

TEACHING IDEAS FOR THE KLAUS FLUGGE PRIZE SHORTLIST 2021

Set up to honour Klaus Flugge, founder of Andersen Press, this award is for the most promising and exciting newcomer to children's picture book illustration.

GUSTAVO

THE SHY GHOST



FLAVIA Z. DRAGO

9781406386462 • £7.99



These notes have been written by the teachers at the [CLPE](#) to provide schools and settings with ideas to develop comprehension and extended provision around [Klaus Flugge Prize](#)-shortlisted texts for children of all ages. They build on our work supporting teachers to use picture books to enhance critical thinking and develop creative approaches in art and writing. We hope you find them useful.

This book is particularly suitable for children aged 5-11.

Reading the book and close reading of illustration:

- Before you begin to read, look at the front cover illustration. What can you see? What do you think you know about this character from looking at the illustration? How do you think they are feeling? What do the props placed in the scene add to our understanding of them?
- Now read the title, ***Gustavo, the Shy Ghost***. What does it mean to be shy? Have you ever felt this way before? What made you feel this way? What do you think might happen in this story?
- Now look at the front endpapers and inside title page and consider what else you might learn about the character from the illustrations. How is the ghost feeling? Why might they be feeling this way?
- Read aloud up to, ***I have to be brave. I have to let others see me! he thought.*** How can we tell from the illustrations, as well as the words, that Gustavo is shy? How does being shy impact on his life? Flip back through these spreads, considering each illustration in turn. Does he seem shy in every spread? Are there places he feels more comfortable and less shy? Why do you think this might be? Re-read this section of the text again. What do you think might happen next? What makes you think this?
- Continue reading, pausing after, ***As the days went by, Gustavo couldn't stop thinking.*** How do you think he is feeling here? What do you think he is thinking at this moment? Continue reading to, ***But not a soul had come.*** What must it have taken for Gustavo to decide to perform? How do you think it felt when no one came to the performance? How do you think this will affect him moving forwards? What thoughts do you have about how the story might end?
- Read on up to, ***Would you like to hang out with us?*** How do Gustavo's feelings change throughout these images and why do you think this happened? How would you describe his feelings in the middle image, as he realises everyone is there? Do you think he will want to hang out with them?
- Now, read on to the end of the book. How can you see that Gustavo is no longer shy? Compare the front and final endpapers, how does this show the impact that overcoming his shyness has had on his life?
- After reading, encourage the children to tell you what they liked about the book. Was there anything they disliked? What did it make them think about? Do they have any questions about the book? How did it make them feel? Has anything like this ever happened to them?

Engaging in illustration:

- Consider how the text and illustrations work together to convey meaning. Look at how Flavia Z. Drago, uses

both the text and the illustration to show us how Gustavo is feeling at different points in the book. Flip back through the spreads to look specifically at moments where they think Gustavo is feeling shy. Can they even spot him in the spread, ***Making friends was terrifying?*** How does the way the illustrator show this emotion vary, but still convey the feeling of shyness?

- Now, look back through the book, at a wider range of emotions expressed, focussing on particular spreads, such as:
 - *Gustavo was a ghost...*
 - *Gustavo longed to be part of something...*
 - *As the days went by, Gustavo couldn't stop thinking...*
 - *So all alone, Gustavo did what he loved most...*
 - **GUSTAVO!**
 - *From that moment on, Gustavo's life changed...*
- Encourage the children to look at the illustrations in greater detail and talk about these spreads in more depth, talking about how Gustavo might be feeling and why. Encourage children to make personal connections with the situation to develop greater empathy and engagement with the character.
- Look at how Gustavo is drawn in the book, and how we can tell how he is feeling because of the way his eyes, eyebrows, mouth and cheeks look and the way his body is placed.
- Use your faces and bodies to show some of the different emotions that Gustavo goes thorough in the story. Look at what you do with your eyes, mouths, arms and bodies when you express each emotion.
- Model for the children how to use a white coloured pencil or pastel to draw Gustavo feeling a certain way on a piece of coloured sugar paper, focussing first on drawing the shape of his body and arms, thinking about how these convey emotion, then on using a black and pink coloured pencil or pastel to add his facial expression to share this emotion. Look at how to break the illustrations down into easy to follow shapes and how expressive the characters' eyes and mouth can be.
- Allow the children to draw Gustavo for themselves, expressing different emotions and connecting these with key moments in the story. Draw alongside the children as they work.
- Give space for the children to pin up and share their drawings, allowing them to look at the similarities and differences in their work and to talk about what is effective in their own work and that of others.
- Allow access to art materials to draw and make up their own scenarios or stories featuring Gustavo, his family and his friends or to create characters, scenarios and stories of their own.

This sequence of activities was designed in partnership with CLPE. CLPE is a UK based children's literacy charity working with primary schools to raise the achievement of children's reading and writing by helping schools to teach literacy creatively and effectively, putting quality children's books at the heart of all learning.

Find out more about their work, and access further resources and training at: www.clpe.org.uk