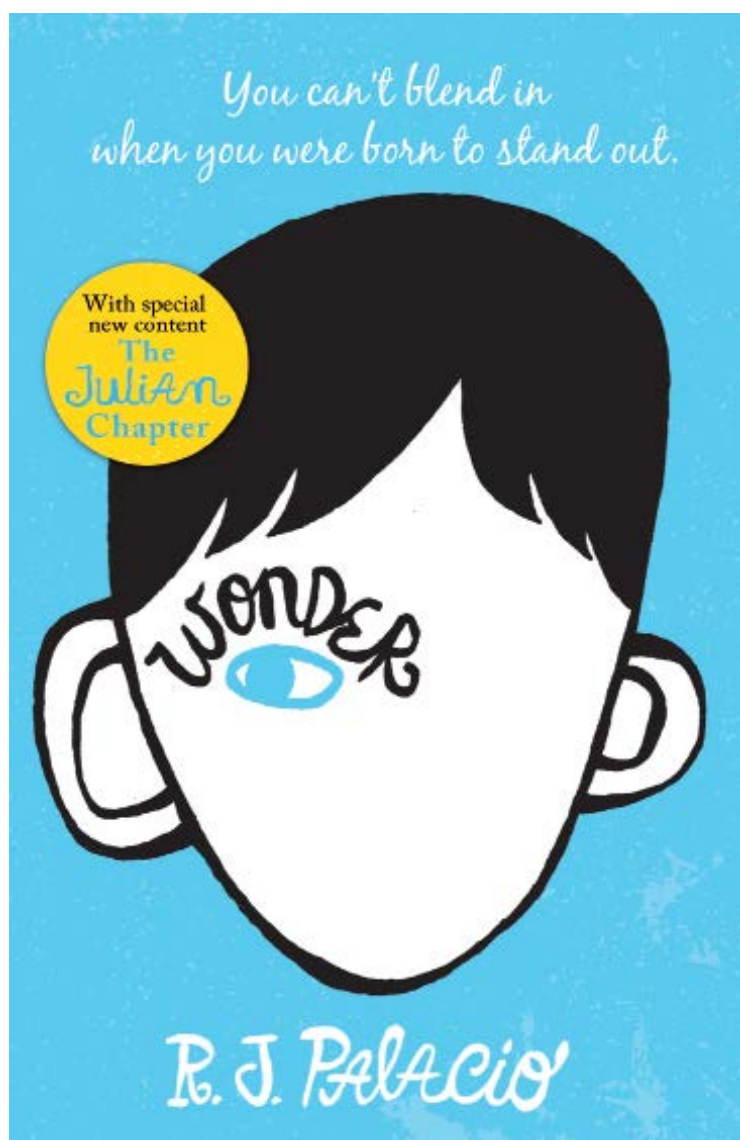


Just one act of kindness can make an impact.  
Read the book. Be inspired. Pass it on.  
And always **#choosekind**



Thank you for taking part in our nationwide **CHOOSE KIND** schools initiative. We have partnered with the Anti-Bullying Alliance for this campaign and are so excited about sharing it with schools across the country. Our aim is to inspire children (and adults!) to **CHOOSE KIND!** One very special book led us to this campaign. It is a book that has sold 1.5 million copies worldwide, won the Waterstones Children's Book Prize and sparked an international challenge to **CHOOSE KIND.**

This book is **WONDER** by R.J. PALACIO.



## WONDER by R.J. PALACIO

### THE STORY

**WONDER** is the story of Auggie Pullman, a 10-year-old boy who longs to be ordinary. He does ordinary things – eating ice cream, playing on his Xbox. He feels ordinary – inside. But ordinary kids don't make other ordinary kids run away screaming in playgrounds. Ordinary kids aren't stared at wherever they go.

Born with a facial anomaly, Auggie has been home-schooled by his parents his whole life. Now, for the first time, he's being sent to a real school – and he's dreading it. All he wants is to be accepted – but can he convince his new classmates that he's just like them, underneath it all?

**WONDER** is a funny, frank, astonishingly moving debut to read in one sitting, pass on to others, and remember long after the final page.

### THE AUTHOR

R. J. PALACIO lives in New York City with her husband, two sons, and two dogs. For more than twenty years, she was an art director and graphic designer, designing book jackets for other people, while waiting for the perfect time to start writing her own novel – until a chance encounter with an extraordinary child in front of an ice cream store inspired her to write **WONDER**. Since publication it has sold over 1.5 million copies worldwide. Among others, it has won the Independent Booksellers' Book of the Year Award, the Northern Ireland Book Award, the West Australian Young Readers' Book Award, and was shortlisted for the Carnegie Medal, the UKLA Award and the Specsavers National Book Award. Film rights to **WONDER** have been sold to Lionsgate and a film adaptation is due for release in 2016.



**R.J. Palacio:** *'I have been bowled over by readers' reactions to **WONDER**. Auggie's story has been life-changing, not only for me but for millions of readers around the world who understand this really isn't just a book about a kid with a facial anomaly: it's a celebration of kindness. I am thrilled to see that schools across the globe have really taken **WONDER** to their hearts, this initiative is truly inspiring and I cannot wait to see how UK schools embrace Auggie and **CHOOSE KIND**.'*

## Praise for WONDER

'What a gem of a story. Moving and heart-warming. This book made me laugh, made me angry, made me cry.'

*Malorie Blackman, Children's Laureate 2013-2015*

'**WONDER** is destined to go the way of Mark Haddon's *The Curious Incident of the Dog in the Night-Time* and then some...it is dark, funny, touching...'

*The Times*

'**WONDER** has the potential to alter young people's outlook, sensibilities and ideas . . . **WONDER** is a funny, stimulating novel, which would be great for any teenager or classroom.'

*Amy Newsham, NATE Magazine*

'This touching and powerful book shares the experiences of Auggie Pullman... your Year 6 students [will] certainly relate to Auggie's trepidation at being launched into a totally new educational and social environment and his fear of being judged and found lacking by his peers.'

*Teach Primary*

'R.J. Palacio has woven a tale shot through with humour, bravery, loss and acceptance (also Star Wars, lots and lots of Star Wars!) I urge everyone that reads this to believe me when I say that you should read this book – buy it, borrow it from your local library – if your library does not have it order it so they do and once you have read it make sure that other people you know read it too!'

