

See Myself in Books

The Neurodiverse Collection

Delivery guidance and resources for primary schools



In partnership with



MANCHESTER
CITY COUNCIL

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‘Children's books come to their readers at such an important time, while they are developing their view of the world and simultaneously looking inwards to learn about themselves. They also come to their readers at, it seems to me, the perfect moment to give neurodivergent children a kind and helping hand as they navigate such a confusing and often distressing landscape.’

Isabella Harcourt, *The importance of including neurodivergent characters in books*,
BookTrust

Introduction

Read Manchester has developed a new collection of books under its ‘See Myself in Books’ umbrella, celebrating all kinds of diversities. Our new Neurodiverse collection recognises and represents children with a range of neurodivergent conditions and consists of 25 books for primary pupils, with an accompanying resource sheet and synopsis.

Neurodiversity refers to the way the brain works and interprets information. Estimates suggest that around 1 in 7 of the UK population is neurodivergent, meaning that the brain functions, learns and processes information differently to someone who is neurotypical. Neurodivergence can include ADD, ADHD, autism, dyscalculia, dyslexia, dyspraxia, executive dysfunction, OCD, stammering, Tourette’s, tics and stimming, amongst others. Neurodivergent people often experience more than one of these conditions.

The National Literacy Trust and Read Manchester believe that books are a great way to raise awareness and improve understanding of divergent experiences. Books can be a helpful tool in opening children up to different realities and perspectives and help to counter misconceptions. They can also help children to feel seen and understood. In this guide, you’ll find information about the books within the collection, as well as teaching resources to support you in exploring the books with your classes.

Why See Myself in Books?

Research shows how important it is for children to see themselves reflected in the books they read, yet the publishing industry has some way to go to redress the imbalance.

- Research by the National Literacy Trust’s 2024 book ownership report, showed that 1 in 10 (9.8%) 5-to 18-year-olds did not have a book of their own. Book ownership is linked with reading skill: more children and young people who told us that they didn’t have a book of their own at home read below the average (16.7% vs. 7.3%) and fewer read above the average (10.6% vs. 22.5%), compared with their peers who said that they had a book of their own.

- Furthermore, in our 2022 research, we found that 2 in 5 (38.9%) of children and young people find it difficult to find books with characters or people like them, increasing to 1 in 2 (53.1%) children aged 8 to 11. Yet 2 in 5 (38.9%) children and young people agreed with the statement, “Reading about characters that are like me makes me feel more confident about myself”.
- Research undertaken by the [University of Edinburgh](#) into the value of neurodivergent characters in books for young people, has shown that reflecting realities in fiction supports self-understanding and acceptance as well as increasing peer understanding. Yet the research also warned that the need for ‘[complex, realistic and positive](#)’ representation of neurodivergent characters was essential. See [here](#) for the Book Trust’s exploration of this research.
- As highlighted in [The Reading Framework \(DfE, 2023\)](#), it is crucial that children are exposed to a wide range of literature that offers the opportunity for both:
 - **Mirrors:** to encounter characters, situations and viewpoints that mirror their own, to ensure they feel recognised, represented and valued.
 - **Windows:** to encounter characters, situations and viewpoints outside of their own lived experiences, to build both understanding and empathy for the lives of others. Books create a sense of empathy and help us to put ourselves in other people’s shoes
- We believe that it is important for all children to explore books which enable them to see and understand more about other people, their cultures, beliefs and differences, and their similarities.

How to prepare

When preparing to teach pupils about neurodiversity, it's important to recognise that not everyone is fully aware of their own or others' neurodiversity. Some pupils may be comfortable discussing their experiences, while others may prefer to keep them private. To create an inclusive and supportive environment, you will need to prepare your pupils for exploring this topic, explaining the term neurodivergence, and looking at language which is both appropriate and inappropriate to use. When exploring language, ask pupils to think of words that build people up, rather than knocking them down. Encourage open dialogue, by setting ground rules for respectful communication and allowing pupils to share only if they feel comfortable. Preparing pupils for these discussions can involve activities that promote empathy and understanding or sharing stories about diverse thinkers and learners. This approach helps foster a classroom culture where all pupils feel valued and understood.

The two charities below provide additional resources that help support educators in the teaching of neurodivergence.

Autism Education Trust

The Autism Education Trust is a charity that champions difference and helps educators to develop good practice. Their 'Why words matter' [terminology guide](#) for educators, is an invaluable resource to help support you to feel confident with the language you are using to discuss these challenging topics.

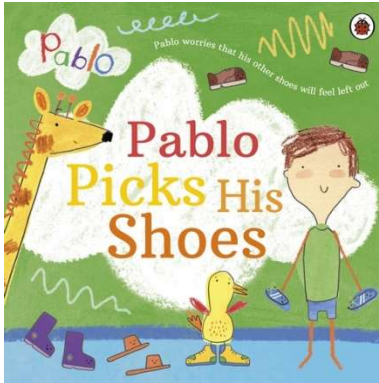
National Autistic Society and the LEANS project

The National Autistic Society has partnered with The University of Edinburgh to create a resource for teaching about neurodiversity at primary school. [This resource pack](#) is a free programme for pupils aged 8-11 to introduce them to the concept of neurodiversity, and how it impacts our experience at school.

