

THE LOST LENDING LIBRARY
EDUCATOR'S RESOURCE

*punchdrunk
enrichment*



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Thank you so much for taking part in *The Lost Lending Library* with your class. We hope the experience of the Library will help to engage your students in creative writing and ignite their imaginations. We are so thrilled you are joining us for this experience at *March On*. We have put together this teacher pack to:

- Outline the experience
- Provide some legacy activities to continue the magic of the Library in your classroom

BEFORE THE EXPERIENCE

- To best frame the visit we recommend you tell your class that you have heard there is a special library currently at Esplanade and they want visitors who love stories and books.
- You do not want to tell them anymore than that or let them see this pack before their visit.
- You and your class will learn everything you need to know throughout the show so you can experience it for the first time with them.

THE EXPERIENCE

When visiting Esplanade for the experience, all students will meet a librarian who is a long-serving apprentice of *The Lost Lending Library*. They are there to welcome you into the Library but first you will need to prove you have great imaginations to get in! They will lead a short story-building workshop, with everyone working together to produce ideas.

Your class will then be invited to visit *The Lost Lending Library* where they will meet the Guardian of the Miscellaneous Department, Peabody. Peabody is an eccentric lover of books and makes your class apprentice story writers of the library. They will also be given a library card and asked to continue writing stories for the library. You can use this narrative in any future work you may want to link to the myth of the Library (more information later in this pack.)

BACK IN THE CLASSROOM

We encourage you to continue your journey back in the classroom. Here's a few examples of activities.

Your class can meet e.g. your school librarian/library teacher-in-charge who have heard that they visited *The Lost Lending Library*. They themselves have never managed to get in and want to investigate more about it. Together, they will create a story.

All pupils will be encouraged to continue their writing for the Library as they are now Library apprentices.

You might decide to link future writing tasks in the school curriculum to the Library by receiving an object or letter from Gillian (more details can be found under the Legacy Projects section). You can do this writing as a group or independently. You could also do some of the following imagination exercises linked to objects that they might have seen in the Library. You could use any object for this and you could discover it near school, at home or plant it in your classroom for the young people to find. This is in the form of a 40-minute lesson plan we have designed that has been delivered by teachers in school.

The below lesson plan was adapted from Punchdrunk Enrichment's version to meet the needs of Singaporean classrooms.

Please contact us at education@esplanade.com if you would like the original version by Punchdrunk Enrichment.

The Lost Lending Library – Post-show activities	
Level	Primary
Duration	40 min
Learning Outcomes	<p>By the end of the lesson, pupils will be able to:</p> <ol style="list-style-type: none"> 1. use sensory details to enhance description of setting and characters. 2. work collaboratively with their peers to create a structured narrative.
Teaching Component	Creative writing
Introduction	<ul style="list-style-type: none"> • Teacher recaps students' experience at <i>The Lost Lending Library</i> and explains that students are now apprentices of the library and will continue contributing stories to it. • Discussion on an object (e.g. related to the topic/theme in class) <p>Suggested Teacher Talk/Questions:</p> <p>Teacher holds up an object and asks:</p> <ul style="list-style-type: none"> • What do you see? • What do you think this is? • Who might have used it? • What could be the story behind this object?
Activity	<p>Activity 1: Imagining a Place (5 mins)</p> <ul style="list-style-type: none"> • Students close their eyes and imagine a setting where the object belongs. Teacher guides them through a visualisation exercise: <ul style="list-style-type: none"> ○ Can you find this object indoors or outdoors? ○ Is it warm or cold? ○ Ancient or modern? ○ Quiet or noisy? ○ What noises do you hear? • Students open their eyes and describe their imagined setting to a partner. • Combine a few examples to create a clear picture of a place.

	<p>Activity 2: Creating a Soundscape (10 mins)</p> <ul style="list-style-type: none"> Noises and sounds are brilliant ways to create an atmosphere and to give an idea of a place. In groups, students are going to create the sounds of the place we just imagined using their bodies. Take four ideas for sounds that would be heard in the place imagined. Try not to use sounds created by voices but use hands, legs, feet, clicking, stamping, clapping etc. The teacher conducts the groups. The teacher conducts the soundscape in layers, adding different elements one by one. Students participate in making the soundscape. Suggested questions: <ul style="list-style-type: none"> What did you see? How did it make you feel? Does the place make you want to stay longer or leave?
	<p>Activity 3: Developing a Character (5 mins)</p> <ul style="list-style-type: none"> Teacher introduces the object again and asks students who might own the object. Suggested questions: <ul style="list-style-type: none"> Old or young? Tall or short? Powerful or weak? Wearing dark clothes or light clothes? Wearing glasses? Light haired or dark haired? Modern or from the past? More about them: <ul style="list-style-type: none"> What is one thing they are good at? (positive) What is one thing that they are bad at? (negative) Give them a name. Teacher gathers responses and creates a collective character. Make sure to decide on a positive attribute (something they're good at) and a vice (something they're bad at).

