

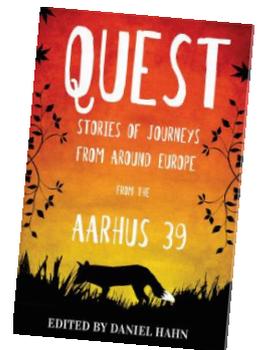
Hay Festival has designed an inspiring programme of events for schools which will see thousands of children visit the site in Wales this May. Pupils and teachers will have the chance to meet amazing writers, performers and poets and be immersed in the world of stories and writing. Find out more at [www.hayfestival.com/festivals.aspx](http://www.hayfestival.com/festivals.aspx)

### Introduction

To celebrate the launch of the Aarhus 39 anthologies by Hay Festival and Alma Books, the National Literacy Trust have produced this cross-curricular resource. It is intended to support educators working with children to engage with the stories and to explore their themes.

### About the book

*Quest*, a volume of seventeen stories aimed at children, will whisk you away from dark bedrooms to new dimensions and fantasy realms, via the Russian countryside and modern Rome. You'll encounter talking field mice, invisible friends, flying kraiks, white elephants, runaway books and wardrobes that act as magic portals. Hopping across all sorts of genres and showcasing authors from all over Europe – from the Basque country and Cyprus to Iceland and the Czech Republic – this book is certain to broaden horizons and engage the reader in all kinds of fun.



Hay Festival is delighted to present two anthologies of stories from the best emerging writers for young readers from across wider Europe. Three of among Europe's best loved children's authors – Matt Haig (UK), Kim Fupz Aakeson (Denmark) and Ana Cristina Herreros (Spain) – have selected thirty-nine writers under the age of forty, Aarhus 39, and invited them to write an original story on the theme of "journey". These new stories, together with the specially commissioned illustrations that accompany them, are a celebration of great new writing for young people and reflect issues facing them in contemporary Europe. Reading stories of other people's lives and journeys extends understanding and empathy to new generations.

### Finding commonality through fiction

"Stories make us understand how people might be different, but also how we are all the same. As readers, we take characters who seem so very unlike us (people in other places or times, with wildly different lives, even with magical powers) and find ways of connecting to them. I can't think of anything that has the power to make that connection quite like a great work of fiction. Reading may feel like a quiet, private act, a way of isolating yourself from the world; but surrendering to a good story is also the opposite of isolation. It's a way of reaching out, of communicating, silently, through our powers of imagination and empathy."

Daniel Hahn

## Using these stories in the classroom

This resource aims to guide you in using the stories from *Quest* in the classroom.

These stories are affecting, surprising, entertaining and challenging. Teachers should use their best judgement and awareness of learners' personal experiences that may resonate with the situations described to ensure the issues are addressed sensitively and in an appropriate manner.

Sometimes, it can be tempting to limit our pupils to a diet of known classics and easily accessible favourites. This would be to deprive children of the power of new stories to help them make sense of their lived experience. Follow these tips to be confident in using these wonderfully diverse and contemporary texts.

- Do make sure you have read the story before you begin to look at it with your class
- Do be aware of any potential sensitivities among your pupils and be aware that sharing the story might surface memories of experiences that might have been difficult
- Do encourage discussion around the stories that is natural but non-judgemental
- Do model an emotional response to the stories
- Do avoid asking lots of direct questions, instead phrase thoughts to the class as "That's interesting/ unusual / unexpected..."
- Do model empathy when reading aloud eg " That must have been really hard/ frightening/ funny/ embarrassing... I don't know how I would have reacted in that situation..."
- Do feel free to just share the stories for their own sake, with no questions, discussion or follow up. Allow children to take away from them what they want





## Suggested activities

The suggested activities could be used during lesson time, in assemblies or in the library. Exploring these stories is likely to be particularly rewarding when working with small groups.