*Teen Librarian*

'This was a novel I devoured in one go. Auggie, his family and friends are very engaging and convincing characters, and I couldn't wait to see how he gets on at his new school. When I read the last page, I was sorry to let Auggie go! Thoroughly recommended for all readers over the age of ten.'

*First News*

## School Feedback

Since **WONDER** was first published in 2012, schools throughout the world have taken Auggie's story to their hearts. We regularly hear from teachers, librarians and students about how they are sharing and using **WONDER** in their school. Their feedback led to the **CHOOSE KIND** campaign.

'We have been using the book **WONDER** as part of the reading that takes place within Year 7 and so have a few class sets here. I have also been shoe-horning it into as many children's hands as I can! They love it. It has all the elements of misery lit but with such an uplifting, safe and positive encouraging message!'

**Hannah Thomson, Librarian at Foxford School and Community Arts College**

'I think the book **WONDER** is really interesting and fun to read. It's been a good read so far, I really like the book. I hope a new book follows on from it. I think the book **WONDER** has taught me that it's okay to be different and it shouldn't matter what people say about you.'

**Kalifornia Mulvihill, Year 9 student at Foxford School and Community Arts College**

'I would happily recommend **WONDER** as a class reader or book club book to anybody who is willing to listen. Not only is it a stunningly well-written book, with a cast of brilliant characters and a great style, it's also a truly enjoyable read. Books like **WONDER** make encouraging reading for pleasure so much easier . . . It's a complete cliché, but **WONDER** really is a wonderful book and one that should be read and promoted by every student, every librarian and every teacher in every school.'

**Amy McKay, Librarian at Corby Business Academy**

'I have to choose a book each year for our entire school to read. A book that will interest an 11 year old, and the eldest member of our staff . . . All year long I read. Always looking for that special book, a book that I can't put down, a book where I fall in love with characters, or sometimes hate characters! A book where I'm involved with and I feel the truth of it in my heart.

Such was **WONDER** for me . . . I thought everyone can relate to this boy, and everyone can learn something from him. And it was true. The girls here at Loreto loved the book and came and talked to me about him, and how they felt, and I could see the book would stay with them for many years, perhaps forever.'

**Ramona Sandbrook, Librarian at Loreto College**



Pupils at Corby Academy



Pupils at Loreto College



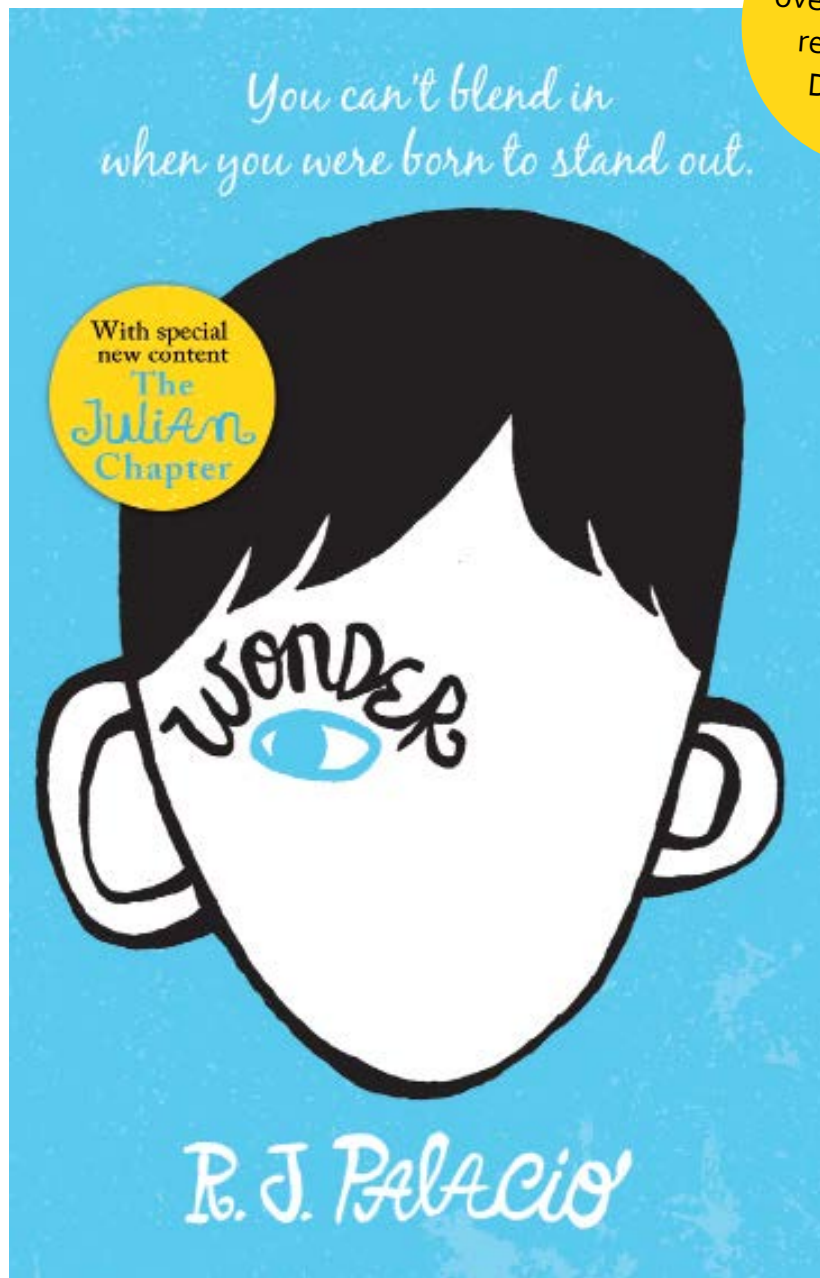
Share **WONDER** in your school  
with our special discounted offer

To help you share **WONDER** in school, we're offering an exclusive chance  
to buy class sets at 50% DISCOUNT for a class of any size.

To redeem this offer simply visit  
[www.randomhouse.co.uk/editions/wonder/9780552565974](http://www.randomhouse.co.uk/editions/wonder/9780552565974).

Add **WONDER** (9780552565974) to your basket and enter the  
promotional code **SCHOOLS50** and you'll receive a  
50% DISCOUNT off the RRP!