The See Myself in Books Collection

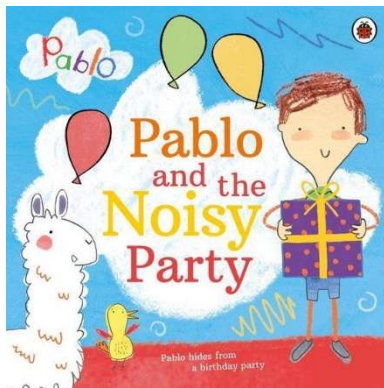
**=Accelerated Reader*

Key Stage One



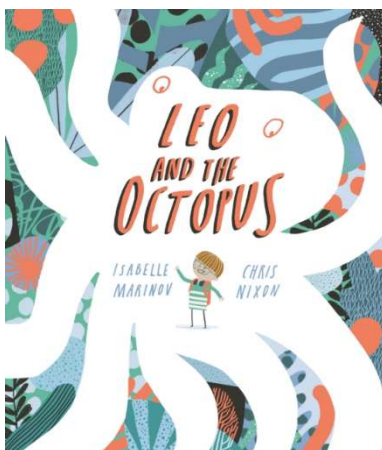
Pablo Picks His Shoes – Pablo: KS1

Pablo thinks differently, he is autistic and uses his creativity to understand the world around him. Pablo draws the Book Animals, and together they help each other face the world with confidence. Pablo and the Book Animals worry that Pablo's shoes will feel left out if they don't come on a trip to Granny's house. What clever solution will Pablo and his resourceful friends think of this time?



Pablo and the Noisy Party – Pablo: KS1

Pablo thinks differently...when he goes to his cousin's birthday, he gets scared of the noise and hides in the car. His friends come to join him and help him realise that it's OK if he doesn't want to go to the party. This heartwarming story will help readers to understand that not everybody thinks the same way, and some people feel differently about parties.

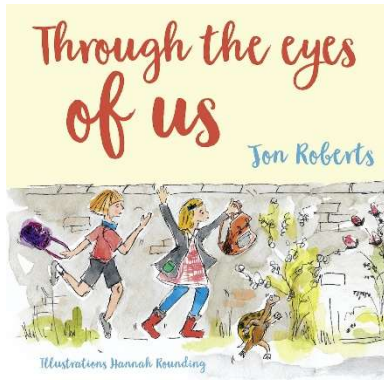


Leo and the Octopus – Isabelle Marinov illustrated by Chris Nixon: KS1

Leo is a curious child, but he feels different from the other children in his class, and the noisy classroom upsets him. When he meets Maya the Octopus, he builds a friendship that assures him he is not alone. A thoughtful and perceptive story about a child who is autistic and the special bond he forms with one of Earth's most astonishing creatures.

Teaching resources:

Year 1 scheme of learning focusing on being critical readers and informed writers – [Leo and the Octopus | Literacy Tree](#)

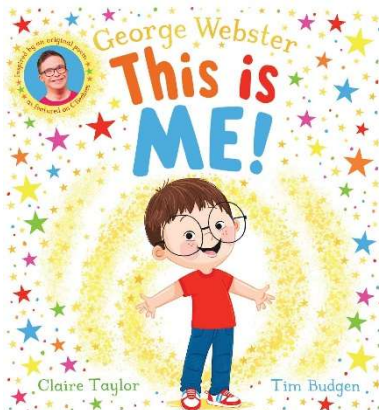


Through the Eyes of Us – Jon Roberts illustrated by Hannah Rounding: KS1

Sequel to the highly acclaimed *Through the Eyes of Me*, this book gives a joyful insight into the world of autistic children and helps to understand their unique experiences.

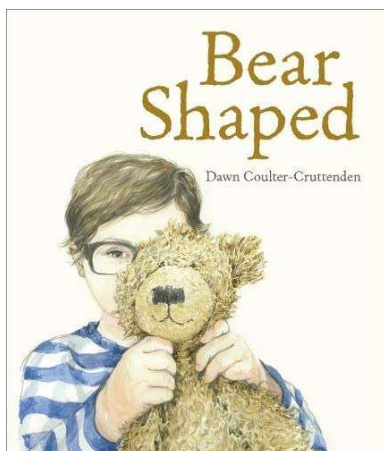
Teaching resources:

Discussion guide – [Literacy Shed Plus – Teaching Resources Made Easy](#)



This is me! – George Webster illustrated by Tim Budgen: KS1

Inspired by a poem, and joining forces with co-author Claire Taylor, this book shares George's wisdom and zest for life, in a celebration of diversity, friendship and being yourself. Through vibrant illustrations and rhyming text, George, a child who has Down syndrome, introduces us to his family, hobbies, and interests.

