

TEACHING RESOURCE PACK

FOR AGES 9+



"I loved it!"
LISA
THOMPSON

MY NAME IS SUNSHINE SIMPSON

G.M. LINTON

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My Name is Sunshine Simpson is the start of a fresh and moving series celebrating family, friendship, community and the Windrush legacy.

The activities included here are suitable for the classroom or library sessions.

Explore Themes of: Friendship ✓ Family ✓ Community ✓ Identity ✓ Grief ✓
The Windrush generation ✓

Subject Checklist: Literacy ✓ PSHE/RSE ✓ Citizenship ✓ History ✓ Geography ✓

ABOUT THE BOOK

Sunshine Simpson's larger-than-life Grandad is always telling her to get out and find her own adventures, but unfortunately BAD LUCK has a habit of coming her way.

Her new friend Evie is fast becoming a FRENEMY, her home haircut is a DISASTER, and the school showcase is so STRESSFUL. Everything seems to be going wrong! Especially with Grandad getting older every week.

Sunshine needs to find her voice, but can she break through the clouds to stand tall, stand proud, and show the world she can shine?



ABOUT THE AUTHOR

G.M. Linton found her way back to her first loves of reading and creative writing after decades of ignoring the two - and now enjoys nothing better than snatching time to read a good book and losing herself whilst imagining characters and storylines. She is particularly inspired by her parents, who arrived in Britain from Jamaica as part of the Windrush generation in the 1950s.





MY NAME IS SUNSHINE SIMPSON



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CONTENTS:

THEME 1: FRIENDSHIP UPS & DOWNS

ACTIVITIES: Write an 'I statement' to help Sunshine express her feelings; role play a conversation between Sunshine and Evie.

OBJECTIVES: Know that all friendships have ups and downs; be able to use 'I statements' to help resolve conflicts in a friendship.



THEME 2: SUNSHINE & GRANDAD


ACTIVITIES: Compare the way Sunshine sees herself with how others see her; collect and record words of wisdom from Grandad.

OBJECTIVES: Infer a character's thoughts and feelings from their words and actions; search for advice and inspiration in the text.

THEME 3: THE WINDRUSH GENERATION

ACTIVITIES: Write a postcard home from the point of view of Grandad when he first arrived in Britain.

OBJECTIVES: Understand why the Windrush generation immigrated to Britain, the challenges they faced and the contributions they made; empathise with the experiences of the Windrush generation.



THEME 4: SHINE BRIGHT!

ACTIVITIES: Write a 'shine bright' postcard and create a wall of sunshine in the classroom.

OBJECTIVES: Identify and feel proud of personal qualities and achievements; recognise your value as a unique individual.



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BOOK COVER PROMPTS:

1. Can you think of 3 questions about the book based on the front cover?
2. What do you think the story might be about?
3. Can you make any predictions about the characters on the cover?
4. Do you think this book might be similar to any other books you've read?





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THEME 1: FRIENDSHIP UPS & DOWNS

EXTRACT 1: P. 12-14

“I’m just not great at skipping any more, I guess,” I said, realizing that I was now holding onto a bucketload of hurt as well as the useless skipping rope.

I mopped at my brow and then held my hand out to shake Evie’s hand, fair and square. Evie made a squirmy face as she saw my sweaty palm approaching. And then, right on cue, accidentally proving the point that I wasn’t great at skipping any more, I tangled my legs in the rope, tumbling to the ground like a chopped-down tree.




Evie’s face lit up. “But you’re really good at being silly! I love that about you,” she laughed. “And your face goes all crinkly like an old lady’s when you’re concentrating on something. You almost put me off my skips! I’ll have to start calling you Silly Sunny.”


“Oh,” I said, and then laughed a ridiculous, exaggerated laugh back at her.

I wasn’t sure if I was meant to be offended or not. Crinkly old lady? I go to primary school! And, yes, even though I am taller than a lot of other kids at Beeches Primary, and maybe because of that seem a bit older, I was sure I didn’t need to buy a trolley load of wrinkle cream just yet. Or maybe I did? I decided to check in with my Grandad Bobby after school. I could talk to my grandad about anything, even about looking like my own grandmother!

“Aww, and the way you throw your head back so I can see all your teeth and down your throat... you’re kind of like a cute horse when you laugh. I’m so glad that Miss Peach asked you to be my school buddy,” said Evie.



I immediately shut my mouth. A cute horse? Hmph! Next she’d lead me to the playing fields and start feeding me a bag of apples and a few carrots.



But instead of saying anything, I raised my hand to wave Evie off as she happily skipped over to Miss Peach (this time without a skipping rope). I assumed they were both about to skip off together into the school hall and remove me from the Wall of Fame.