	<p>Activity 4: Physicalising the Character (5 mins)</p> <ul style="list-style-type: none"> • Students stand up and embody different postures based on character traits (e.g., head held high for confidence, hunched shoulders for shyness). • Each student gives their character a signature movement or sound. • Selected students demonstrate their character's gait and sound.
Bringing the Story Together	<ul style="list-style-type: none"> • In pairs/groups, students develop a simple storyline based on their character and setting. <p>Remind them that all stories need:</p> <ul style="list-style-type: none"> • a place • a character(s) • a problem • a solution • an ending. <ul style="list-style-type: none"> • Based on the activities above, the class will have a place, and a character. <ul style="list-style-type: none"> • Remind them of the character's positive and negative attributes you decided on. • Everybody to turn to their partner and think of a problem that this character might have (relate this to their vice). (5 min) • Think of a solution for that problem (use their positive attribute to solve the problem) and turn to their partner. (5 min) • Take a few suggestions. • Everybody has five min to think of a good ending for their story. • Invite a few students to share their ending.
Conclusion	<ul style="list-style-type: none"> • Recap what was done in class. • Teacher praises students on their storytelling efforts. • Students can extend their stories independently as part of their writing exercise.
Resources needed	<ul style="list-style-type: none"> • An object related to the theme/topic the class is working on • Sound-making materials (if needed) • Writing materials for story development

LEGACY PROJECTS

A large part of our work with schools is to promote the creation of legacy projects with those who have experienced *The Lost Lending Library* or any of our other projects. This keeps the narrative of the project alive in your schools and allows you to harness the magic to add new life into curriculum areas. We encourage teachers to make their own immersive projects, but we also have some legacy projects linked to the Library that our team have created for you to consider using as an outline. Here are a few examples. Feel free to use Gillian or the apprentice you met as the character who gets in touch with your class in either of these examples.

1. The Library Guardians' Book Club

Focus: Reading stamina, enjoying reading, a sense of community.

The purpose of this project is to increase reading stamina, enjoyment and to give an additional purpose to reading — helping Gillian (you'll remember her from the phone calls she makes to Peabody during the show), a Library Guardian! It aims to inspire you and your young people to make a space for reading both at school and at home. It seeks to encourage independent reading and give a sense of a reading community with the children in your class and the Guardians of the Library.

In *The Lost Lending Library*, Peabody mentioned the Guardians' weekly get-togethers to your students when they visited the Library. The Guardians of the Library have now set up a book club and Gillian needs your help.

The Story

You have received a letter from Gillian that you read out to your class. In the letter, Gillian tells you that there is a new book group run by and for the Guardians of the Library and Gillian needs to suggest the next book. They have got in touch as your class are all apprentices (although they may have become permanent members by now!) and they are wondering if you might have any great tips for wonderful books for the Guardians to read?

Preparation Time

Firstly, you'll need to write your letter from Gillian for your class.

Think about how the letter will be discovered — you may choose to hide this letter in a book or somewhere in your class and let one of the young people discover it. It is important to have realistic props to make the children really believe that Gillian has sent them a letter.

With Your Class

- Discover and read the letter from Gillian, asking for recommendations for the Library Guardians' Book Club.
- The young people could make presentation boards or write a report on the book they are reading to suggest it to Gillian.
- You could decide to focus on a whole-class book, ask different reading sets to look at what they are reading together or have this as an independent exercise.
- You could also include a 'Reading Ritual' in the letter from Gillian — a method that helps them to get in the zone for reading that you can recreate in school or at home. This could be about finding a quiet space, having a dedicated 'reading chair', saying a rhyming couplet before opening a book - whatever you like! The legacy project [Our Home Story](#) has a video example of a Reading Ritual.
- You could have a special way to send the work back to the Library. For example, you could place the work in a pile, read aloud the first paragraph from the book report, and then place the book on top of the pile and leave it overnight. You might then find your book reports stamped when you come back the next day. Or, they could disappear and reappear one day having been received by Gillian!
- A few days or so after sending your work, you receive another letter from Gillian thanking your students, which could reference the book with a part they particularly enjoyed. You can write this letter and personalise it for your class.
- Gillian tells the children that the Guardians were so impressed with their suggestion that they would love them to be a part of the book club too. Gillian tells you they will let you know which books they are reading each month. You then have the option of having a poster up in your classroom about 'The Library Guardian's Book Club Book of the Month' which you could change each month to suggest books for the young people to read in independent reading time.
- Alongside this, there could be an added incentive in Gillian's letter saying that if you read a certain number of books (you can set this) that the Library's Head Guardian, Libris Borowicz, will send you a certificate.