UK orders  
over £10 will also  
receive FREE  
DELIVERY.



## What does it mean to CHOOSE KIND?

In **WONDER**, Auggie's teacher Mr Browne provides his English class with a monthly 'precept'. He encourages students to follow these monthly principles or rules when making decisions.

"Like a motto!" said Mr Browne, nodding as he continued writing on the board. "Like a famous quote. Like a line from a fortune cookie. Any saying or ground rule that can motivate you. Basically, a precept is anything that helps guide us when making decisions about really important things."

*From **WONDER**, Chapter: Choose Kind*

**Mr Browne's first precept of the school year is:**

'When given the choice between being right or being kind, choose kind'.

*From **WONDER**, Chapter: Choose Kind*

This precept becomes an integral and symbolic part of **WONDER**. Throughout the story, many of the characters face difficult decisions forcing them to question how they behave towards others.

The **CHOOSE KIND** principle is universal. It can apply to anyone and relate to many different situations. For this campaign, we are focusing on how **CHOOSE KIND** can tackle bullying.

'We are thrilled to be working with Random House on the **CHOOSE KIND** project and hope that through **WONDER** we can educate children to see that bullying in any form is wrong; and that any environment that shows indifference to prejudice and discrimination is unacceptable. We hope that through reading and discussion, children can feel encouraged to celebrate their differences and those of others; inspiring kindness and understanding. This year's national Anti-Bullying Week, November 2014, echoes the aims of the **CHOOSE KIND** project; celebrating difference and diversity through the theme "Let's stop bullying for all".'

*Martha Evans, Acting National Coordinator, Anti-Bullying Alliance*

Our campaign is not prescriptive. We don't want to tell you how to apply **CHOOSE KIND** in your school. Every school will be different. The wonderful and inspiring thing about this campaign is that every school will approach it differently. Our only criteria are that you show creativity and commitment to inspire students and staff to **CHOOSE KIND**.

*Good luck.*



## Joining the initiative to CHOOSE KIND

By downloading this pack, you've already made the first step to inspiring people to **CHOOSE KIND**. Your challenge now is to:

- Read and share **WONDER** with your school
- Encourage your school to **CHOOSE KIND**
- Show us what your school did to **CHOOSE KIND**

In this Digital Little Pack of Wonder, you will find:

- **WONDER** bunting and mask templates, activity ideas and educational resources written by educational consultant Prue Goodwin.
- Information on our special discounted offer for buying class sets of **WONDER** for your school.

The following online resources may also be useful:

- [www.wonderthebook.co.uk](http://www.wonderthebook.co.uk)
- R.J. Palacio reads an extract from **WONDER**: [www.youtube.com/watch?v=8NiP1FlhJbw](http://www.youtube.com/watch?v=8NiP1FlhJbw)
- R.J. Palacio introduces **WONDER**: [www.youtube.com/watch?v=AOATmHNN-ng](http://www.youtube.com/watch?v=AOATmHNN-ng)
- **WONDER** book trailer: [www.youtube.com/watch?v=QOXDD3atWco](http://www.youtube.com/watch?v=QOXDD3atWco)

**Sharing your CHOOSE KIND work:**

- We would like you to tell us in no more than 500 words how your school has inspired students (and adults!) to **CHOOSE KIND**. Please email written entries to [WONDER@RANDOMHOUSE.CO.UK](mailto:WONDER@RANDOMHOUSE.CO.UK) Pictures are also welcome!
- The closing date for entry is Friday 5th December 2014.
- Please also share your **CHOOSE KIND** work on Twitter by contacting us at [@RHKIDSUK\\_Edu](https://twitter.com/RHKIDSUK_Edu) using the hashtag **#choosekind**.
- You can also upload your **CHOOSE KIND** experiences to [www.wonderthebook.co.uk/submit](http://www.wonderthebook.co.uk/submit)

**The winning (and the kindest!) school:**

Along with R.J. Palacio, we will judge the entries and decide on the winning school. We are looking for the school which has been the most creative and committed in their **CHOOSE KIND** activities. The winning school will receive £500 worth of Random House Children's Publishers books, a special **WONDER** party pack and **WONDER**-themed library accessories.

Find Terms and Conditions at [www.wonderthebook.co.uk](http://www.wonderthebook.co.uk)

KEY DATES	
Thursday 28th August	365 days of Wonder by R.J. Palacio is published!
Monday 17th – Friday 21st November	Anti-Bullying Week
Friday 5th December	Closing date for entries
w/c Monday 8th December	Winning school notified



## Anti-Bullying Alliance

We don't need to stress how important it is to inspire people to **CHOOSE KIND**.

Themes linking to **CHOOSE KIND** are referenced in the current PSHE (Personal, Social, Health and Economic Education) programme of study. At Key Stages Two and Three, these include:

- Identity
- Empathy
- Diversity
- Relationships
- Equality

Each year, the Anti-Bullying Alliance promotes the importance of Anti Bullying through **Anti-Bullying Week**. In 2014, Anti-Bullying Week will be held from the **17th-21st November**.

The Anti-Bullying Alliance (ABA) is a unique coalition of organisations and individuals, who work together to reduce bullying and create safer environments in which children and young people can live, grow, play and learn. ABA is hosted by the National Children's Bureau.

Every year the Anti-Bullying Alliance coordinate national Anti-Bullying Week; a week where children and young people, schools, parents and carers come together with one aim: to stop bullying for all. This year Anti-Bullying Week will be held from the 17th-21st November 2014 and we are calling on the school community to take action to stop the bullying of ALL children and young people – including those with disabilities, which research shows are significantly more likely to experience bullying in schools and the wider community.

For more information or to download free resources and become a member of the Anti-Bullying Alliance visit [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)





## Anti-Bullying Alliance

This Anti-Bullying Week we aim to:

- equip schools, colleges and youth service leaders with resources to develop youth led anti-bullying initiatives and encourage inclusive attitudes amongst children and young people;
- educate those who support and work with children to recognise children and young people who may be particularly vulnerable to bullying - encouraging an inclusive approach within all anti-bullying education; and
- ensure the school community understand that the use of any discriminatory language is wrong and will not be tolerated and that using disablist language is taken as seriously as racist, sexist and homophobic language in schools.

