

Teaching Notes & Resources

Key Stage 2 & 3

Themes:

Friendship | Justice | Inclusion | Gender | Pride | Creating positive change

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Jamie by L.D. Lapinski

About the Book

A beautiful and uplifting story from L. D. Lapinski, author of *The Strangeworlds Travel Agency*, about how to make your own place when the world doesn't think you fit anywhere.

Jamie Rambeau is a happy 11-year-old non-binary kid who likes nothing better than hanging out with their two best friends Daisy and Ash. But when the trio find out that in Year Seven they will be separated into one school for boys and another for girls, their friendship suddenly seems at risk. And when Jamie realises no one has thought about where they are going to go, they decide to take matters into their own hands, and sort it all out once and for all.

As the friends' efforts to raise awareness eventually become a rooftop protest against the binary rules for the local schools, Jamie realises that if they don't figure out a way forwards, they might be at risk of losing both their friends forever.

Contents

Starter Activity - Book Cover Prompts

Activity: Use the cover of the book to begin a class discussion

Objectives: Think broadly about what information about the book the cover provides

Theme 1 – Getting to Know Jamie

Activity: Create a character profile for Jamie.

Objectives: Retrieve details from the text; make inferences about a character's thoughts and feelings based on their words and actions.

Theme 2 – Creating Positive Change

Activities: Discuss the personal qualities and resources needed to create positive change in the world; consider what positive changes you want to see.

Objective: Recognise that small actions from individuals or groups can create real change in the world.

Theme 3 – Feeling Proud

Activity: Create a piece of art entitled 'Proud to be me!'

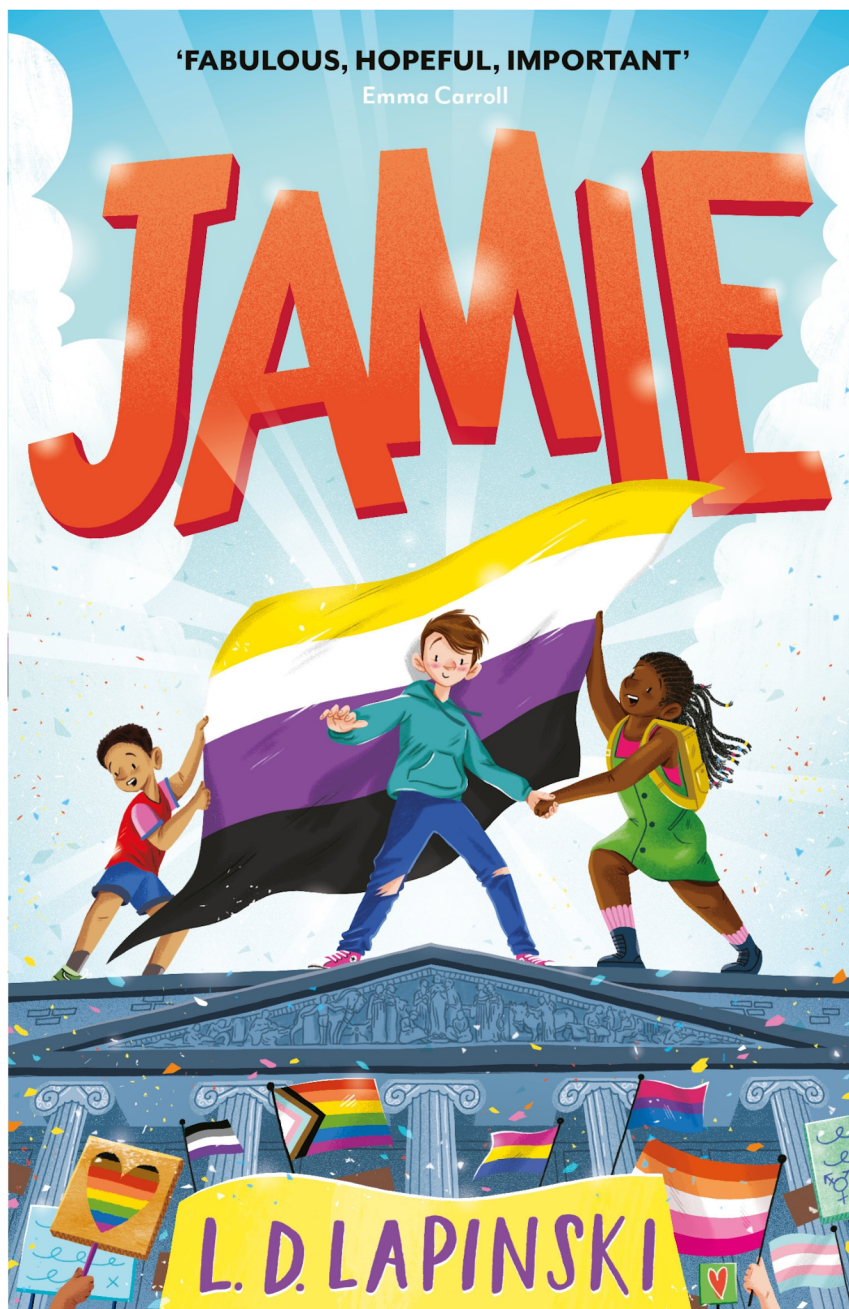
Objectives: Understand the purpose of the Pride movement; appreciate the importance of being free to be oneself; feel a sense of pride and self-worth.



