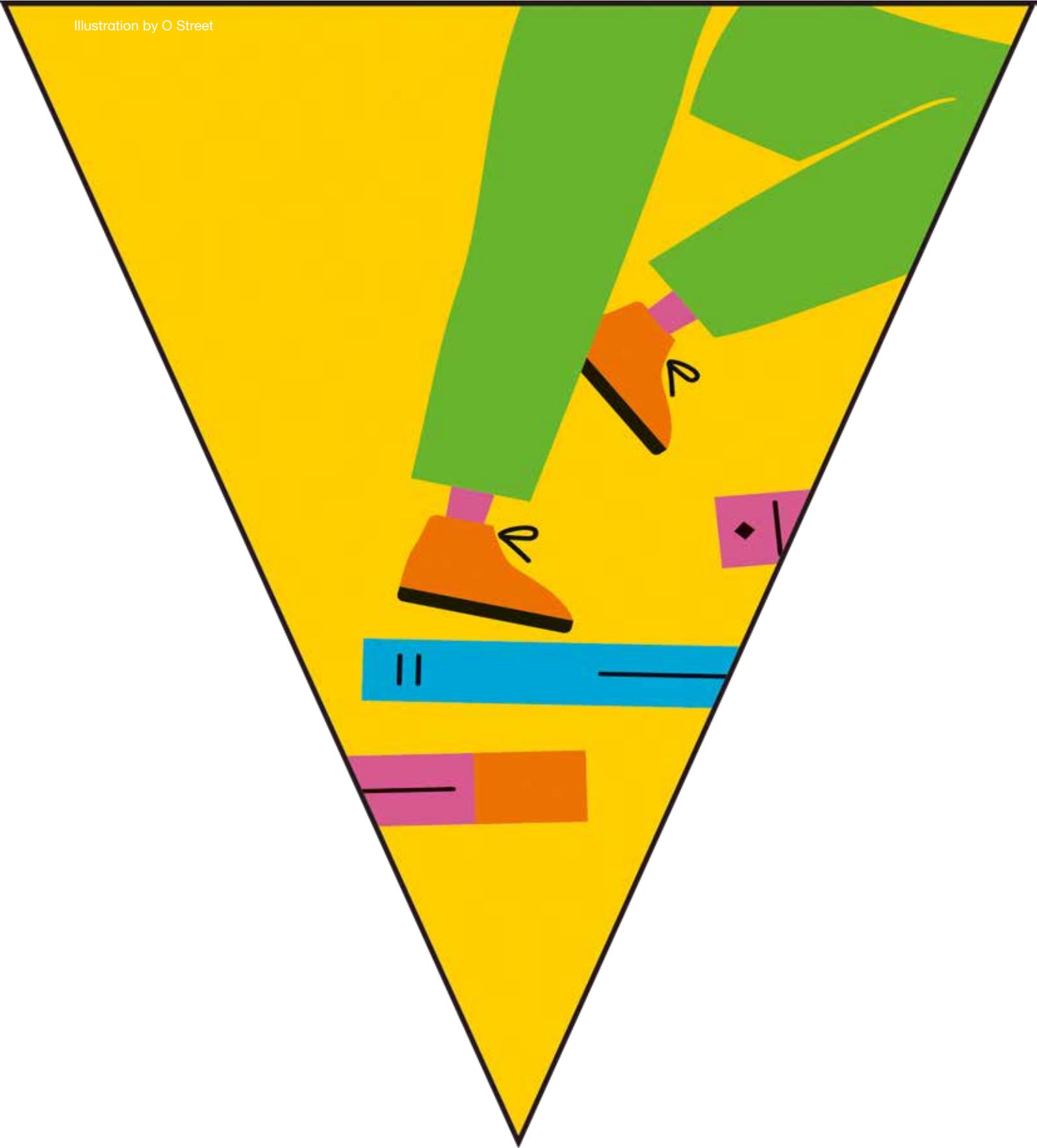
Get a Book Week Scotland buzz going by making your school or classroom look the part! You can print and cut out as many of these pennants as you like, double-sided or single-sided, and string them together to make bunting. There are also posters in English, Scots and Gaelic that you can print out and fill in to let pupils know about the exciting Book Week Scotland activities going on, and [50 Word Fiction](#) posters for a burst of inspiration for children and teens!

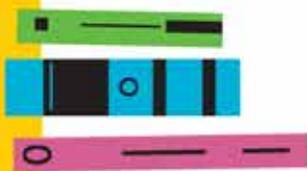
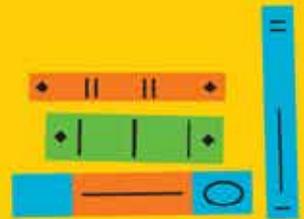


**Book Week
Scotland**



Illustration by O Street





Book Week Scotland

16–22 November 2020



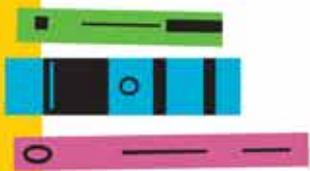
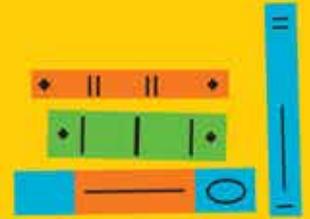
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Registered company SC184248. Scottish charity, SC027689.

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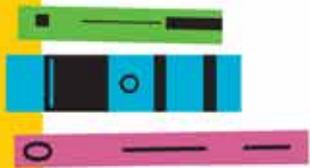
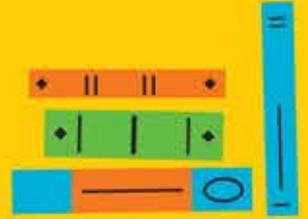
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Registered company SC184248. Scots charity, SC027669.

SLiC
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16–22 Samhain 2020



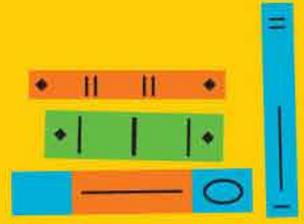
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Registered company SC184248. Scottish charity, SC027669.

SLiC
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**A little boy found a letter from the future.
Jeremy gasped.**

It said:

Go to the beach.

Surprised, he went to the beach.

He got bitten by a crocodile!

**When he got home he crumpled the letter
up and threw it in the bin.**

**The crocodile had written
the letter.**

**50 Word Fiction
by Rowan Simmons (8)**

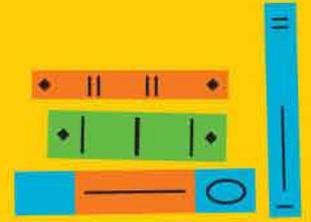


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bookweekscotland.com
[#BookWeekScotland](https://twitter.com/BookWeekScotland)



Can you remember?

Sunlight, tracing out leaves like glowing screens.

Fresh air, clear and sharp as broken glass.

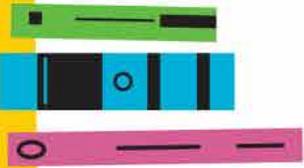
Tumbling blossoms, scrunched like plastic bags.

Water, electric like sparking wires.

Snow, falling like flakes of ash.

Can you? I can. Keep those memories safe. None of this lasts much longer.

**50 Word Fiction
by Emily Betts (15)**



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