Please support us in our aims this year by:

- Becoming a member of the Anti-Bullying Alliance and receiving all our amazing member benefits
- Downloading FREE school resources from our website including lesson plans, information sheets and campaign pack – get young people talking about bullying!
- Taking part in our school writing competition – launching in July 2014
- Fundraising for the Anti-Bullying Alliance by holding a bake sale, non-uniform day or sporting contest
- Supporting our hash tag on social media **#StopBullying4All**
- Joining our FREE School and College Network to receive the latest anti-bullying information
- Checking out our merchandise on our website

Your support is vital to ensure Anti-Bullying Week continues.



## Using WONDER to inspire students to CHOOSE KIND

**WONDER** has become a much loved book among both adults and children. In schools, the book is perfect for students in Key Stage 2 and 3. **WONDER** explores important themes which will engage students with the idea of **CHOOSE KIND**. These include:

- Bullying
- Acceptance
- Friendship
- Family
- Responsibility
- Differences

Anti-Bullying Week takes place from the 17th-21st November 2014. But we want you to inspire students to **CHOOSE KIND** all year. The fantastic thing about **WONDER** is that it can be shared across the school from the library to the classroom. It is perfect for English or literacy study or PSHE work. It is a universal story which can be shared with a Year 9 book group or in a whole school assembly. Here are a few ideas to get your school's **CHOOSE KIND** campaign started with a little help from **WONDER**.

- **KINDNESS AWARDS.** At the end of each half term, ask students to each nominate a person they think has been the kindest student. Nominations can be placed in a designated **CHOOSE KIND** ballot box. The kindest student receives a **WONDER** badge.
- **WONDER WALL.** Create a **WONDER** display wall in your classroom or library. Encourage students to post on the wall once they have read the book. They could post reviews, quotes from the book or even pictures which relate to the book.
- **SHARING PRECEPTS.** In **WONDER**, teacher Mr Browne shares a monthly precept with his students. Why not do the same? You could use the precepts from the story or create your own.
- **PRECEPT POSTCARDS.** Use your postcards to encourage students to share their own precepts. Display the completed postcards on a **WONDER** wall or display or hang them on a tree in the school grounds.
- **STANDING OVATIONS.** Each month, ask students to nominate a staff member who they think deserves a standing ovation.
- **REFLECTION.** At the end of the school term or year, ask students to write a short piece on what they have felt, learnt, discovered over their school year. The writing can be anonymous and can be 50 or 500 words.
- **WONDER FILM.** A film adaptation of **WONDER** is due for release in 2016. Divide students into groups and task them to create and perform a **WONDER** film trailer.



## Key WONDER Quotes

These quotes from **WONDER** are ideal for

- Sparking a class discussion on differences
- Inspiring creative writing
- Devising a drama script
- Opening an assembly on anti-bullying

I know I'm not an ordinary ten-year-old kid. I mean, sure, I do ordinary things. I eat ice cream. I ride my bike. I play ball. I have an Xbox. Stuff like that makes me ordinary. I guess. And I feel ordinary. Inside. But I know ordinary kids don't make other ordinary kids run away screaming in playgrounds. I know ordinary kids don't get stared at wherever they go.

If I found a magic lamp and I could have one wish, I would wish that I had a normal face that no one ever noticed at all. I would wish that I could walk down the street without people seeing me and then doing that look-away thing. Here's what I think: the only reason I'm not ordinary is that no one else sees me that way.

*From WONDER, Chapter: Ordinary*

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When given the choice between being right or being kind choose kind.

*From WONDER, Chapter: Choose Kind*

---

I stopped going to lunch for about a week, though, to make the transition easier, to avoid the fake Oh, shoot, there's no room for you at the table ,Olivia! It was just easier to go to the library and read. *From WONDER, Chapter: Out with the Old*

---

I wish every day could be Halloween. We could all wear masks all the time. Then we could walk around and get to know each other before we got to see what we looked like under the masks. *From WONDER, Chapter: Halloween*

---

I never used to see August the way other people saw him. I knew he didn't look exactly normal, but I really didn't understand why strangers seemed so shocked when they saw him. Horrified. Sickened. Scared. There are so many words I can use to describe the looks on people's faces. *From WONDER, Chapter: Seeing August*

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Before she went out, she looked left and right outside of the door to make sure no one saw her leaving. I guess even though she was neutral, she didn't want to be seen with me.

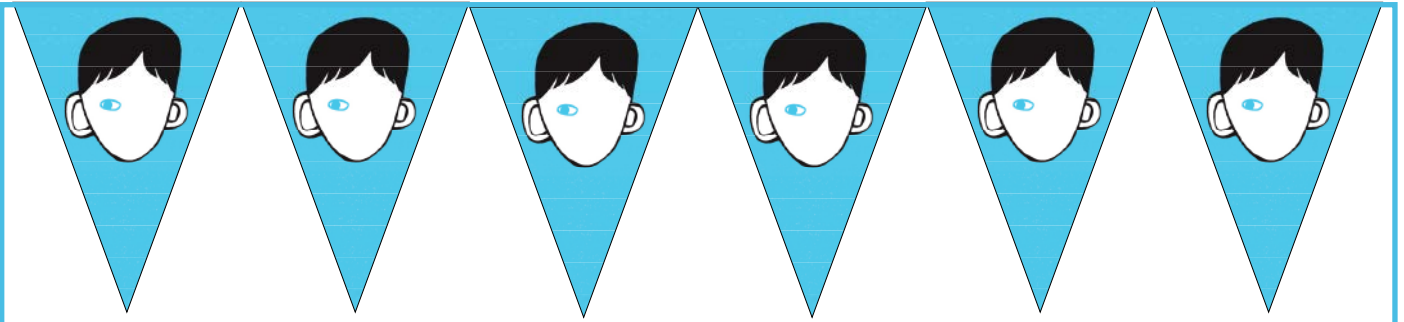
*From WONDER, Chapter: The War*

---

It's like people you see sometimes, and you can't imagine what it would be like to be that person, whether it's somebody in a wheelchair or somebody who can't talk. Only, I know that I'm that person to other people, maybe to every single person in that whole auditorium.