2. The Lost Lending Library Legacy Project

Focus: Enjoying writing, writing stamina, geography, history.

Introduction

We welcome schools to make their own legacy projects based on any curriculum aims that you feel the magic of *The Lost Lending Library* can assist with. We like to use the *Problem - Work - Reward* method when making immersive projects for young people. This is a quick method to create a new project which uses the narrative of *The Lost Lending Library* to help your project feel believable for the young people. Firstly, set a learning objective for your project. Then create your problem, the work and the reward. Here's how it works in schools:

Problem

Introduce a problem integral to the narrative that requires the pupils' help. For example, in *The Lost Lending Library*, the long-serving apprentice can't find the Library door.

Work

The problem requires work that the children do. That work is designed to target a learning outcome. For example, the young people will need to use their imagination to come up with a story to help find the Library door.

Reward

On completion of the work the children get a reward that acknowledges their work and effort, and might also seed legacy for future projects. For example, the young people are made into apprentices and then become permanent members of the Library after creating a story at the follow-up workshop.

Here's another example of *Problem - Work - Reward* in action. In this example, the learning objective is for students to learn about the Arctic:

Problem

Gillian sends a letter to let you know that some books have gone missing from the Library. You then find out that a book on the Arctic was discovered in the staff room fridge. Gillian mentions in their letter that the only way to get the books back into the Library is to read them.

Work

Read the books and do some reporting or connected work that ties in with your curriculum objectives.

Reward

A thank you letter from Gillian arrives, with the promise of more books that might fly out again in the future. You can then use this as a legacy to have future textbooks appear.

Design and Resource Notes

Library Guardians tend to send out letters on paper and use black ink that looks like it has come from a typewriter (you can use a font to fake this, here is the [font](#) used in the Library).

Think about how your note might arrive — is it in an envelope, wrapped in cloth, or tied in string? If the Book Club becomes a regular event, perhaps it has its own stamp or visual identity, different to the headed paper. You could consider using a stamp company to make a stamp for the Book Club. You can customise your own rubber stamps using a picture.

3. *Our Home Story*

[Our Home Story](#) is a free project you can access online (make sure you read the project page on your own first before involving children in the experience).

PUNCHDRUNK ENRICHMENT AND BOOK LOVE

We partnered with [Book Love](#), an anti-racist bookshop with a mission to ‘make multicultural matter’, to ensure that *The Lost Lending Library* holds books that reflect all its visitors. Below is the list of brilliant books they recommended.

Nursery

One Love by Cedella Marley

Ganesh’s Sweet Tooth by Sanjay Patel & Emily Haynes

Lunar New Year by Hannah Elliot

I am Peace by Susan Verde

4 to 5 years old

I am Human by Susan Verde

Fruits by Valerie Bloom

ABC What Can She Be by Sugar Snap Studios

Hope’s Braids by Tolá Okogwu

5 to 7 years old

We Sang Across the Sea by Benjamin Zephaniah

Granny came on the Empire Windrush by Patrice Lawrence

The Best Diwali Ever by Sonali Shah

The Most Exciting Eid by Zeba Talkhani

7 to 11 years old

Princess Sophia Duleep Singh by Sufiya Ahmed

Onyeka and the Academy of the Sun by Tolá Okogwu

Amari and Night Brothers by B.B Alston

Refugee Boy by Benjamin Zephaniah

Non-Fiction

Amazing Muslims who Changed the World by Burhana Islam

Lands Of Belonging by Donna Amey Bhatt and Vikesh Amey Bhatt

Timelines from Black History by Mireille Harper

Goddesses by Janina Ramirez

Some Singaporean titles (as recommended by the *March On* team)

The Amazing Sarong by Quek Hong Shin

Rubiah from Semarang series by Atiqah Halim, Carolynn Yoe, Zafirah Idris

Thrii and Daniel series by Anittha Thanabalan

Lion Boys and Drummer Girl by Pauline Loh

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About March On

www.esplanade.com/marchon

