

Maggie Blue and the Dark World

by Anna Goodall:
4x Lesson Plans and Ideas - Educational Resource Pack

Suitable for:
Ages 9+



Explore themes of:

- The power of friendship and trust
- Mental health and its unique perspective on the story
- The value of being yourself and embracing individuality
- The nature of happiness and its significance
- The importance of standing up against darkness and evil
- The courage to embark on a dangerous journey
- The exploration of parallel worlds
- The impact of loneliness
- Animal perspectives

Subject checklist:

- Literacy ● Drama ● Art and Design ● PSHE

ABOUT THE BOOK

Shortlisted for the Costa Children's Book Award 2021

Maggie Blue has always been happy to stay under the radar. The only people who notice her are her eccentric and Esme and the beautiful Ida, a fellow pupil who takes great pleasure in being mean to Maggie. Only Miss Cane, the new counsellor at school, shows her any kindness.

Then Ida disappears, and no one seems to know what might have happened to her. No one except Maggie.

With Hoagy, the irascible talking cat, by her side, Maggie finds herself entering a world very different to her own. A world where happiness is a commodity. A world that Maggie is connected to in a way she never believed was possible.



ABOUT THE AUTHOR - ANNA GOODALL

Anna Goodall was born in London into a family of musicians. But amidst all the instruments and piles of music, there were also an awful lot of books. Her granny used to read to her every night, and family folklore has it that she loved to write little notes to herself before she could read properly. (The content of these notes is still unknown, but we strongly suspect that they contained gibberish.) Even so, writing has always been a way for Anna to connect with herself and the world, and, alongside reading, the most important thing in her life. She also has a great interest in animals (including talking ones), other worlds, families, friendship, football, how other people might be feeling and coffee.

After working in publishing, running a small literary magazine, bookselling and very occasional journalism, Anna took a Masters in Scriptwriting at Goldsmiths. But instead of doing what she was meant to do after that (ie, write a film or at least a short film) she decided to write a novel instead. **MAGGIE BLUE AND THE DARK WORLD** is her first book.

CONTENTS



EXTRACT 1a: TOUGH TIMES (page 54) and
EXTRACT 1b: DETECTIVE'S DOUBT (pages 86 – 87)

ACTIVITY 1: DILEMMAS AND DEPRESSION

ACTIVITY SHEET 1: EXPLORING EMPATHY

Objectives: Generate ideas for showing empathy in various situations and communicate them through writing or drawing; gain a basic understanding of depression and its impact on individuals.

EXTRACT 2: INSIDE HOAGY'S HEAD (pages 106 – 107)

ACTIVITY 2: PURR-SONAL PERSPECTIVES

ACTIVITY SHEET 2: CAT'S EYE VIEW

Objectives: Learn to use descriptive language and narrative elements to convey a cat's thoughts, feelings and experiences; develop their creative writing skills by writing a short story from the perspective of a cat.

EXTRACT 3: MISSING MYSTERIES (pages 140 – 141)

ACTIVITY 3: SEARCHING FOR IDA

ACTIVITY SHEET 3: NEWSPAPER ARTICLE/MISSING PERSON'S POSTER

Objectives: Enhance their critical thinking abilities by considering different perspectives and forming logical arguments; create a missing person's poster or a newspaper article based on the given extract.

EXTRACT 4: THE HUNT FOR HAPPINESS (pages 199 – 200)

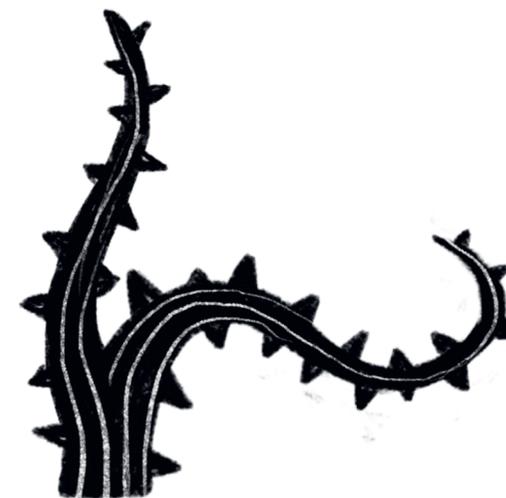
ACTIVITY 4: HAPPY HEARTS, HAPPY MINDS

ACTIVITY SHEET 4: MY HAPPINESS MAP

Objectives: Define and understand the concept of happiness through personal reflection and class discussion; engage in creative expression by creating a personal 'Happiness Map' that highlights elements of happiness in their lives.

NATIONAL CURRICULUM OBJECTIVES

ADDITIONAL ACTIVITIES AND IDEAS



EXTRACT 1a: TOUGH TIMES

(page 54)

Maggie got up, threw the rest of her stuff angrily into her locker and then slammed its door shut. She glanced at the huge clock on the wall behind Miss Cane.

‘Don’t worry about the time. I’ll give you a note if you’re late for class,’ Miss Cane continued, her voice all sinewy and sweet. She moved closer. ‘What’s wrong? Tell me.’

Against her will Maggie felt the tears coming. She shifted from foot to foot and pressed her nails into the palms of her hands as hard as she could to stop them.

‘Nothing much.’

‘I just want to help you, Maggie.’

‘Right.’

‘Is everything OK at home?’

Miss Cane smiled at her again, an amazing glowing smile, and it was like a key turning.

Maggie heard herself say, ‘My mum’s not very well. She’s in hospital; she’s so depressed she never gets out of bed.