To me, though, I'm just me. An ordinary kid. *From WONDER, Chapter: Floating*

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## USEFUL LINKS

For further guidance on exploring anti-bullying in your school, go to:  
Anti-Bullying Alliance [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

The Katie Piper Foundation: [www.katiepiperfoundation.org.uk](http://www.katiepiperfoundation.org.uk)

To find out more about Random House Children's Publishers UK, go to:  
[www.randomhousechildrens.co.uk](http://www.randomhousechildrens.co.uk)

To download free resources to accompany books by  
Random House Children's Publishers UK, go to:  
[www.randomhousechildrens.co.uk/index.php/schools-and-libraries](http://www.randomhousechildrens.co.uk/index.php/schools-and-libraries)

To be in with the chance of winning £100 worth of books for your school and to keep updated with resources, news and competitions, join the Random House Children's Publishers UK newsletter for teachers and librarians. Email your contact details to  
[RHCPEducation@randomhouse.co.uk](mailto:RHCPEducation@randomhouse.co.uk)

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To help you share **WONDER** in school, we're offering an exclusive chance to buy class sets at 50% DISCOUNT for a class of any size.

•  
To redeem this offer simply visit  
[www.randomhouse.co.uk/editions/wonder/9780552565974](http://www.randomhouse.co.uk/editions/wonder/9780552565974) .

•  
Add **WONDER** (9780552565974) to your basket and enter the promotional code **SCHOOLS50** and you'll receive a 50% DISCOUNT off the RRP!

UK orders  
over £10 will also  
receive FREE  
DELIVERY.

## Changing Faces

### How to help children like Auggie

**A message to school staff from Changing Faces – the UK expert charity working directly with children like Auggie who have conditions, injuries or illnesses which affect the way they look, with their families and their schools.**

---

Here are some things that teachers need to get right for these children in order to prevent discrimination and harm.

**Fiction and reality:** R.J. Palacio has created a wonderful novel in which **CHOOSE KIND** and Auggie's appearance are important themes. In real life, appearance and difference present many challenges for all of us because, in our society, 'looking good' is a highly-valued personal attribute. Our culture's preoccupations with appearance and 'looking good' distribute high status and vulnerability very unequally. But all children and young people, real children and real young people, have a right to be treated fairly and equally irrespective of their appearance, to feel safe and to strive and thrive at school, so that they can learn and achieve their potential both academically and socially.

**Power hierarchy:** Bullying is "the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power"<sup>1</sup>. Our culture's appearance hierarchy makes children and young people who look different like Auggie especially vulnerable to teasing, name-calling, bullying and ostracism. Not just in class, but between lessons, during breaks and to and from school as well.

**Equality Act 2010:** **CHOOSE KIND** is an attractive message for children and young people at school. But Changing Faces recommends that all school staff supporting a child who has a disfigurement or any other protected characteristic under the Equality Act 2010, should be guided by the appropriate Schools Technical Guidance<sup>2</sup> from which a key section reads:

**Q** If a teacher believes that he or she is acting in the best interests of a pupil, can he or she nevertheless be held to have discriminated?

**A** Discrimination does not require there to have been any specific intention on the part of the discriminator: as long as the treatment is (in the case of direct discrimination) because of the protected characteristic, then it will be discrimination, regardless of intention. This is why it is important for there to be training on equality and on the provisions of the Act for all those with pupil contact.



## Changing Faces

**Beware of patronising:** Children and young people with disfigurements want to be treated fairly and with respect and not sympathetically or as 'special'. And in all our experience of working in schools, this is what teachers want for all their students, too.

**Enjoy WONDER:** Use the novel to enable your students to grow their appetite for reading, for thinking and feeling, and for challenging what they read.

**Use CHOOSE KIND:** Develop a school ethos in which everyone treats everyone else fairly, as their equal.

**Get advice:** For the task of addressing social inequality based on appearance, make use of accurate, research-based information and advice and the most effective resources – go to [www.changingfaces.org.uk/education](http://www.changingfaces.org.uk/education)

1. [www.anti-bullyingalliance.org.uk/about-us.aspx](http://www.anti-bullyingalliance.org.uk/about-us.aspx)

2. For more, see [www.equalityhumanrights.com/legal-and-policy/key-legislatures/equality-act-2010/equality-act-codes-of-practice-and-technical-guidance/frequently-asked-questions-schools-technical-guidance](http://www.equalityhumanrights.com/legal-and-policy/key-legislatures/equality-act-2010/equality-act-codes-of-practice-and-technical-guidance/frequently-asked-questions-schools-technical-guidance)



## Stories by R.J. PALACIO

### WONDER: THE JULIAN CHAPTER

Available in eBook format at [amazon.co.uk](http://amazon.co.uk)

**WONDER** told the story of August Pullman: an ordinary kid with an extraordinary face, whose first year at school changed the lives and the perspectives of everyone around him.



Now read **THE JULIAN CHAPTER**: classroom bully Julian's side of the story, and an insight into his own feelings about Auggie. Thought-provoking, infuriating, surprising, heartbreaking and heartwarming, this is a must-read for the thousands of readers who loved **WONDER**.



### 365 DAYS OF WONDER: WORDS OF WISDOM FOR EVERYDAY

Published 28th August 2014.

Pre-order at [amazon.co.uk](http://amazon.co.uk)

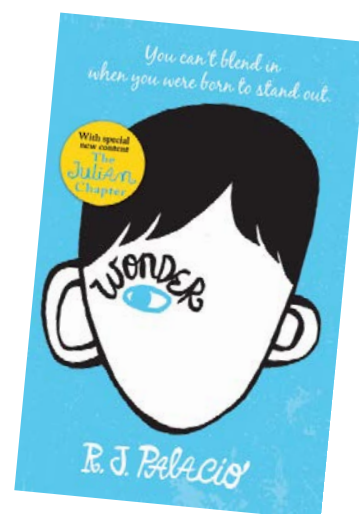
**365 DAYS OF WONDER** is a beautiful companion to **WONDER**: a collection of quotes and wise words, one for every day of the year. It includes funny, insightful, inspiring thoughts from **WONDER**'s fans, famous authors and personalities – from Roald Dahl and Paul McCartney to Anne Frank, Tolkien and Popeye – and from the novel itself. It's the perfect gift for anyone who loved **WONDER**, and it's a book to be treasured and enjoyed again and again.

To buy your discounted class set of **WONDER**

visit [www.randomhouse.co.uk/editions/wonder](http://www.randomhouse.co.uk/editions/wonder)

Add **WONDER** (9780552565974) to your basket and enter the promotional code **SCHOOLS50** and you'll receive a **50% DISCOUNT** off the RRP!