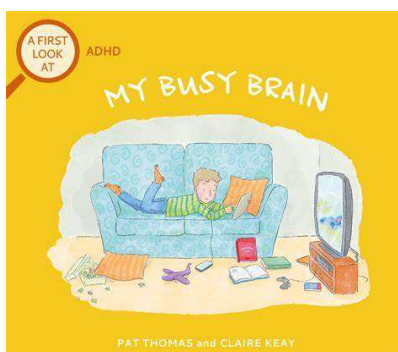


Bear Shaped – Dawn Coulter-Cruttenden: KS1*

Bear Shaped is a heartwarming, true story about a boy and his beloved bear. Jack is a young boy on the autistic spectrum and the way his world is portrayed in this story is very realistic and allows the reader to understand immediately why Bear was such a special and important part of Jack's life.

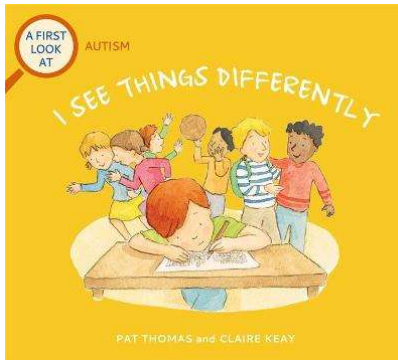
Teaching resources:

Suitable for age 3-7 exploration resources – [lovemybooks](#) | [FREE reading resources for parents](#)



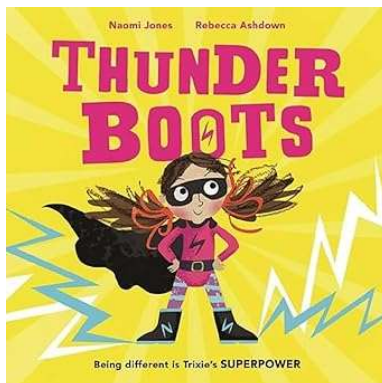
A First Look at ADHD: My Busy Brain – Pat Thomas illustrated by Claire Keay: KS1

Providing a simple introduction to ADHD, this book aims to promote ongoing discussion with children who have ADHD or those who have siblings or classmates with it. Explaining what ADHD is, and what it feels like from the child's perspective, the book acknowledges the difficulties those who do not have the condition can have, when trying to understand those who do.



A First Look at Autism: I See Things Differently – Pat Thomas illustrated by Claire Keay: KS1

This reassuring picture book explains what autism is in simple terms, helping all children gain a better understanding. It includes occasional prompts throughout the text to give opportunity for discussion. Part of an acclaimed and successful series of EY picture books, it provides advice on how to promote interaction on a variety of personal, emotional and social issues, these books are excellent tools for teachers.

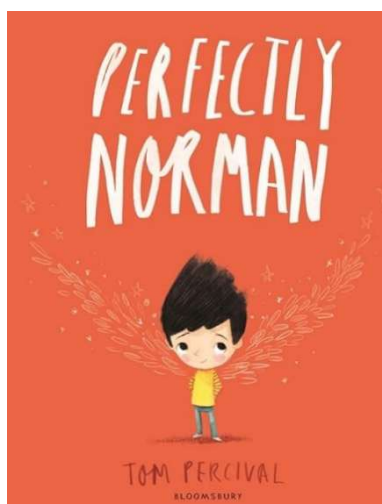


Thunder Boots – Naomi Jones illustrated by Rebecca Ashdown: KS1

Trixie is the smallest person in Primrose Tower, but also the loudest and the building's residents have given her an affectionate name, 'Thunderboots'. When it's time for Trixie to start school, she is extremely excited. Sometimes it's hard to concentrate in class though, and it's hard to read letters. Maybe what Trixie needs is a superpowered plan. An empowering story about starting school with dyslexia that celebrates everyone's differences.

Teaching Resources:

Activity worksheet – [Thunderboots_superhero_sheet.pdf](#)

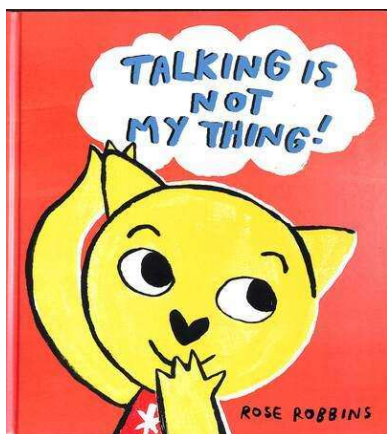


Perfectly Norman – Tom Percival: KS1*

A poignant and uplifting story celebrating individuality and diversity, filled with stunning artwork. A beautiful story about a boy with wings who learns to be himself and inspires others to soar too. The perfect book about facing fears, self-acceptance and having the courage to be yourself.