And I don’t know if she’s going to get better.’ She realised it was a relief to say it all out loud.

The school counsellor was close to her now, and her voice was very soft. ‘It sounds like your mum is really unwell.

You must be having a tough time right now. But that’s OK. Everyone has tough times.’

EXTRACT 1b: DETECTIVE’S DOUBT

(pages 86 – 87)

‘Was Ida with anyone, Maggie?’

Maggie shook her head, ‘No, but she seemed upset.’ The ache in Maggie’s head increased until she winced in pain. She touched the side of her head. She never got headaches like this.

‘How did you know she was upset, Maggie? Was she crying?’ Detective Hammond was leaning forwards and even Le Crab leant slightly towards her.

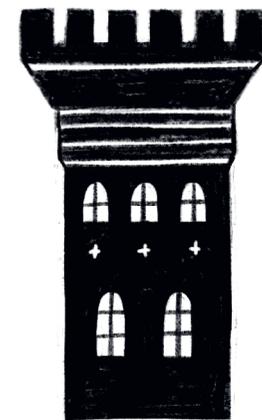
Maggie didn’t know how to explain. ‘No, she wasn’t crying. I just . . . I can just tell how people are feeling sometimes. She was feeling low, she . . .’ The pain was almost unbearable.

‘. . . she seemed unhappy . . . like she was depressed or something . . .’

‘Depressed?’ Detective Hammond once more scribbled furiously in his notebook. He frowned. ‘I don’t understand how you could know that, Maggie.’ He looked at her, ‘Are you all right?’

EXTRACT 1: DISCUSSION QUESTIONS.

1. How does Maggie's action of slamming her locker door at the start of Extract 1a reveal her emotions?
2. Why do you think Maggie initially responds with 'Nothing much' when Miss Cane asks what's wrong? Why can it be challenging to discuss our problems?
3. Can you recall a time when you felt angry or sad like Maggie? How did you handle your emotions?
4. How does Maggie explain why her mum's in the hospital? What does it mean to be 'depressed'?
5. In what ways do you think Maggie's mother's mental health might be affecting her daily life? How does Maggie feel after sharing her situation? Why is it a relief for her to talk about it?
6. Have you experienced a difficult time or known someone who has? How did it impact you or them?
7. If you were Maggie's friend, what would you say or do to provide support?
8. Who else can help children when they need it? How can we raise awareness about these resources?
9. Why do you think Detective Hammond struggled to understand Maggie's awareness of Ida's depression in Extract 1b? Is it possible that children can possess a similar understanding of emotions as adults do?
10. What information could he have been writing down in his notebook? Do you think it's important for detectives and investigators to consider people's emotions and mental states when solving a case?



ACTIVITY 1: DILEMMAS AND DEPRESSION

- Begin the lesson by inviting students to share their favourite and not-so favourite feelings (e.g. happy, excited, confident, sad, angry, etc.). Record their range of responses on the board and add more as the lesson develops.
- Explain that today, we will be exploring different feelings, as well as discussing how we can understand and support others who may be experiencing challenging emotions.
- Read aloud the first extract, focusing on Maggie's emotions and how she expresses them. Discuss with the class: What was Maggie feeling? Why? How did Maggie express her anger and sadness? How do you think Maggie's feelings affected her behaviour? Write down the identified emotions on the board and encourage students to provide examples of situations that might cause these emotions.
- Read aloud the second extract, focusing on Maggie's ability to recognise Ida's emotions. Discuss with the class: How did Maggie know that Ida was upset? Why do you think Maggie felt the pain in her head? How do you think Maggie's ability to understand others' emotions can be helpful? Talk about how recognising others' emotions can help us be better friends and support each other.
- Explain what empathy means: that it allows us to step into someone else's shoes, understand people's feelings and provide support without judgement or making assumptions.
- Divide the class into pairs and have them choose an emotion from the board. One student can act out a scene showing that emotion while the other practices empathy by responding with kindness and understanding. Pause the role-play at important moments and ask the pairs to discuss how they can respond empathetically. Encourage sharing of ideas and listening to each other's thoughts and resume the role-play, incorporating the feedback and trying out different ways to demonstrate empathy.
- After the role-play, distribute the provided activity sheet with scenarios where someone needs support. Ask students to think about how they can show empathy in those situations and write or draw their ideas. Encourage them to use their creativity when completing it and remind them that empathy can be shown through kind words, listening, offering support or doing something nice for someone in need.
- Revisit the story extracts and read them aloud again, pointing out sentences that mention depression. Explain that depression is a condition where someone feels very sad and low for a long time. Talk about how depression can affect people and their loved ones, using Maggie's mother and Ida as examples.
- Discuss why Detective Hammond finds it hard to understand Maggie's awareness of Ida's depression and how she is able to recognise the signs due to her mother's situation. Highlight the importance of empathy and its role in recognising and supporting others who may be experiencing depression.
- Summarise the main points of the lesson, emphasising the importance of understanding and supporting others' emotions. Give students a chance to ask questions and share their thoughts and feelings. Conclude by reminding them to be kind, caring, and empathetic towards others, especially when they are going through tough times and that talking to others about their feelings is always an option.

EXPLORING EMPATHY

Instructions: Read the following scenarios and identify the emotions experienced by the characters.
Then, think about how you would show empathy towards them.

Scenario 1:

Beth's best friend moved away, and she feels lonely and sad. She spends her lunch breaks sitting alone and misses her friend's company.

Emotions: _____

How would you show empathy towards Beth?
Write or draw your ideas below:

Scenario 3:

Jake is new to your school and doesn't know anyone. He often looks nervous and uncertain.