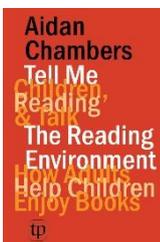
### Read aloud

Short stories are brilliant for reading aloud and sharing with a class of older children. They are easy for teachers or librarians to quickly read and prepare in advance and easily enjoyed by the children, including those who might not yet have developed the stamina for longer texts. They can be slotted into all sorts of times in the day. It is very satisfying to share a whole story together in the space of 5-10 minutes, something that is sometimes forgotten with older children. Reading aloud and modelling responses is a hugely effective and enjoyable way of developing pupils' comprehension skills.

### Guided Reading or Book Group discussions

Consider buying a set of books for guided reading or your book groups. A short story anthology works incredibly well for a book group as it means all members can manage to read one or two stories before the next session. Below are sample questions to aid discussion.

- Did you like the story? What reaction or emotions did it evoke in you? If you didn't like it, why not?
- What did you think of the characters? If placed in their situation, would you have taken the same action or responded in the same way?
- Was there a phrase or paragraph that you found interesting, confusing or notable in some way?
- Why do you think the writer wanted to tell this story? Did they tell the story in a compelling way? Why do you think the writer chose to write this as a short story?
- What did you think of the ending? Were you satisfied? If not, how could it have ended differently?
- Have you learned anything from reading the story?



For further guidance on discussing books with children, look at

*Tell Me (Children, Reading & Talk) with The Reading Environment*

by Aidan Chambers

ISBN: 9780903355544

## Stimulus for writing

Short stories are often the most useful models for children to draw upon as inspiration for their own writing. We rarely provide opportunities for children to write 100 page books in school, but we frequently ask them to develop character, plots and themes over one or two pages. Explore how these authors structure their stories, how they develop plot and character effectively over a small number of paragraphs and how they use language.



Ask children to write their own original story on the theme of *journeys*. Use the ideas below to get their imaginations going.

- Draw a map of an imaginary island, place or country. Draw and describe the people, transport, vegetation and animals
- Give pupils a piece of a map cut from an old ordinance survey map or from Google maps. Ask them to imagine the journey a character might have made from one place to another on the map and then to write about it
- Ask them to draw their autobiography so far as a journey with key events along the way
- Draw a post card of a real or imaginary place and write to a friend or relative describing the place and the journey there. Display the post cards or send them home or to pupils in another class
- Bring in a suitcase full of the clothes and possessions of an imaginary character. Ask your pupils to describe the character and write about where they think they are going with their suitcase

The following resources are available on the National Literacy Trust Network and will also be useful for inspiring writing around the theme of journeys.

[Making a family history book](#)

[Shackleton's Journey](#)

## Read your Way Around Europe or the World!

Discuss famous authors from around the world and the stories we are familiar with that have been translated into English. (Some examples might include fairy tales by Brothers Grimm, Hans Christian Andersen's stories, *TinTin* by Hergé or *Pippi Longstocking* by Astrid Lindgren or the Moomins stories by Tove Jansson.)

Questions for further discussion:

- What might we learn from reading stories that were originally written in another language?
- What are the benefits of reading stories that have been translated?
- What might be the challenges of reading stories that have been translated?
- How might a translator approach the task of translating a story into English? You could also



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have a look at the 'about the translators' section at the back of *Quest* for some more information about the translators who worked on these stories.

Use the *Quest* anthology to launch the idea of reading and writing around Europe or even the World. The following National Literacy Trust competitions were very popular and you can still download the resources at the links below.

[Global Reading Miles Challenge](#)  
[Around the World with Wally](#)

If there is one story that is of particular interest to the group, try building a partnership with a school in the country where the author lives. Both classes could read the story and then discuss pre-agreed questions about the text via a Skype meeting or exchanging emails.