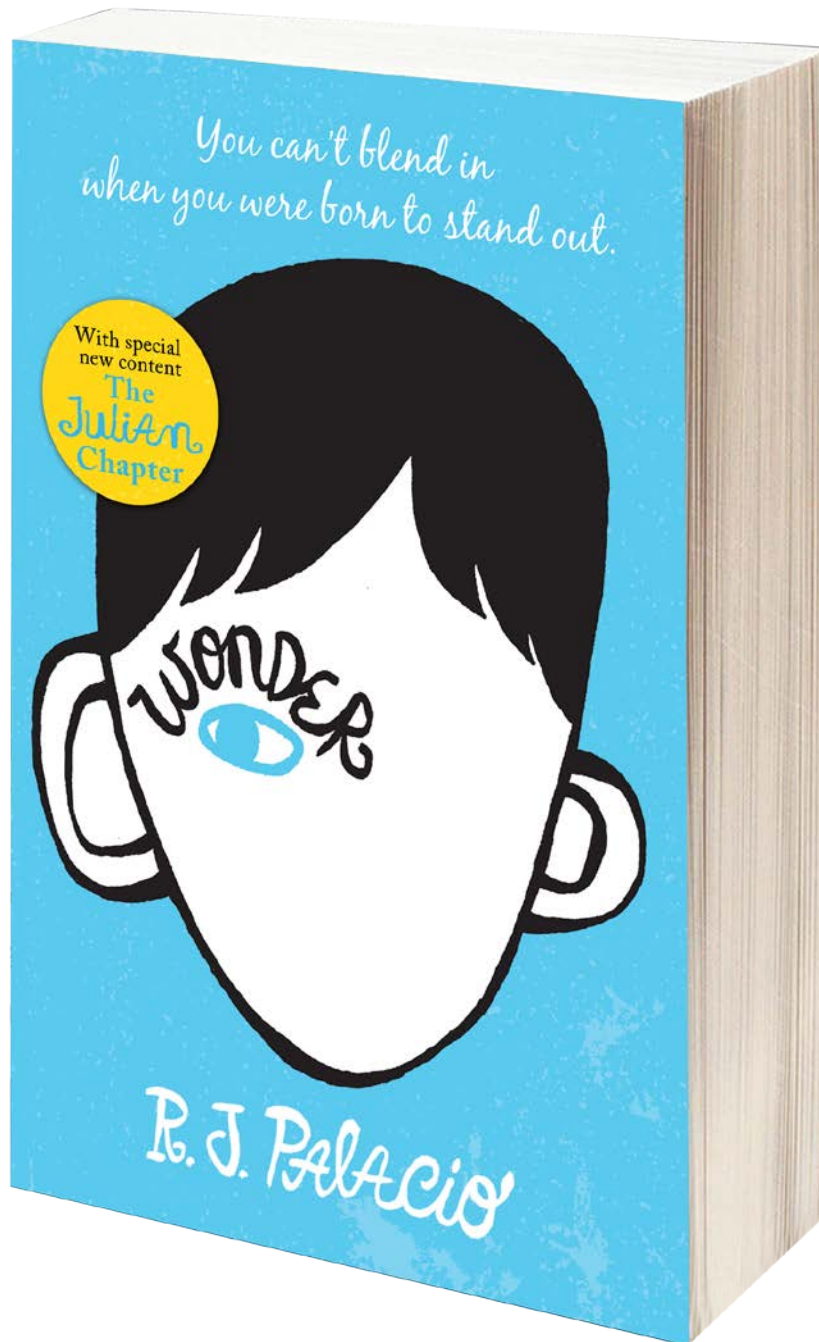
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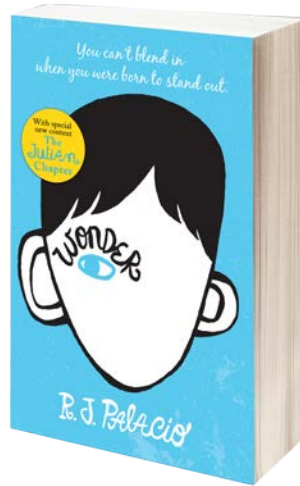
Follow the **WONDER** story at [www.wonderthebook.co.uk](http://www.wonderthebook.co.uk)

# EDUCATIONAL RESOURCES

by Prue Goodwin



# Teacher's Introduction to the Resource



Dear Colleagues,

Are you looking for a book to engage and motivate your Key Stage 2 and 3 students? Do you need to replace that well-loved, but overused, book studied by your students? In *Wonder* you will find a well-written and thought-provoking novel that will engage young readers' emotions and offer plenty of opportunity for valuable literary study.

## Why should I choose to teach *Wonder*?

*Wonder* immediately involves readers in a captivating narrative. As well as being gripping, the book is in turn amusing, poignant and inspiring. Beyond its central theme, it requires readers to consider sensitive issues related to growing up, family relationships and school life. The author's engaging writing style not only makes for an engrossing read but also provides many opportunities for students to explore literary devices and language study.

A focused study of *Wonder* would help students to look beyond the book. Use of drama, discussion and creative expression would encourage them to express possible feelings of empathy and moral outrage. The themes may also enable students to recognise their own fears and personal doubts about how they would react in situations experienced by the characters.

The following ideas for using *Wonder* in the classroom can be developed in whatever way suits your teaching style. I am sure that sharing this book with your students will be rewarding for both you and them, whatever way you decide to use it.

Good luck!

Tell us what you think on Twitter #choosekind

#choosekind

# The storyline

*My name is August. I won't describe what I look like. Whatever you're thinking, it's probably worse.* August Pullman is about to start secondary school. He does ordinary things. He eats ice cream. He plays on his Xbox. He feels ordinary - inside. But Auggie is far from ordinary. Ordinary kids don't make other ordinary kids run away screaming in playgrounds. Ordinary kids don't get stared at wherever they go.

Born with a facial anomaly, Auggie has been home-schooled by his parents his whole life, in an attempt to protect him from the cruelty of the outside world. Now, for the first time, he's being sent to a real school - and he's dreading it. All he wants is to be accepted - but can he convince his new classmates that he's just like them, underneath it all?