Emotions: _____

How would you show empathy towards Jake? Write or draw your ideas below:

Scenario 2:

During breaktime, Finley falls down and hurts his knee. He starts crying because it's painful and he's scared.

Emotions: _____

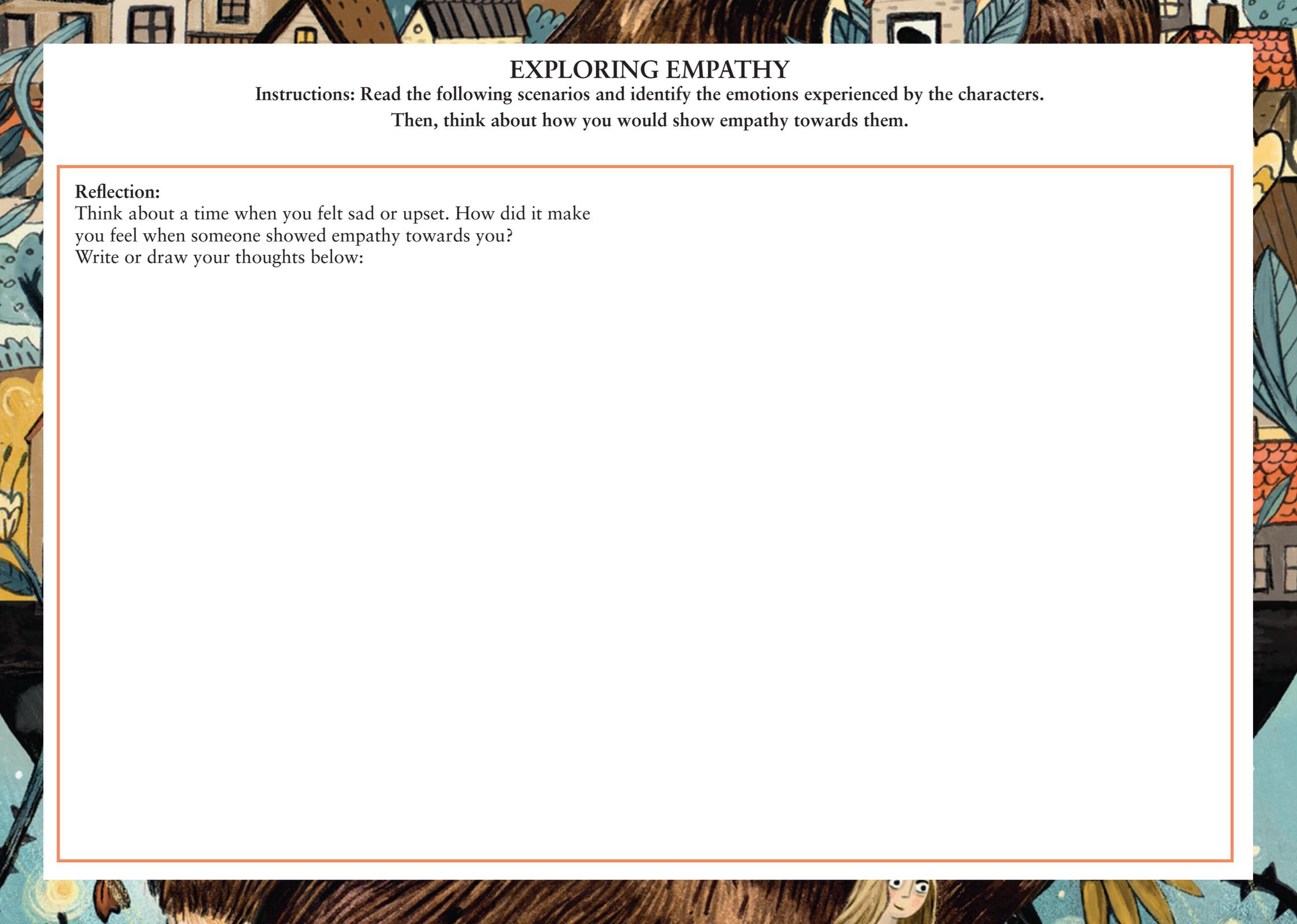
How would you show empathy towards Finley? Write or draw your ideas below:

Scenario 4:

Olivia's pet dog passed away recently. She feels very sad and misses her furry friend.

Emotions: _____

How would you show empathy towards Olivia? Write or draw your ideas below:



EXPLORING EMPATHY

Instructions: Read the following scenarios and identify the emotions experienced by the characters.
Then, think about how you would show empathy towards them.

Reflection:

Think about a time when you felt sad or upset. How did it make you feel when someone showed empathy towards you?

Write or draw your thoughts below:

EXTRACT 2: INSIDE HOAGY'S HEAD

(pages 106 – 107)

Something strange was happening, something he didn't understand. And the old lady was in quite a state. It had all started that morning. Very early he had been trotting along the deserted pavement having decided to make a quick trip to Mrs Hacker's in Long Lane. Some choice cuts of meat were always available there if you could stand being mollycoddled within an inch of your life. And frankly at that moment he could.

He glanced down at his protruding white belly, which rumbled loudly. A few slices of prosciutto and a succulent chicken breast from that dolt Mrs H and he'd be cooking
on gas.

But something caught his eye just by the gate that led into the woods. He stopped on the opposite side of the road and squinted with interest: was that Maggie? But what was she doing there at this time? His tail flexed. Ah, he remembered now – she really was crazy enough to try it.