Starter Activity - Book Cover Prompts

Book Cover

1. What do you notice about the front cover?
2. How many different flags can you see? Do you know what each flag represents?
3. What can you infer about the main characters in the book based on the front cover?
4. What do you think might happen in the story?
5. Think of three questions you have about the book.



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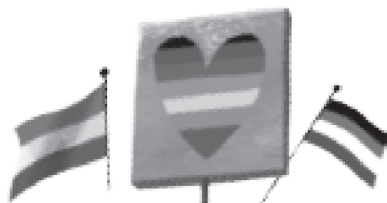
Theme 1 - Getting to Know Jamie

Extract 1



Things I, Jamie Rambeau, Like About Myself

1. My hair is a fantastic shade of brown – it looks the way brownie mixture does when you stir white chocolate into it because it's got dark and light streaks that get more pronounced in the sunshine
2. I'm super-strong. I can carry seven stacked-up chairs at once when it's our class's turn to tidy up the hall after assembly
3. I can read at the speed of light. I often read a book every day after school. I could probably read an entire library in a week or so
4. I can't roll my tongue. This is a very rare thing, because if your mum OR your dad can do it, then you can do it, too. But none of my family can
5. I'm not a girl or a boy. I am an amazing non-binary human and I am so happy about that



Theme 1 - Getting to Know Jamie

Read extract 1 and ask the class to answer these questions

1. Do you have anything in common with Jamie?
2. If you were friends with Jamie, what do you think you might enjoy doing together?
3. What is the definition of 'non-binary'?
4. Can you list five things you like about yourself?
5. Turn to a friend and tell them five things you like about them!



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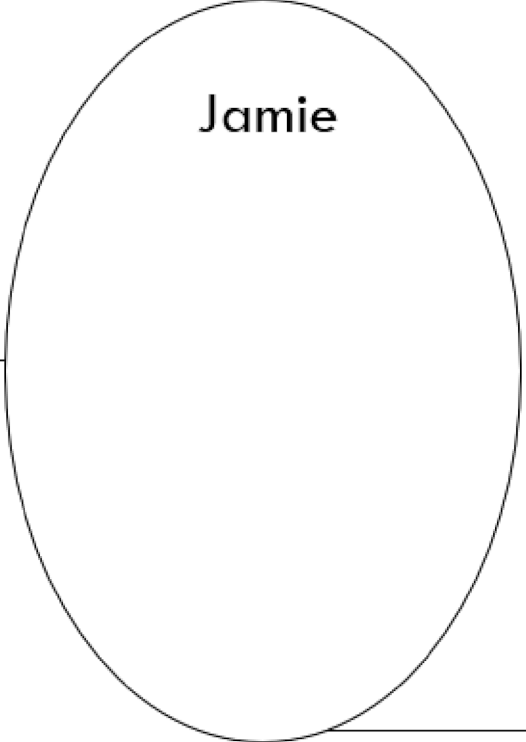
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Theme 1 - Getting to Know Jamie

Activity 2: Character Profile

Complete this character profile for Jamie using extract 1 and the story so far to help you. What are Jamie's likes and dislikes? Can you think of at least five words to describe their character? What are their pronouns, gender and age?

Likes	Character Traits
	
Dislikes	Gender
Pronouns	Age

Imagine Jamie is joining your class at school! What could you do to make sure they feel welcome and supported?



Theme 2 - Creating Positive Change

Extract 2: Page 203-204

‘Changing the world is hard work. We’ve been at it for decades, centuries even. Sometimes it feels like you’re up against a brick wall but if you get enough people behind you, even walls can be knocked down. We’re not going anywhere, and people can’t expect us to be quiet. Change can be small and slow, like getting one school to change their admissions policy, or it can be big like getting a new law passed nationwide. Neither is less important than the other. Lots of little changes snowball together into one big change, after all.’



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Theme 2 - Creating Positive Change

Activity 3: Read Extract 2 and answer these questions as a class

- What does Stevie mean when they say, 'little changes snowball together'?
- Can you predict what might happen next in the story? Do you think Jamie will succeed in making the changes they want to make?
- Can you think of somebody who has changed the world? What did they do? Who helped them?
- Do you agree or disagree with the statements below? Why?