Teaching resources:

Pupil activity sheets – [Perfectly Norman Resources: Self-acceptance](#)

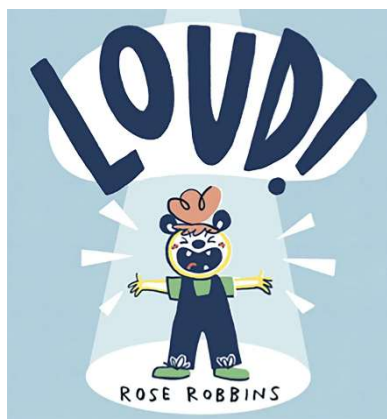


Talking Is Not My Thing – Rose Robbins: KS1

Explores the everyday life and routines of a young, non-verbal autistic girl. She communicates to the reader in thought bubbles, in contrast to her brother, who speaks to her in speech bubbles and we see her using different types of non-verbal communication, such as flashcards and high-fives. Charmingly illustrated by the author.

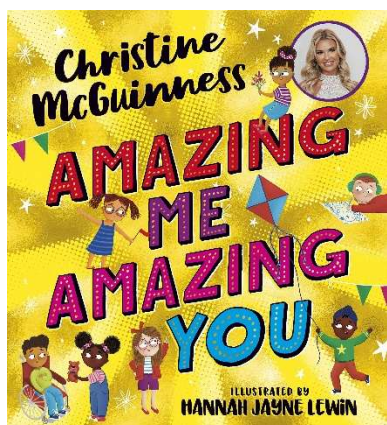
Teaching resources:

Book explorations and exploration questions –
[TalkingIsNotMyThing_TeachingNotes.pdf](#)



Loud! – Rose Robbins: KS1

An engaging picture book celebrating children striving to be heard. Readers will identify with the protagonist Abigail, who displays symptoms of ADHD, and with the right encouragement, ends up triumphing.

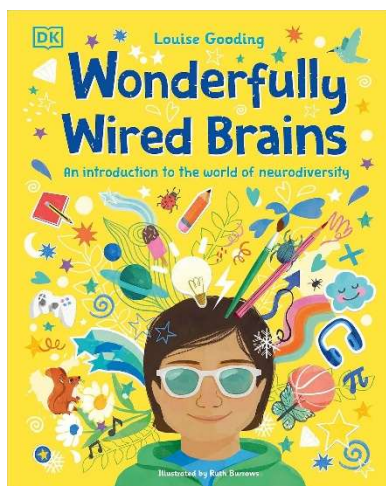


Amazing Me, Amazing You – Christine McGuinness illustrated by Hannah Jayne Lewin: KS1

This picture book celebrates all children, promoting the message of patience, kindness and understanding. The first children's book from autism ambassador, Christine McGuinness, shows just how important it is to embrace diversity and inclusivity, highlighting how much it means to accept each other and our uniqueness, just the way we are.

Key Stage Two

*=Accelerated Reader

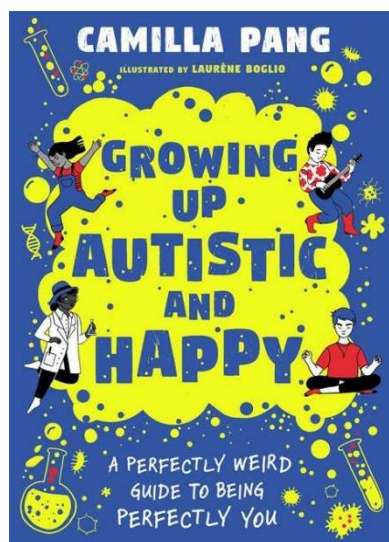


Wonderfully Wired Brains – Louise Gooding illustrated by Ruth Burrows: KS2

Wonderfully Wired Brains teaches children aged 7–9 all about the amazing abilities that neurodiverse individuals have, introduces them to advocates who are challenging neurodiversity stereotypes and most importantly, gives them a safe space to feel accepted.

Teaching resources:

Pupil activities exploring the real human brain – [The Real Human Brain | Louise Gooding On Wonderfully Wired Brains](#)

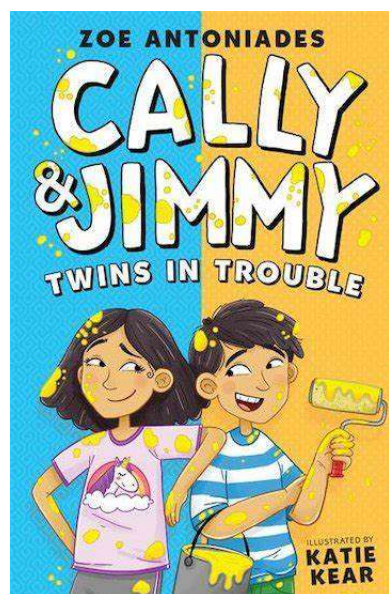


Growing Up Autistic and Happy – Camilla Pang: KS2

In this unique and brilliant book, Camilla Pang shares her scientific survival guide to growing up, helping neurodiverse young readers navigate the world around them, giving them the courage to grow up perfectly happy in who they are.