The girl looked pale and worried. She walked quickly into the woods leaving the gate open behind her. Hoagy sniff-sniffed at the air. Of course, he wasn't scared.

No, no, no. He just wasn't an idiot. He wasn't going to get soft in his old age, not for some random girl who'd taken a liking to him. And yet . . .

Maggie was almost out of sight. Quick as a flash, Hoagy slipped through the railings and followed her through the trees. The chicken would have to wait – at least for a little while. It was very cold in the woods and the dampness seeped unpleasantly into his old bones. He hissed at a few squirrels as he went, just for the fun of it – idiots!



EXTRACT 2: DISCUSSION QUESTIONS.

1. Who do you think is telling this part of the story? How do you know? What clues or evidence from the text help you identify the narrator?
2. How does the author use descriptive language and imagery to help us see the world through the eyes of a cat? Can you find any examples from the extract?
3. How do you think a cat views the world differently from humans?
4. Cats have various ways of communicating with each other. What are some examples of these communication methods and how do you think cats might attempt to communicate with humans? Later on in this chapter, how does Hoagy communicate with Dorothea Dot?
5. Why do you think Hoagy becomes interested when he sees Maggie near the gate? What might he be thinking or wondering about?
6. What do you think his priorities are? Why do you think he's willing to delay getting the chicken for Maggie? How do a cat's natural instincts influence their behaviour and decision-making?
7. If you were a cat for a day, what would you do and why?
8. If you were in Hoagy's paws, would you have chosen to follow Maggie into the woods? Why or why not? Explain your reasoning for your decision.
9. Hoagy hisses at the squirrels just for fun. Why do you think he finds it amusing? Can you think of any other playful things that cats do?
10. Can you think of any other stories or movies where one of the main characters is an animal? How does seeing the story from the animal's point of view make the story more interesting?