To find an international partner school, register at <https://schoolsonline.britishcouncil.org/>

Encourage your pupils to create their own Reading Journeys. This is a powerful way to explore the books and stories that have made us who we are and a brilliant way to find out about children's reading outside of school. An excellent example of an action research project around this can be found here:

[Personal Reading Journeys](#)

## Illustration

During the Hay Festival (25th May – 4th June) in Wales, an illustration competition will be launched with fantastic prizes to be won, including a visit to the International Children's Literature Hay Festival in Aarhus, Denmark (26th – 29th October 2017).

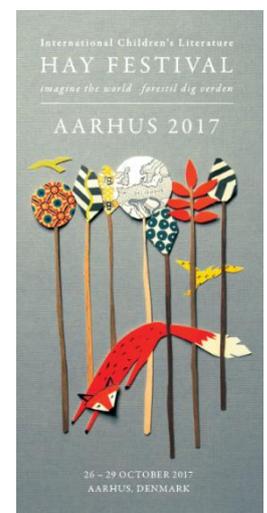
Pupils should draw a journey. It can be real or imagined, literal or metaphorical. The illustration should allow others to understand and share in the journey. The best entries will be shared on the Hay Festival Instagram feed.

To enter:

- Print off the Imagine a Journey worksheet at the back of this resource
- Pupils should draw their journey in the box provided and write a short description to explain what the journey is
- Complete the contact details box with the pupil's name, school name and teacher's email address, as well as confirmation that the work produced can be shared on social media

Entries can be posted to: **Hay Festival, 25 Lion Street, Hay-on-Wye HR3 5AD** or scanned and emailed to [journeys@hayfestival.org](mailto:journeys@hayfestival.org).

For inspiration, explore the illustrations throughout *Quest* with your pupils or visit the illustration gallery at the Hay Festival with them.





## Assemblies

The stories in the *Quest* anthology are perfect for sharing in assemblies. Bring them to life by asking pupils to act them out, to add in sound effects or to dress up as the characters.

## Find out more about the authors

Use the *Quest* anthology as a way of introducing pupils to 39 fantastic authors, many of whom will be new to you and to them. Short stories provide a brilliant taster of an author's style. Find other books published by the authors, both in translation and in the author's main language, and encourage your class to read and recommend them to each other. The *Quest* anthology includes biographies of all the authors in the back of the book on pages 197-202.

## Suggestions of other books on the theme of journeys, both physical and emotional:

*Journey* by Aaron Becker

*The Arrival* by Shaun Tan

*The Bone Sparrow* by Zara Fraillon

*The Boy in the Striped Pyjamas* by John Boyne

*Oranges in No-Man's Land* by Elizabeth Laird

*Wonder* by Rael J. Palacio

*The Journey* by Francesca Sanna



## National Literacy Trust Network

The National Literacy Trust Network supports schools to develop outstanding literacy provision by providing literacy leaders with tools, resources and inspiration.

We help members to:

- Audit, plan and evaluate provision
- Create a whole-school ethos
- Improve quality of teaching
- Close the attainment gap
- Reach out to the wider community

Find out more or join us at: [http://www.literacytrust.org.uk/our\\_network/about](http://www.literacytrust.org.uk/our_network/about)

## Buy copies of the anthology

To buy copies of the Aarhus 39 Anthologies *Quest* and *Odyssey* please visit your local bookshop or visit [Alma Books](#) and enter the code 'HAYFRIENDS30' at the checkout to receive an exclusive discount.

International Children's Literature

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## AARHUS 2017



### Imagine a Journey

It can be real or imagined, literal or metaphorical. The illustration should allow others to understand and share in the journey.

Illustrate your journey:

Describe your journey:

Please provide your contact details and school name, as well as confirmation that the work produced can be shared on social media.

Name: .....

School: .....

E-mail address: .....

please tick box to confirm that the work produced can be shared on social media

Entries can be posted to: Hay Festival, 25 Lion Street, Hay-on-Wye HR3 5AD or scanned and emailed to [journeys@hayfestival.org](mailto:journeys@hayfestival.org)