Teaching resources:

Interview with author – [The way people process information can change day to day, which can feel creative, but also chaotic.](#)



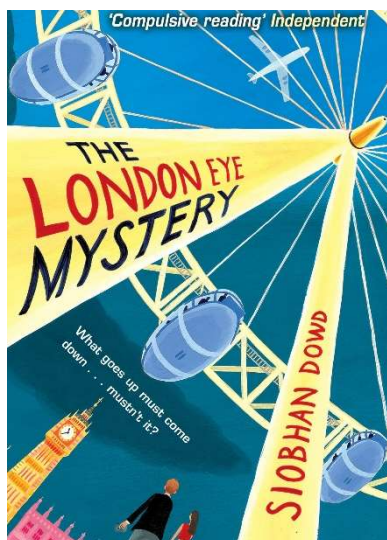
Cally & Jimmy: Twins in Trouble – Zoe Antoniades illustrated by Katie Kear: KS2*

Join Cally and Jimmy in four hilarious stories, perfect for newly confident readers. They get into scrapes together, bake some poisonous cakes, almost ruin their school assembly and finally have a twin-tastic birthday party. This collection of four stories is funny, touching and enlightening, capturing the hilarity and chaos of life in a complex family.

Teaching resources:

Video with author and colour sheets linked to book – [Author of the Week: Zoe Antoniades | Words for Life](#)

Draw-along with illustrator – [‘Cally & Jimmy Twins in Trouble’ draw-along with illustrator Katie Kear \(for ages 7+\)](#)

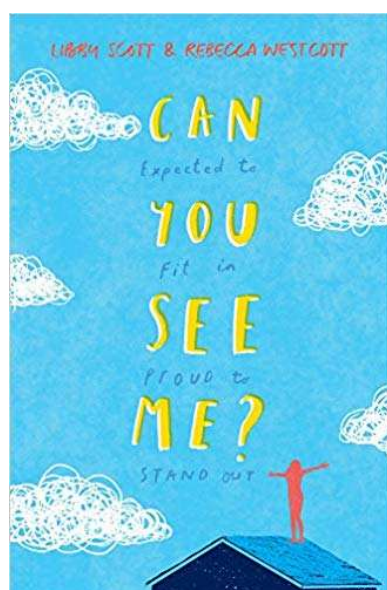


The London Eye Mystery – Siobhan Dowd: KS2*

The London Eye Mystery is a novel for young readers about a young autistic boy named Ted, who teams up with his sister to figure out how their cousin disappeared while riding a giant Ferris wheel.

Teaching resources:

Discussion guide and 10 lesson plans for writing – [Literacy Shed Plus](#) – [Literacy Shed Plus](#) – [Teaching Resources Made Easy](#)

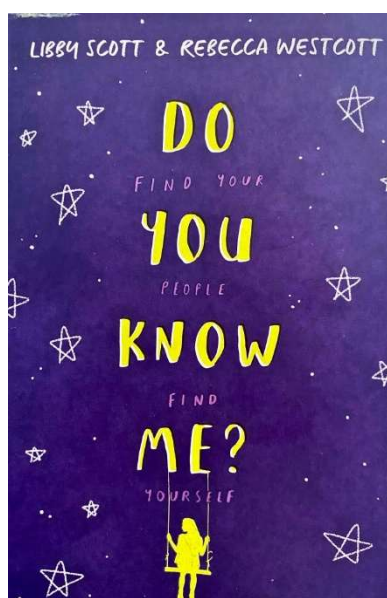


Can You See Me? – Libby Scott & Rebecca Westcott: KS2*

Tally is autistic, but she hides it as much as she can, as she knows how uncomfortable people feel around her – they don't understand autism and they don't understand her. By masking her autism, Tally is hiding her real self, but it can't stay hidden forever. An authentic and powerful collaboration between two authors, this book will change the way you think about autism.

Teaching resources:

Lower and upper key stage two lesson plans – [Can You See Me? Lesson plans](#) – [FREE Primary KS2 teaching resource](#) – [Scholastic](#)

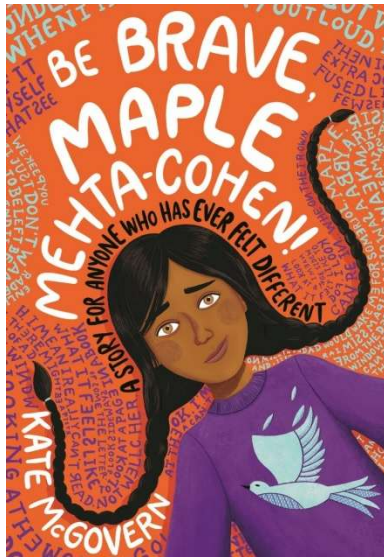


Do You Know Me – Libby Scott & Rebecca Westcott: KS2*

Following the wonderfully insightful *Can You See Me?*, Rebecca Westcott and Libby Scott return with another novel starring the brilliant, autistic and true-to-her-own-self heroine, Tally. *Do You Know Me?* explores some of the most crucial issues in a young person's life – loyalty, acceptance and the intricacies of social interaction – in a moving, illuminating story of friendship and courage.