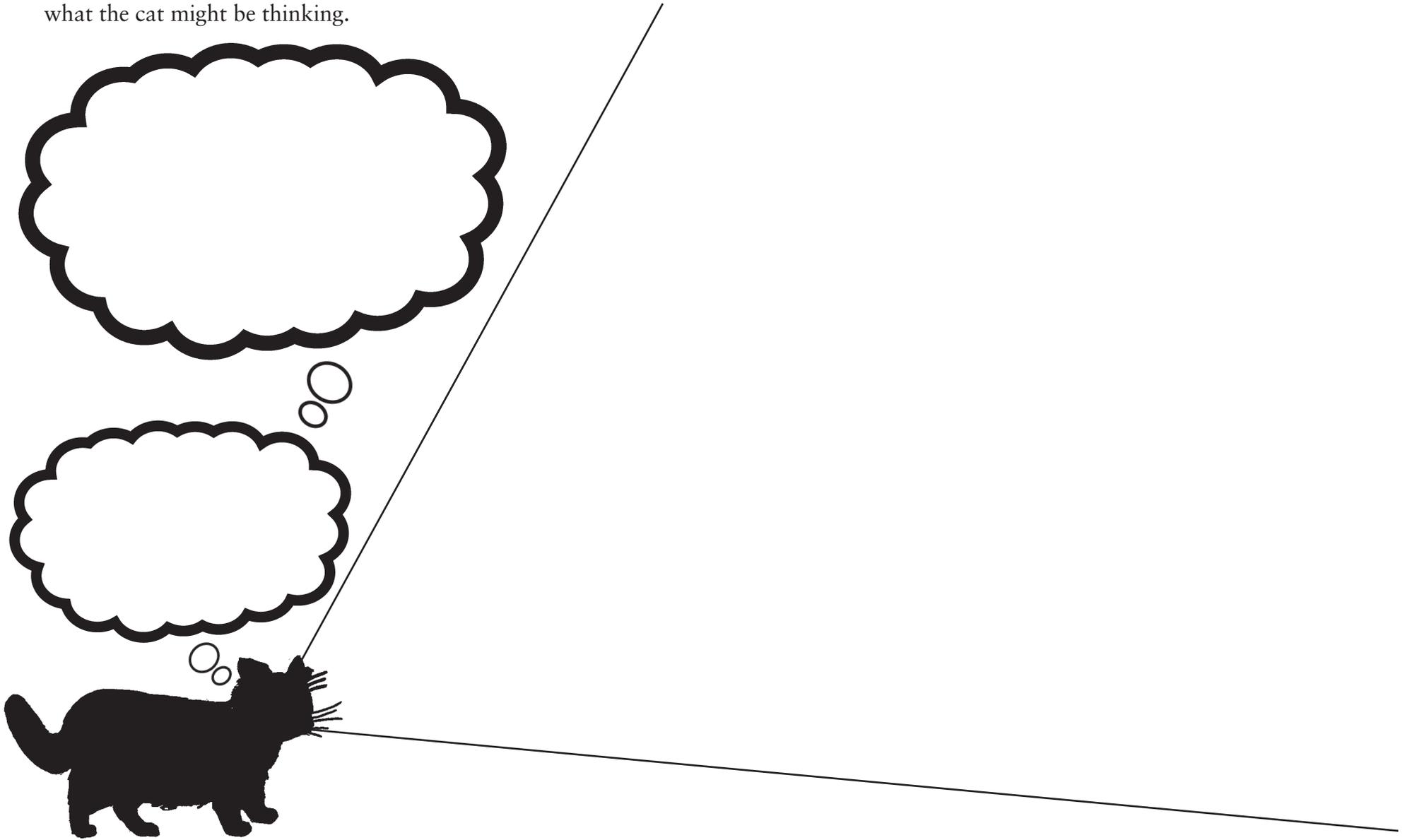
ACTIVITY SHEET 2: PURR-SONAL PERSPECTIVES

- Ask the class who has a pet cat and let them share their experiences. Talk about the cat's personality, habits and any funny or interesting stories they have about them.
- Next, expand it to include those without pet cats in the discussion. Ask if they've interacted with cats at friends' or relatives' homes or in their neighbourhood. Have them share their observations and experiences, like how cats behave or what they find fascinating about them.
- After talking about real-life experiences, transition the conversation and ask open-ended questions to encourage creative thinking, such as: What do you think it would be like to be a cat? What do you think cats do when nobody is around? If you were a cat for a day, what would you do?
- As the discussion progresses, provide additional information or interesting facts about cats. For example, they have a keen sense of hearing, excellent night vision and a natural instinct to hunt.
- Tell them that they will write a short story, adopting the role of either Hoagy or a cat of their choice.
- Introduce point of view in storytelling, explaining that it refers to the narrative perspective. They will write from the first-person point of view, imagining themselves as the cat. Compare first-person and third-person perspectives using pronouns and examples like Extract 2, showcasing Hoagy's viewpoint.
- As a class, create a character profile for the cat narrator. Discuss the cat's name, appearance and personality traits, as well as thinking about what the cat's thoughts and feelings might be like.
- Brainstorm ideas for the cat's story setting by considering its favourite spots and visual appearance. It could be a cosy home, a back garden or even an adventurous outdoor environment. Use the provided activity sheet to sketch a cat's-eye view of the chosen setting.
- Assist students in planning the events of their cat's short story. Help them to identify a challenge that the cat encounters and guide them in exploring potential events that could lead to a resolution.
- Provide examples of sensory details they can incorporate, such as describing how the cat's fur feels, what they see from their perspective or the sounds they hear in their surroundings.
- Recap the basic elements of a story, such as a clear beginning, middle and end. Remind them to incorporate these in their writing. Allocate dedicated time for them to start drafting their stories. Circulate around the classroom to provide assistance, answer questions and offer guidance as needed.
- After students have completed their first drafts, encourage them to exchange their stories with a peer for feedback. Remind them to provide constructive comments focusing on strengths and areas for improvement. Encourage students to revise their stories based on the feedback received.
- Once students have revised their stories, give them the opportunity to write or type up their final drafts. They can add illustrations or decorative elements to enhance their work. Organise a sharing session where students can read their stories aloud or display them in the classroom for others to enjoy.

ACTIVITY SHEET 2: CAT'S EYE VIEW

Imagine what the world looks like from the perspective of a cat. What might a cat see from their low vantage point? What objects or items might catch a cat's attention or interest. Draw a detailed picture in the space below of a scene as seen from a cat's point of view.

Add some thoughts into the thought bubbles to show what the cat might be thinking.



EXTRACT 3: MISSING MYSTERIES

(pages 140 – 141)

Detective Hammond still sported the same rumpled suit and weary jowly face, but today his eyes were sharper, more hawkish. He smiled at her when he came in, but it was a cold smile.

‘You don’t look too poorly to me.’

The woman police officer with him smiled at Maggie too, but with bland cheeriness, and got out a notebook and pen. Hammond nodded at the paper on the sofa beside Maggie. Ida’s face still stared up at them from it.

‘I’ll be honest with you, Maggie. Things aren’t going well. Normally with a case like this, we’d have a lead – a sighting, something on CCTV, reports of a strange individual hanging around – but since Ida went missing, four days ago, four days ago,’ he carefully enunciated these three words, ‘we’ve heard nothing. That’s a very long time, don’t you think?’

Esme bustled in with the coffee and a plate of biscuits. She crashed the tray down on the table and all the cups rattled together.

‘Look, Maggie,’ said Hammond irritably waving away Esme’s offer of refreshments, ‘I don’t think we

should waste any more time. A couple of things have come up since I spoke to you.’

The woman officer slurped her coffee and, with a loud crack, made significant headway into a ginger snap. Hammond shot her a look of profound irritation, but pressed on.

‘Miss Cane, whom you said you saw walking towards the woods at around the same time Ida disappeared, was with a pupil that day. The student had a prearranged counselling session and was there, with Miss Cane, at exactly three-twenty p.m. So we’d like to know why you said you saw her crossing the fields after Ida?’

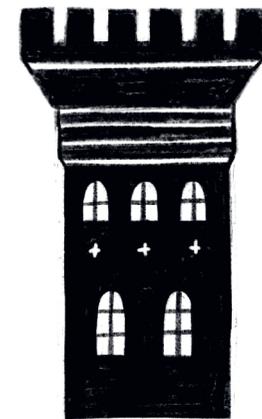
Maggie felt the wound in her shoulder throb. Miss Cane had no doubt hypnotised some poor Fortlake kid into coming out with this rubbish, or maybe given them some similar marks on their shoulder.

‘I did see her,’ Maggie insisted. ‘I don’t know what she was doing. Maybe she just went out for some air. Maybe it had nothing to do with Ida. I never said it did. But I saw her out there and she was walking towards Everfall Woods.’

The officer scribbled down some notes.

EXTRACT 3: DISCUSSION QUESTIONS.