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THEME 1: FRIENDSHIP UPS & DOWNS

DISCUSSION QUESTIONS

1. How do you think Sunshine feels in this extract?
2. What do you think Sunshine will say to Grandad Bobby when she gets home?
3. What is your impression of Evie?
4. Do you get the sense that Evie meant to offend Sunshine?
5. Why do you think Evie behaves in the way that she does?
6. What do you think Sunshine should do next?

ACTIVITY: I STATEMENTS

When you have a conflict with a friend, it can be helpful to tell them how you are feeling. 'I statements' can be a good way to do this. An 'I statement' focuses on how you feel using the following structure:

I feel/felt when Next time

For example, imagine you are playing with a friend when they run away and start playing with somebody else. A 'You statement' might sound something like, '**you are mean**' or '**you are not a good friend**'. Whereas an 'I statement' might be, '**I feel hurt when you run away. Next time, please tell me if you don't want to play anymore.**'

Can you think of an 'I statement' that Sunshine could have used to tell Evie how she felt in extract 1? Use the template on the following page to help you.

When you have completed your 'I statement', work with a partner to role play a conversation between Sunshine and Evie. What do you think Evie would say if Sunshine told her how she felt?

All friendships have ups and downs. Do you think 'I statements' could be useful in your own friendships? Remember, working through disagreements or conflicts together can actually make a friendship stronger!

'I statements' can also be used to give compliments! For example, you could say 'I feel really happy when I hang out with you', 'I felt really proud when I saw you supporting your teammates' or 'I felt grateful when you helped me with my work!' Can you think of a positive 'I statement' you could say today to somebody in your life?



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I STATEMENTS

FROM SUNSHINE TO EVIE

I feel _____

When _____

Next time _____

A POSITIVE I STATEMENT

I feel _____

When _____

Next time _____



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THEME 2: SUNSHINE & GRANDAD

Read pages 108-111 and discuss the following questions.

DISCUSSION QUESTIONS

1. What do you think Grandad means when he says Sunshine has a case of 'lost-voice-itis'? Have you ever felt like you have 'lost-voice-itis'?
2. How does Sunshine see herself and how do others see her? Using the picture of Sunshine on the following page, write down words that you think Sunshine would use to describe herself on one side. On the other side, write down words that you think Sunshine's best friends Arun and Charley and her family would use to describe her (you can add any words to describe how you see Sunshine on this side too). How are the two sides different?
3. If you could say one thing to Sunshine at this point in the story, what would you say?
4. How does Sunshine feel when she is with Grandad?
5. Can you think of three words to describe Grandad and Sunshine's relationship?
6. Grandad mentions Katherine Johnson, Dorothy Vaughan, Mary Jackson and Margaret Busby. Can you find out more about these women? In what way did they fight 'against the odds'? Why do you think Grandad tells Sunshine about them?

ACTIVITY: WORDS OF WISDOM

Re-read pages 108-111 and underline any advice or wisdom that Grandad shares with Sunshine. How do Grandad's words make you feel?

Using the words of wisdom page, write your favourite wise and inspiring quotes from Grandad between the rays of sunshine. You can continue to add quotes as you read on and hear more wise words from Grandad.



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SUNSHINE

Sunshine would describe
herself as:

Sunshine's friends would
describe her as:



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WORDS OF WISDOM

*"It's good to celebrate and
to learn from difference." (p. 78)*



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THEME 3: THE WINDRUSH GENERATION

EXTRACT 3: P. 159-160

“But I don’t understand, why would you come here in the first place, Grandad Bobby? Jamaica looks so happy and yellow and green on the telly,” continued Charley.




Grandad considered this for a moment. “Jamaica is beautiful. It’s even better when you see it with your own eyes and touch it with your own hands. Bwoy! You’re right, Charley, the green trees, the yellow sands, the blue waters, the white rum. Heh-hey! All these wonders are truly a sight to behold.” Grandad’s eyes shone brightly. “But this country has many good points too. And don’t forget, young Charley, the land of your ancestors, Ireland, isn’t called the Emerald Isle for nothing. It’s very beautiful too.”

Charley nodded knowingly.

“So, like what, Grandad? What are the good things about being here? I still don’t understand why you would leave your home and your family,” I asked.

“There was an invitation from the British government to help rebuild the country after the Second World War. Many came to answer the call from the ‘mother country’. Some came for the opportunities, work, further education, that sort of thing. I wanted to earn more money to send home to help my parents and my brothers and sisters with our farm. Maybe I thought I would find that pot of gold at the end of the rainbow, or streets paved with gold - that’s what many of us thought. But the reality didn’t always live up to the dream. Getting used to a new way of life, leaving all I’d known behind, was hard. Yes, there were some people who didn’t like us coming here and didn’t make us feel welcome. For some of us, it was difficult to find housing or jobs. But I also met some very nice people along the way. It was an adventure. You know I like adventure and without being here, I wouldn’t have you all.”