Teaching resources:

Co-authors read chapter one – [Chapter One](#) – [Libby Scott and Rebecca Westcott](#) – [Scholastic Book Fairs](#)



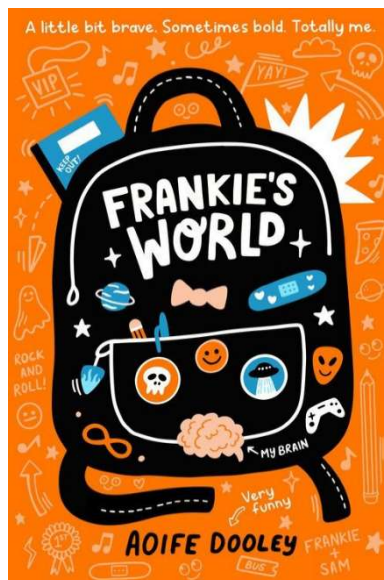
Be Brave, Maple Mehta-Cohen! – Kate McGovern: KS2

A warm and contemporary story for anyone who has ever felt different. Maple, a girl with dyslexia, hides the fact she can't read, until her Y5 teacher figures it out. Readers who have faced their own trials with school and friendships, will enjoy this heartwarming story and its bright creative heroine.



Meesha Makes Friends – Tom Percival: KS2*

Meesha loves making things . . . but there's one thing she finds difficult to make – friends. She doesn't know quite what to do, what to say or when to say it. But one day she discovers that she has a special talent that might just help her navigate social situations – and even make new friends. A warm and affectionate look at the joys and difficulties of making and keeping friends, relating to others and finding your place in the world.

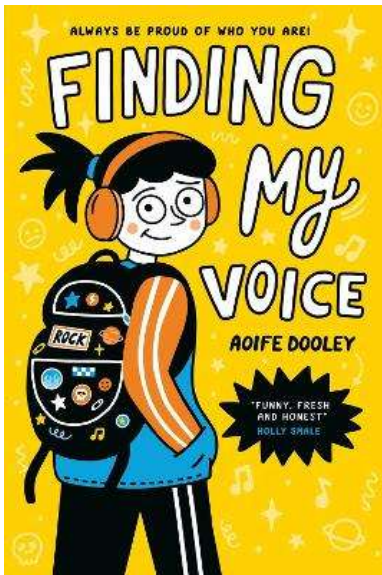


Frankie's World – Aoife Dooley: KS2*

First in the series of *Frankie's World* graphic novels about fitting in and standing out. Packed with dynamic illustration, this book offers a unique perspective on being autistic, as Frankie and her best friend embark on a mission to find Frankie's absent father. Maybe he was different too, which could explain why she always felt like an alien. Told with humour and heart, *Frankie's World* is a laugh out loud tribute to daring to be different.

Teaching resources:

Lesson plans for year 5 and 6 – [frankies-world-lesson-plans-2115099.pdf](https://www.nationalliteracytrust.org.uk/resources/2115099.pdf)



Finding My Voice – Aoife Dooley: KS2

The sequel to *Frankie's World* finds her starting secondary school and concerned about fitting in as there are so many rules to follow, like being quiet...talking is Frankie's coping mechanism! She couldn't be more excited when she joins the Battle of the Bands contest, but you need to have band members, which means you need to be good at making friends. A funny, positive book which will prompt discussions around empathy and individual uniqueness.

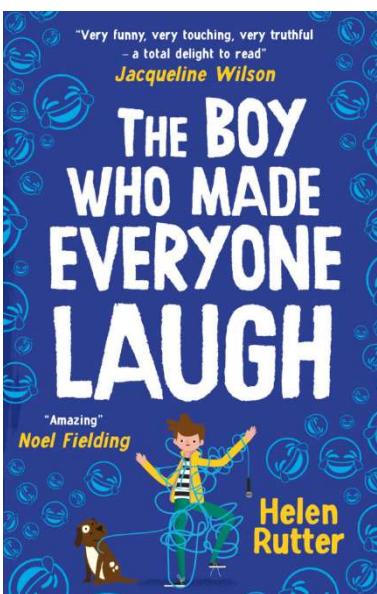


Speak Up! – Rebecca Burgess: KS2

This graphic novel explores twelve-year-old Mia's struggles with bullying, as an autistic girl. In a world where everyone defines her by her differences, she discovers friendship where it is least expected and the inner strength to express her true self.

Teaching resources:

Discussion guide - [Literacy Shed Plus](#) - [Literacy Shed Plus](#) - [Teaching Resources Made Easy](#)



The Boy Who Made Everyone Laugh – Helen Rutter: KS2

A hilarious story about a boy overcoming his fears, to realise his dreams. Billy, an eleven-year-old with a stammer, dreams of becoming a stand-up comedian. Starting high school, he goes to extraordinary lengths to hide his speech difficulties from others, from fear of being laughed at and humiliated by his peers. Join Billy on his journey to find his voice, written by comedian Helen Rutter, inspired by her son's experiences.