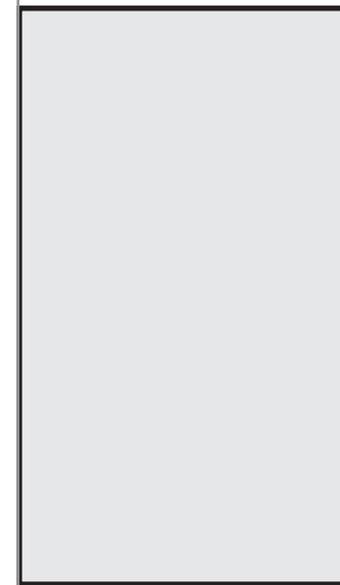
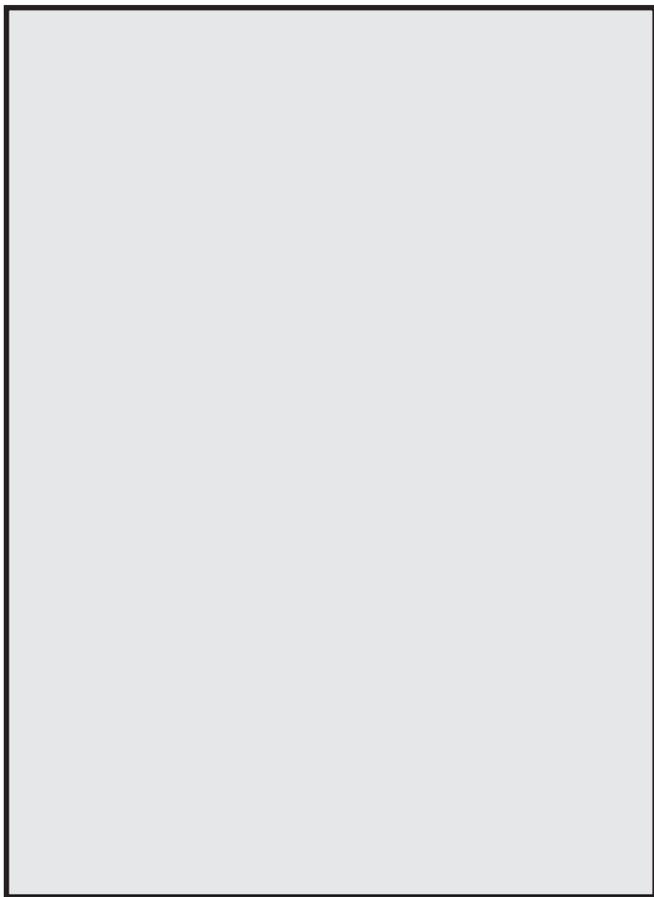
1. Why do you think Detective Hammond's smile is described as 'cold'? How does it make Maggie feel?
2. Describe the woman police officer's demeanour. How does her behaviour differ from Detective Hammond's?
3. Why does Detective Hammond mention the length of time since Ida went missing? What effect does it have on Maggie?
4. How does Esme's entrance with the coffee and biscuits affect the atmosphere in the room? Why do you think Hammond reacts irritably to her offer?
5. Why is Detective Hammond questioning Maggie's statement about seeing Miss Cane near the woods? What new information does he have?
6. How does Maggie defend her claim of seeing Miss Cane? Why does she insist on what she saw?
7. Does Maggie's dismissal indicate adults' disregard for children's opinions and their failure to give them the attention and respect they deserve?
8. How does the newspaper image of Ida help in spreading awareness about her disappearance? Why is it important for the public to see her face?
9. What are some key elements typically included in a search campaign advertisement in a newspaper?
10. What alternative methods of media or technology could the detectives use today in their investigation?