Narrated by Auggie and the people around him whose lives he touches forever, *Wonder* is a funny, frank, astonishingly moving debut to read in one sitting, pass on to others, and remember long after the final page.

# The author



*R. J. Palacio is a graphic designer by day and a writer by night. She lives in New York City with her family and two dogs. Her critically acclaimed debut novel, *Wonder*, has sold over 1.5 million copies worldwide and has spent over two years in the UK and US bestseller charts. Follow R.J. on Twitter- [@RJPalacio](https://twitter.com/RJPalacio)*

[www.rjpalacio.com](http://www.rjpalacio.com)

# Praise for *Wonder*...

*'Wonder, is destined to go the way of Mark Haddon's *Curious Incident of the Dog in the Night-time*, and then some.'*

*The Times*

*'In its assured simplicity and boldness it also has the power to move hearts and change minds'*

*The Guardian*

*'I really do believe, just like Mark Haddon's *Curious Incident of the Dog in the Night-time*, Palacio's *Wonder* has the potential to alter young people's outlook, sensibilities and ideas...'*

*NATE Classroom*

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# Teaching *Wonder*

- First things first: Give yourself a treat and read *Wonder* from beginning to end for your own pleasure. Don't make notes, don't plan teaching activities, just wallow in the pleasure of reading. This is not so that you can have a break, it is the only way you can decide how best to teach it ... or not.
- If you have decided to use *Wonder*, now is the time to jot down ideas for teaching. The key to using a book when teaching is to captivate students in the unfolding narrative. All good books deserve to be valued first and foremost in their own right and should not be treated purely as educational resources. Once a class enjoys a story, students will want to know what is going to happen next and will become involved in the fictional lives of the characters. Engaging them in creative response to the themes and ideas in the book will offer opportunities to look at writing style, setting and other literary features.
- Although not strictly necessary, it is possible to plan a traditional NC scheme of work on *Wonder* covering any aspect of the current reading curriculum. The ideas for teaching suggested below encompass all the AFs listed in this table:

Reading Objectives	
AF2	Locating evidence Referencing from the text
AF3	Inference and deduction Asking questions Making predictions Exploring through drama: Sculpting characters and thought-tracking Hot-seating Empathy
AF4	Text structure
AF5	Use of language Using drama techniques to explore character Performance reading Making freeze frames
AF6	Reader response through creative activity Asking questions Reading between the lines and making inferences

Whatever any official curriculum requires, all teachers of English will see the value of using creative approaches to explore *Wonder*. Drama, discussion and quieter sessions to think, write and draw will enable students to express their responses to the range of sensitive issues explored in the book.

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# Before reading

Introduce the book by looking at the words and images on the cover. Briefly discuss what is implied by the line 'You can't blend in when you were born to stand out'.

Different groups will need different levels of support with the reading of *Wonder*. Getting into a book is often hard for youngsters so start by reading the first few chapters aloud to them - once they are caught up in the narrative they can be asked to read on independently.

Perhaps your group cannot read books alone; if that is the case, read the entire book aloud to them in generous instalments over a few sessions.

# During reading

Concentrate first on responding to the content of the story rather than analysing the text in depth (that can always come later and will be more satisfactory if the students know the whole book). For example, at relevant points, you may enquire how the different narrative voices offer new points of view:

- Auggie's face is not fully described until quite far on in the story, in Via's chapter 'August: Through the Peephole'. How close is this description to your own mental picture of Auggie? Did you have a picture of his face in your mind while reading the book? Did this description alter that picture?

Or you may consider recurring themes, such as the films and books that Auggie enjoys:

- *Star Wars* is one of Auggie's passions. Why do you think this is? Do you see any reasons for Auggie to identify with these characters, or to aspire to be like them?

You could explore what impact adults have on Auggie's predicament. How do Auggie's parents, teachers and other adults affect his life? For example:

- Look at the emails between Mr Tushman, Julian's parents and Jack's parents in the chapter 'Letters, Emails, Facebook, Texts'. Up to this point in the story we have seen how the children at Auggie's school have reacted to him. Is Mrs Albans' attitude towards Auggie different? What do you make of her statement that Auggie is handicapped? Do you think she is correct in saying that asking 'ordinary' children, such as Julian, to befriend Auggie places a burden on them?

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# After finishing the book

There are many aspects of the novel that could be taken as a focus for literary exploration:

**'You can't blend in when you were born to stand out':**

- *What do you think of the line 'You can't blend in when you were born to stand out' which appears on the back cover of the book?*
- *Did this affect how much you wanted to read the story?*
- *How much did this line give away about the story you were about to read?*

**Auggie's personality:**

- *How would you describe Auggie as a person in the first few chapters of the book?*
- *What about the final few chapters?*
- *Has he changed significantly?*
- *Are there any experiences or episodes during the story that you think had a particular effect on him? If so, how?*

**Auggie's appearance:**

Throughout *Wonder*, Auggie describes the way that many people react to seeing his face for the first time: by immediately looking away.

- *Have you ever been in a situation where you have responded like this to seeing someone different?*
- *Having now read *Wonder*, how do you feel about this now?*

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## Seeing things from different points of view:

Handling challenging circumstances seen from the positions of being a parent, a sister, a teacher, a friend etc.

### Via:

- *What did you think of Via as a character?*
- *Did you empathise with her?*
- *Why do you think Via was so angry to learn that Auggie cut off his Padawan braid?*
- *Do you think Via's own attitude towards her brother changes throughout the story?*

### Mrs Albans:

Look at the emails between Mr Tushman, Julian's parents and Jack's parents in the chapter 'Letters, Emails, Facebook, Texts'. Up to this point in the story we have seen how the children at Auggie's school have reacted to him.

- *Is Mrs Albans' attitude towards Auggie different?*
- *What do you make of her statement that Auggie is handicapped?*
- *Do you think she is correct in saying that asking 'ordinary' children, such as Julian, to befriend Auggie places a burden on them?*

## Use of disguises, costumes and masks:

In the chapter 'Costumes' Auggie describes the astronaut helmet that he wore constantly as a younger child. We later learn that Miranda was the one to give Auggie the helmet, and is proud of the gift, but that it was Auggie's father who threw it away.