Teaching resources:

Activities and PowerPoints for teachers of years 3-6 - [The Boy Who Made Everyone Laugh – Teaching resources - Teachwire](#)

Teacher resource pack - [The Boy Who Made Everyone Laugh Teaching Resources - Scholastic Shop](#)

Using the books in the classroom

When reading and exploring the books, it will be important to bear in mind your own pupils, consider whether the texts could support individuals to reflect on similar situations to their own, or whether it's a text that might offer a window into neurodivergence or viewpoints that differ from their own.

Below are some ways you could use the books in your school.

- **Exploration and recommendations during class 'Bookclub' time** You could provide teasers by revealing the front/back covers, reading the blurb, providing your own summaries and thoughts about the characters or plot, or even reading aloud a teaser chapter/extract. Afterwards, you could add the text to your class book corner or have a sign-up sheet for borrowing the specially selected titles.
- **Personal pupil recommendations** You may discover a book that you feel would speak to a particular pupil because of a shared interest, a similar book/author they enjoy, or to offer something totally new to try. Personal recommendations for your pupils can be powerful, but of course you need to have a strong idea about your pupils' interests, reading habits and abilities.
- **Class read aloud** Read and share the books with pupils, as part of your reading for pleasure time. Encourage and foster booktalk!
- **Reading lessons** You might discover a book that you feel would be well suited to read in your English lessons – perhaps it links to a topic or theme you're exploring or is one that has potential for brilliant reading and writing outcomes.
- **To add to a reading spine** The DFE's Reading Framework (2023) recommends that each year group has a core reading list of different texts that can be used in English lessons and story times, as well as in foundation subjects. These lists should not remain stagnant, should be reviewed yearly and allow scope for teachers to add their own choices, as well as those that speak to their pupils' interests.

Resources to support your See Myself in Books work

In the appendices, you will find a range of activities to help explore the books in the book list, as well as promoting empathy, self-understanding and valuing others' differences. These activities can be explored alongside any of the books in the book collection and can be adapted to suit the needs of your classroom. In the appendices you will find:

1. Reading response framework and worksheet
2. Reading discussion questions
3. Critical literacy tiered question prompts
4. Classroom activity: searching for similarities
5. Classroom activity: considering differences
6. Classroom activity: how to listen

Further references

Manchester Libraries

Manchester Libraries ensures these authors are represented in the programme of class visits which are free to all Manchester schools, and which include both in-person and online visits. These are advertised on the Schools Hub in the Read Manchester / Manchester Libraries update.

For more information, please contact Cheryl Pridgeon at cheryl.pridgeon@manchester.gov.uk or Margaret Duff at margaret.duff@manchester.gov.uk

National Literacy Trust

Find more resources around [Promoting diversity through literacy | National Literacy Trust](#)

[Diverse Libraries webinar recordings | National Literacy Trust](#) are a series of recorded webinars discussing diversity in children's literature and more widely.

Further support: Book Trust Represents

[BookTrust Represents](#) is a programme created to promote and improve the representation of neurodiversity, so that all children read a range of books that reflect them and their wider communities. Their website has an extensive range of research and free resources to support your work in school.

Appendix 1: Reading Response Framework

Our Reading Response Framework is designed for you to use with your pupils when exploring picture books, providing the opportunity to reflect on the following:

Observations: I notice that ...

Feelings: ... makes me feel ...

Connections: It reminds me of ...

Questions: I wonder ...

For younger pupils or for those who need more support, you may decide to complete this as a whole group, focus on just one section of the grid or offer the option of drawing their responses to the prompts. Allow for interpretation and avoid the notion of a right answer. As pupils begin to look more closely at the illustrations, and the ways in which they interact with the text, discussions will arise. Allow time for the pupils to share their thoughts and to answer, to build upon or even contradict each other's ideas.



Observations
I notice...



Feelings
... makes me feel...



Connections
It makes me think of ...



Questions
I wonder ... / I'd like to know...

Appendix 2: Reading discussion questions

When reading together as a class, use some of the questions below to prompt discussion.

1. *What are the characteristics of the main character?*
2. *What makes them strong?*
3. *Who are the people around the main character who build them up?*
 - a. *What do they do to make the character feel strong and safe?*
4. *Who are the people around them that try to bring them down?*
 - a. *What do they do to make them feel small and unsafe?*
5. *What would you say to those people who make the character feel small? – write a speech to say to that person.*

Appendix 3: Tiered critical literacy question prompts

Critical Literacy is an approach that encourages readers to challenge what they read by exploring the reader-author relationship, examining issues such as why the text may have been written, how the author chose to represent information and what information they chose to include or exclude. Critical literacy therefore encourages all readers to think more deeply about representation and diversity in what they read, as well as author intention.