Changing the world takes time

Big changes are more important than small changes

Anybody can change the world



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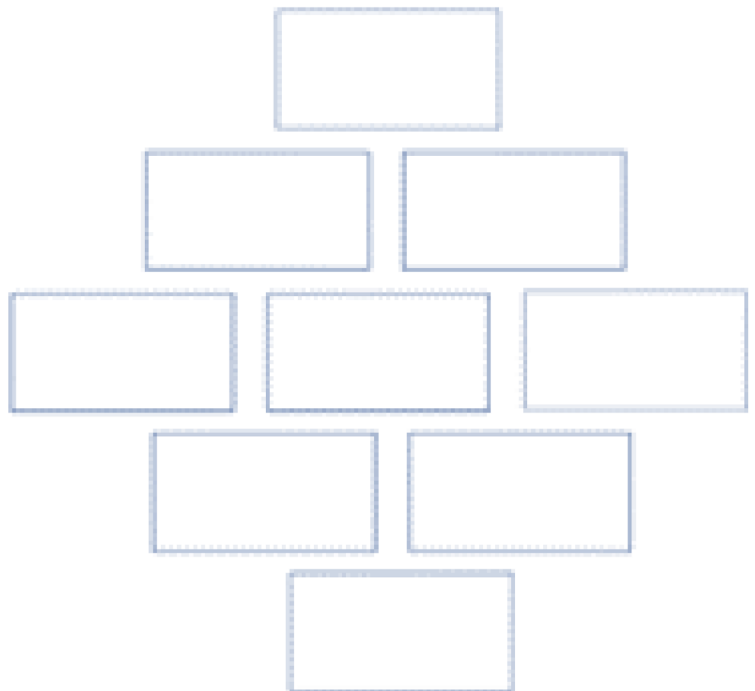


Theme 2 - Creating Positive Change

Activity 4: A Changemaker's Toolkit

Which of these personal qualities or resources do you think you need to create positive change in the world? Cut each one out and arrange them into the shape of a diamond with the one you think is the most important at the top and the one you think is the least important at the bottom. Can you think of anything else you might need if you want to create positive change?

Patience
Money
Support
Compassion
Fame
Creativity
Hard work
Hope
Enthusiasm



Theme 2 - Creating Positive Change

Activity 5: Make a Change!

What change would you like to see in the world? Show – in words or pictures – the change you want to see. Now, make a list of actions you could take to help create this change. Remember, small actions come together to make big changes!

When you have written your ideas down, share them with your class. How could your class support you to create the change you want to see?

Examples of what these changes could be are: reducing impact on environment, equality, stop to bullying etc.



Theme 3 - Feeling Proud

Extract 3: Page 235-236



Jamie Rambeau's Guide to Words

PRIDE

Pride, when you're talking about the parade, is a celebration and a protest for people who are lesbian, gay, bisexual, transgender, or otherwise queer. It's a chance to celebrate your own and other people's identity and also to protest ongoing discrimination and the struggles felt by members of the LGBTQ community.

Lots of cities have Pride Parades or celebrations for everyone to join in with and lots of families go together!

The suggestion to call the movement 'Pride' came from L. Craig Schoonmaker, an American activist. Though the first 'pride march' took place the year after the Stonewall riots in New York, the first Pride march in London took place in 1972, and the annual event was officially renamed 'Lesbian, Gay, Bisexual and Transgender Pride' in 1996.

In 2015, L. Craig Schoonmaker said about Pride:

'A lot of people were very repressed, they were conflicted internally, and didn't know how to come out and be proud. That's how the movement was most useful, because they thought: "Maybe I should be proud."'



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Theme 3 - Feeling Proud

Activity 6: Read Extract 3 and answer these questions as a class

What is the purpose of a Pride parade?

L. Craig Schoonmaker said people were 'very repressed'. Can you find out what the word 'repressed' means?

What do you think the phrase 'conflicted internally' means? Why do you think people felt like this?

What impact did the Pride movement have on members of the LGBTQ community?

Can you think of a time when you have felt proud? What does pride feel like?

What do you think the opposite of pride is? How does that feel?

Why do you think it's important that people feel proud to be themselves?



Theme 3 - Feeling Proud

Activity 7: Proud to be Me!

Create a collage or drawing entitled 'Proud to be Me!' Think about all the things that make you unique. You could include pictures of your interests and hobbies, people and places you love, your favourite things such as foods, books, music or sports – anything that makes you you!

When you have completed your collage, share it with your class. Take a moment to appreciate all the unique individuals in your classroom! How can you work together to create a classroom environment where everybody feels comfortable and proud to be who they truly are?

Provide class with paper and equipment to create collage.



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