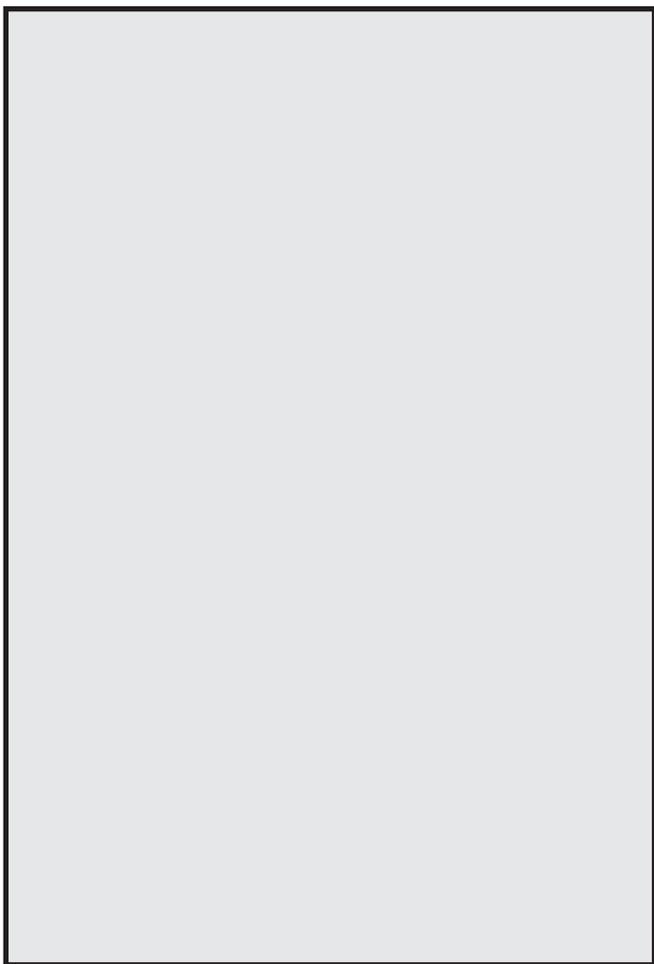
ACTIVITY 3: SEARCHING FOR IDA

- Share the given extract with students and briefly discuss the context of the story. Explain that they will be using this as inspiration to create their own newspaper article to help in the search for Ida
- Discuss the structure of a newspaper article, including the headline, byline, lead paragraph, body paragraphs and concluding paragraph.
- Model the process of writing a newspaper article by collaboratively writing a class article about Ida's disappearance. Begin by selecting a suitable headline that captures the attention of readers and conveys the essence of the story.
- Discuss the importance of including the 5Ws (Who? What? Where? When? Why?) in the lead paragraph to provide a concise summary of the article. Show them how to incorporate these details effectively.
- Divide students into small groups to work together and assign them roles such as lead writer, researcher and editor within their groups.
- Provide each group with the activity sheet and writing materials and instruct them to work together to develop the body paragraphs of the newspaper article. Encourage them to include relevant information from the extract, quotes from witnesses or officials and additional details that add depth to the story.
- Circulate among the groups, offering advice and support as needed. Guide students through the writing process, ensuring they include the necessary components of a newspaper article. Provide sentence starters or prompts to support their writing. Remind them to focus on descriptive language, presenting information in a clear and engaging manner and maintaining a consistent tone throughout the article.
- Bring the groups back together to share their progress and allow them to peer-edit each other's work for clarity, coherence and grammar.
- Finally, help them to collaboratively write the concluding paragraph, summarising the key points and leaving readers with a thoughtful ending with a call to action.
- Once the articles are complete, have groups present them to the class, showcasing their teamwork and discussing the choices they made in their writing.
- Alternatively, students may wish to create their own missing person's posters. To do so, discuss the essential components of a missing person's poster, such as a clear photograph, physical description, last known whereabouts, contact information and any additional details that may help locate them.
- Model the process of creating a missing person's poster by displaying a poster template on the board or using a visual aid. Point out each section and explain its purpose.
- Provide students with art supplies and the activity sheet to design their missing person's posters. Encourage them to be creative and to make their posters engaging and informative. Afterwards, allow them to share their work with the class, explaining their design choices and the information included.

THE MAGGIE BLUE GAZETTE



MISSING PERSON



NAME

ANY OTHER INFORMATION

AGE

HAIR COLOUR

LAST SEEN

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

HAVE YOU SEEN THIS PERSON

FOR INFORMATION CALL

EXTRACT 4: THE HUNT FOR HAPPINESS (pages 199 – 200)

Maggie suddenly felt like crying, but instead she bit her lip very hard until she tasted blood. ‘What are sleepers, Frank?’

The umon tilted his head to one side. ‘You really don’t know?’

‘No.’

‘They’re people the shifters bring here from your world.’

‘But why?’

‘To take their happiness.’

Maggie frowned. ‘What do you mean?’

‘Eldrow has invented a way to extract it. They say he first experimented on his sister many moons ago, but she ran away. He uses the shifters because they can read emotions – they can tell how people are feeling – and some can read deep into your mind.’ The umon’s eyes narrowed.

‘They can sense unhappiness, like a hunter senses prey.’

‘But wouldn’t they want happy people?’ said Maggie. Frank gave an odd little smile, ‘When human beings feel happy, it flows through every part of them. But when they have forgotten what joy is, their happiness gets trapped deep inside their minds. And Eldrow knows how to find

it. The shifters bring them to him and once their happiness has been taken, they are discarded.’

Maggie was confused. ‘But you can’t take happiness. It’s not a thing. And anyway, you can always make more.’

The umon shook his head. ‘That is not certain. Since the sun left and the Sadness came, demand is high: from the lowliest to the highest ranked Islanders – they all want it. They don’t care about others’ suffering: they are only obsessed with themselves. And yet nothing ever truly makes them happy.’

Maggie felt very heavy. It was like someone was pressing down onto her chest so that she could barely breathe.

‘Do you feel happiness, Frank?’ she said at last.

‘It has never been part of my life,’ he answered simply.



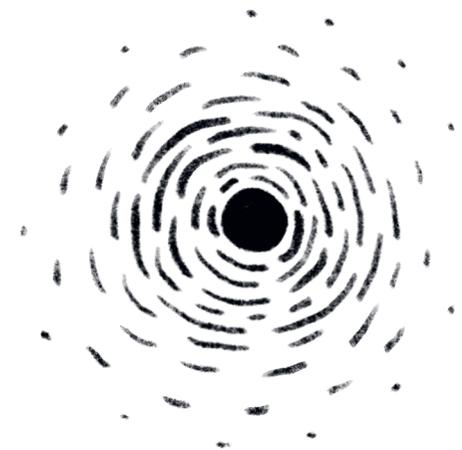
EXTRACT 4: DISCUSSION QUESTIONS.

1. How does Eldrow extract happiness from the sleepers? Why does he use the shifters to help him?
2. What happens to the sleepers after their happiness is taken? Where do they go?
3. How does Frank describe the shifters' ability to sense unhappiness? What simile does he use?
4. Maggie doesn't understand how happiness can be taken or why it can't be made again. What are your thoughts on this? Can happiness be taken away from people in the world we live in? How?
5. Frank says he has never experienced happiness in his life. How does that make you feel? Can you imagine a life without happiness? What do you think contributes to our happiness?
6. When Frank mentions that happiness flows through every part of a person when they feel happy, what do you think he means by that? Can you think of times when you felt like this in every part of yourself?
7. Why do you think demand for happiness is high on the island? What does it reveal about the people living there? How does the absence of the sun and the presence of the Sadness affect their happiness?
8. Why do you think the Islanders are only obsessed with themselves and their own happiness? How does this self-centeredness affect their ability to find true happiness?
9. Can you think of any examples from real life or stories where people prioritise their own happiness at the expense of others? How does this impact the overall happiness of the community?
10. If you had the chance to speak to Eldrow, what would you say to him about his pursuit of happiness? Do you think it's fair for him to take happiness from others? Why or why not?