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THEME 3: THE WINDRUSH GENERATION

DISCUSSION QUESTIONS

1. What do you know about the climate, landscape and culture of Jamaica? In what ways is Jamaica different to Britain?
2. Why did the British government invite people from Jamaica to come and live in Britain?
3. What were Grandad's reasons for coming to Britain?
4. How do you think Grandad felt when he left Jamaica?
5. What challenges did Grandad and others face when they arrived in Britain?
6. Do you think Grandad is glad he immigrated to Britain? Why?

ACTIVITY: A LETTER HOME

On page 158, we learnt that Grandad travelled to Britain from Jamaica on a ship called the Arosa Star. Put yourself in Grandad's shoes when he first arrived in Britain. Having spent three weeks sailing across the Atlantic Ocean, you are finally here! How do you feel? Is Britain as you imagined it to be? How is it different to your home in Jamaica? What are your worries and what are your hopes? Write a postcard home to your family telling them about your experiences.

CHALLENGE

Many people from the British colonies immigrated to Britain between 1948 and 1971, just like Grandad did. Today, people who arrived during this period are often called 'the Windrush generation'. Can you find out what kind of jobs people from the Windrush generation did when they arrived in Britain? Why were the Windrush generation important to Britain?



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THEME 4: SHINE BRIGHT

EXTRACT 4: P. 287-288

At the end of the show, Mrs Honeyghan came to the microphone and said, “What a treat! Thank you to all the children who showed us their marvellous talents in Year Five’s Golden Jubilee assembly performance. As you will know, each class at Beeches Primary has had a chance to showcase their talents. And, Year Five, I have to say that hearing and seeing what is important to you and what makes you, you - your influences, your talents, your cultures - has been a joy. You have warmed all our hearts. Every child in this school will be placed on our celebration wall - as this school would not be the same without its pupils, and that deserves to be celebrated.

“What is most apparent is that all of you here are members of this school community - children, teachers, parents, grandparents and, not forgetting, our new friends in France. And the ones who cannot be here? Well, they have made an indelible impression on our spirits, our hearts and our minds, and we will never forget them. They will always be with us.”

DISCUSSION QUESTIONS

1. How do you think Sunshine feels as she listens to Mrs Honeyghan’s speech?
2. How do you feel as a reader at this point in the story?
3. What do you think the phrase ‘warmed our hearts’ means?
4. Can you find out what the word ‘indelible’ means?
5. If you were taking part in a Jubilee assembly, what might you do or share with the audience?
6. In what ways do you celebrate each other in your class or school community?

ACTIVITY: A WALL OF SUNSHINE

**Create your own wall of sunshine to celebrate
all the members of your classroom community!**

In the novel, Sunshine learns that she doesn’t have to try to be somebody else; being herself is enough. She discovers how to stand tall, stand proud and shine bright! Take a moment to think about the things that make you shine bright. What are your favourite things about being yourself? What are your skills, talents, and interests? What makes you, you?

Cut out the postcards on the following page and fill them in. When everybody in your class has completed their postcard, display them in your classroom to create your very own wall of sunshine!



Spread some joy with
SUNSHINE SIMPSON!

My name is:

I shine BRIGHT because:



STAND TALL, STAND PROUD
AND SHINE!

#SunshineSimpson



Spread some joy with
SUNSHINE SIMPSON!

My name is:

I shine BRIGHT because:



STAND TALL, STAND PROUD
AND SHINE!

#SunshineSimpson



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Thank you for using these resources. We hope you and your class have enjoyed
MY NAME IS SUNSHINE SIMPSON!



CREATE A WALL OF SUNSHINE TO WIN A CLASS SET OF SIGNED BOOKS!

In the story, Sunshine learns how to **stand tall, stand proud and shine bright!**
We want your class to think about what makes them shine bright.

Use the postcards to create a bright, sunny display
celebrating everyone in your class.

For the chance to **WIN** a signed set of *My Name is Sunshine Simpson* books
send a photo of your display along with a note from your class telling us
what you loved about the book to marketing@usborne.co.uk,
with 'Wall of Sunshine' in the subject line.

There will be one winner. Five runners up will have their Walls of Sunshine
featured on our social accounts. Competition closes on the 23rd June 2023.
For full terms and conditions, visit qr.usborne.com/2rm2k-gr