Embedding critical literacy practices when reading texts, will enable pupils to further challenge what they read and critique representation in texts, whilst building on their existing comprehension skills. We have included some questions you might like to use to foster critical thinking and discussion when reading the books in the collection. When exploring the questions, encourage pupils to justify or explain their thinking, using textual evidence to support their answers. In turn, this will support their development of reading comprehension skills, such as inference and language analysis, as they return to the text.

Tier 1 – Critical literacy question prompts



Whose point of view do we
hear/see?

Whose is missing?

(Think about both in the text and
illustrations)

How would the story be different
if it were told from the
perspective of?

Is there anything you'd like to
change about the story? Why?

Would you like to live in the world
described in the story? Why/why
not?

Tier 2 – Critical Literacy Question Prompts



Who do you want to
defend/criticise in the story?
Why?
How have you been influenced?

Who has the power in the story?
Who doesn't?
Why?

Are all the characters treated
fairly?

What message might the
author/illustrator be trying to
convey?

Tier 3 – Critical Literacy Question Prompts



Has the author/illustrator chosen to represent neurodivergence in the story which we don't often see/hear from?

Why do you think the author/illustrator has chosen to represent neurodivergence in this way?

Would everyone agree with how neurodivergence is represented in the story?

Do you think everybody would read and respond to the story in the same way? Why/why not?

Appendix 4: Classroom activity – searching for similarities

Understanding similarities:

This activity can easily be adapted for younger pupils, with the similarity searching taking place orally, and the poem creation working collaboratively as a class, or using the structure provided.

Invite the pupils to write their peer's names on the left-hand side of a page – this activity is best completed with pupils thinking about the whole class.

Similarity Searching: Ask pupils to speak to each person individually and find something they both have in common. It can be anything from physical appearance to family dynamic, from favourite foods, to how you usually celebrate your birthday. The idea of this activity is to see the things that bring people together that we don't even realise are there. Encourage pupils to try and find something different for each person.

Once complete ask pupils to share with the class some of the connections that were surprising to them. Ask them to consider how it makes them feel to take the time to find connections with others they didn't realise were there.

Creative task: use the answers the pupils found to create a personal poem, using the structure:

I am/have ... like ...

For example: I have brown eyes like Raj

I like bananas like Crystal

...

But I am me!

Searching for similarities poem creator sheet

Poem: I am like me!

I am/have_____ like _____

I am/have_____ like _____

I am/have_____ like _____

I am/have_____ like _____

I am/have_____ like _____

But best of all, I am like me!

Appendix 5: Classroom activity – considering difference

Understanding our differences:

Invite pupils to think about buying someone a present. *What is the first thing you'd do in the process?*

Option 1: Invite pupils to write it down without showing anyone else (you could use mini whiteboards or a small piece of paper). Ask pupils to share what their first step was. There will be many different answers and ways of approaching the same task. Try to note down all the different ways on the board so pupils can see their differences.

Option 2: Discuss all the different ways you could start this process and create a mind map together on the board. Ask pupils to pick in their heads which one they would start with.

Explain to the pupils that all these actions help to get you closer to your goal of buying a present but are different routes of getting there. Our brains work in all different ways, we are neurodiverse. No one of these ways is more right than the other, and they all get us to where we need to go.

Read one of the books from the book list, when the main character gets to a task they need to do, pause, and repeat this activity with the class. Try to come up with as many ways as you can about how you would do the task, then see which one the character chose to do first.

Appendix 6: Classroom activity – how to listen

Listening is a fundamental part of empathy and understanding other people. Sometimes young people think they are listening but are only hearing the words being said, without giving time to the words being said. It is good to find some time to practise good listening.

Invite pupils to answer the following questions and mind map their ideas on the board:

- *What is listening?*
- *What's the point of listening?*
- *How do you listen?* – answers include: ears, eyes and body, reaction, asking questions. Not all listening will look the same but it will always draw on these elements.

Pupils are now going to practise their listening skills. Arrange the pupils into partners, and ask them to label themselves A and B.

In the first-round person A is going to be the listener and person B is going to talk for one minute. When person B has finished, person A will have 30 seconds to tell them what they heard. Ensure both pupils have a chance to practice each skill. – *this activity can be done in one go or you could work through the skills in different sessions.*

Round 1 – remember 2 facts

Round 2 – what are they doing when they speak?

Round 3 – how are they feeling?

Round 4 – react to what they are saying

Round 5 – ask 1 question at some point when they are speaking

Round 6 – try to put them all together

Hint: give the pupils a topic to talk about, this could be directly related to the book you are reading or to do with your class's interests.

Notice that none of the skills ask the pupils to comment or provide answers or anecdotes. We are encouraging pupils to listen with their whole bodies and really hear what is being said. Understanding others starts with effective listening.

In all future tasks encourage pupils to present the listening skills they've explored in this exercise, as well as the types of listening they focused on.

Use this task when reading aloud with the class. Focus on one element of listening (from the rounds above) and see how they do.