ACTIVITY 4: HAPPY HEARTS, HAPPY MINDS

- Begin by asking the students what they think happiness means. Allow a brief discussion and record their responses on the board for future reference.
- Introduce the extract and explain that it contains a conversation about happiness between two characters from the story.
- Facilitate a class discussion to ensure understanding of the text. Use the discussion questions as prompts, such as: Who are the main characters in the extract? What does Eldrow do with the sleepers? How do the shifters help Eldrow? How does Frank describe happiness? Why do you think Eldrow wants to take happiness from others?
- Divide the students into small groups of 4-5. In their groups, encourage them to discuss the following questions: How does the extract make you feel about happiness? Why do you think happiness is important in our lives? Can you think of examples from your own life when you have felt happy? How do you think we can spread happiness to others?
- Bring the students back together and create a safe and inclusive space for them to openly share their opinions and insights about happiness. Listen attentively to their responses and ensure that everyone has an opportunity to share their thoughts. Encourage respectful dialogue and provide positive reinforcement for their contributions.
- After this, distribute the activity sheets to each student. Explain that they will be creating their own 'Happiness Map' where they can identify and illustrate things that bring them joy and happiness. additional details that add depth to the story.
- Instruct the students to fill out the activity sheet by drawing pictures or writing words in each section:
 - Things that make me happy (family, friends, hobbies, etc.)
 - Places that make me happy (park, beach, home, etc.)
 - Activities that make me happy (playing games, reading, dancing, etc.)
 - Ways I can make others happy (helping, sharing, being kind, etc.)
- Encourage creativity and remind them that everyone's happiness map will be unique.
- Ask volunteers to share their happiness maps with the class.
- Facilitate a brief discussion about the different elements of happiness identified by the students.
- Conclude the lesson by emphasising the importance of recognising and nurturing our own happiness, as well as spreading happiness to others.



MY HAPPINESS MAP

Things that make me happy

Clear Instructions: Include concise and easy-to-understand instructions at the top of the activity sheet, guiding students on how to complete each section effectively.

Places that make me happy

Activities that make me happy

Ways I can make others happy

NATIONAL CURRICULUM OBJECTIVES - Key Stage 2/3

English

Spoken language

Pupils should be taught to:

- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

Reading – comprehension

Pupils should be taught to:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - being encouraged to link what they read or hear read to their own experiences
- Understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - Participate in discussion about what is read to them, taking turns and listening to what others say
 - Explain clearly their understanding of what is read to them.

Writing: composition

Pupils should be taught to:

- Develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional)

- Consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or keywords, including new vocabulary
 - Make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils

Art and design

Pupils should be taught:

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

PSHE (taken from PSHE Association's Programme of Study)

Pupils should have the opportunity to learn:

- how to recognise risky or negative relationships including all forms of bullying and abuse
- that there are different types of teasing and bullying, that these are wrong and unacceptable
- to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- what positively and negatively affects their physical, mental and emotional health

ADDITIONAL ACTIVITIES AND IDEAS

- Immerse students in the world of the book by assigning each of them a character, such as Maggie, Esme, Ida, Miss Cane or Hoagy. Challenge them to create detailed character profiles, delving into their personality traits, motivations and relationships with other characters.
- Divide the class into groups and have them create a book trailer for *Maggie Blue and the Dark World*. In their trailers, students should capture the essence of the story, its main themes and the mysterious world Maggie enters.
- Deepen students' understanding of the book's symbolism by asking them to identify significant symbols or objects, such as the ouroboros snake ring, and create a visually striking collage. Provide them with magazine cutouts, drawing materials or digital tools to represent these symbols and elucidate their interpretations.
- Research Anna Goodall, the author of *Maggie Blue and the Dark World* and her writing process behind the book. Encourage students to develop interview questions and role-play an interview with the author, discussing the inspiration behind the story, the development of characters and the overarching themes.
- Discuss the ending of the book with the class and explore different possibilities. Ask students to write alternative endings, considering how the story could have unfolded differently and the impact it would have on the characters and their relationships.
- Divide the class into two groups and hold a debate on a topic related to the book's themes. For example, students can debate whether happiness should be a commodity or if kindness is more important than popularity. Encourage critical thinking and respectful arguments based on evidence from the text.
- Initiate an anti-bullying campaign in your classroom or school, based on Maggie's experiences in the book. Create posters, write informative articles for the school newsletter or organise assemblies to raise awareness about the issue. Encourage them to devise creative and impactful strategies to promote a culture of kindness and respect.
- Encourage students to extend their anti-bullying efforts beyond the classroom. Partner with local organisations or charities dedicated to preventing bullying and support their initiatives through fundraisers, awareness campaigns or volunteering activities.
- Nurture students' imagination by inviting them to create profiles for their own fictional shifters, complete with details about their human form, animal form and object form. Encourage them to explore the personality traits and abilities associated with each form and consider how these characteristics might contribute to the plot of their own stories.
- *Maggie Blue and the Dark World* has a sequel called *Maggie Blue and the White Crow*. Ask students to write a short continuation of this story or the next chapter that explores this adventure, incorporating new characters and challenges she might encounter along the way.