- *What do you think the helmet signifies to each of these characters and why do you think they all view it so differently?*

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## The use of humour in *Wonder*:

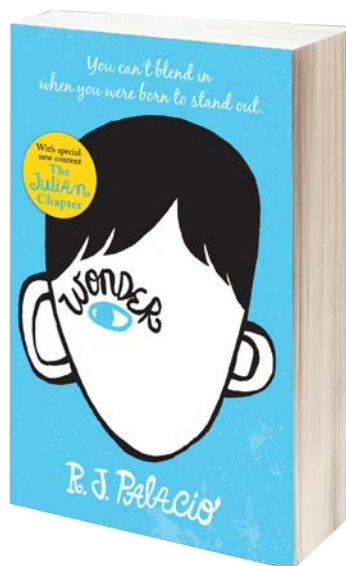
Auggie's parents bring Auggie around to the idea of attending school by joking with him about Mr Tushman's name, and telling him about their old college professor, Bobbie Butt.

- *To what extent is humour used as a tool throughout Wonder to diffuse difficult or tense situations, or to convey a part of the story that would otherwise be depressing or sad? Look at the chapter, 'How I Came To Life.'*
- What do the characters mean by calling someone a jock, a cheerleader or a boffin?
- How does bullying go unseen by adults?
- How do the adults in school deal with difficult situations or with parental concerns?

## At the ice cream parlour:

The author has explained that she was inspired to write *Wonder* after an experience at a local ice cream parlour, very similar to the scene described in the chapter 'Carvel', where Jack sees Auggie for the first time. In this scene, Jack's babysitter Veronica chooses to get up and quickly walk Jack and his little brother Jamie away from Auggie, rather than risk Jamie saying something rude or hurtful.

- *What do you think you would have done, if put in that position?*



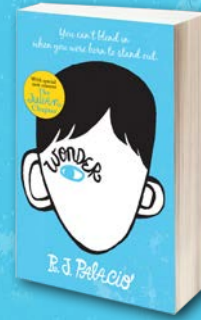
*Materials created by Prue Goodwin. Prue is a former middle school teacher responsible for Year 7, she is now a freelance lecturer, an INSET provider and children's book consultant (pruegoodwin@btinternet.com)*

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Just one act of kindness can make an impact.  
Read the book. Be inspired. Pass it on.  
And always #choosekind



Follow the Wonder story and share your school's CHOOSE KIND experiences at  
[wonderthebook.co.uk](http://wonderthebook.co.uk)

Contact us at [wonder@randomhouse.co.uk](mailto:wonder@randomhouse.co.uk)

We're also on Facebook [facebook.com/wonderthebook](https://www.facebook.com/wonderthebook)

For video resources go to [www.youtube.com/user/kidsatrandomhouse](http://www.youtube.com/user/kidsatrandomhouse)  
and search 'Wonder'

### *Wonder: The Julian Chapter*

*I know it can't be easy for him to look in the mirror every day, or walk down the street. But that's not my problem. My problem is that everything's different since he's been coming to my school. The kids are different. I'm different. And it sucks big-time.*

*The Julian Chapter* follows the original *Wonder* story through the eyes of bully Julian. During the course of the school year, he becomes more accepting and ultimately realises that it's Ok to be different. Like *Wonder*, this short story should be shared in every school.

'Insightful and humane, it packed so much emotion and understanding into so few pages. The story can stand alone as a 'wonderful' discussion prompt for PSHE lessons.'  
Joy Court, Chair of Carnegie and Kate Greenaway Medals.

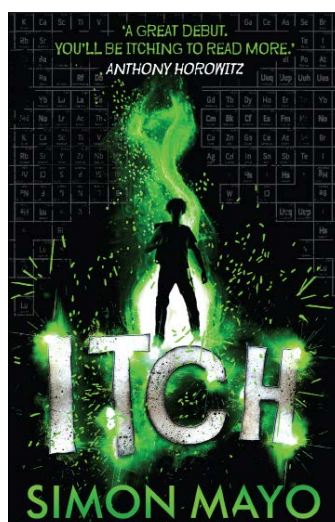
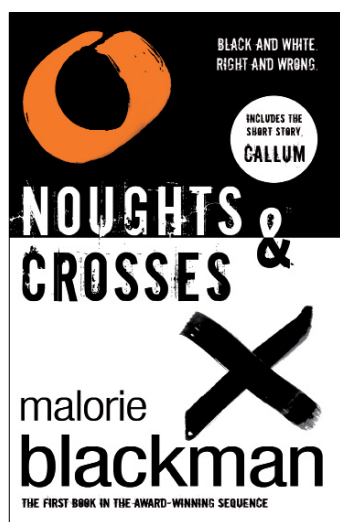
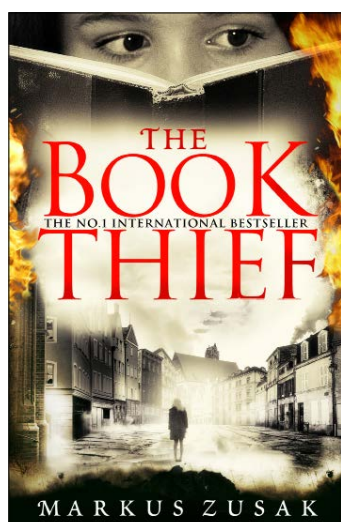
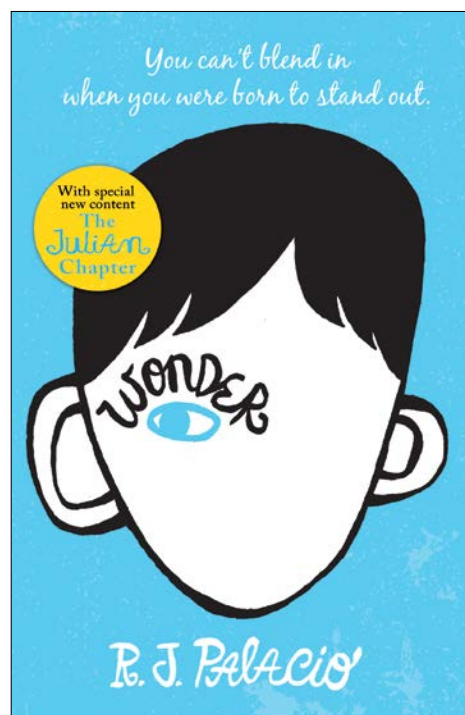
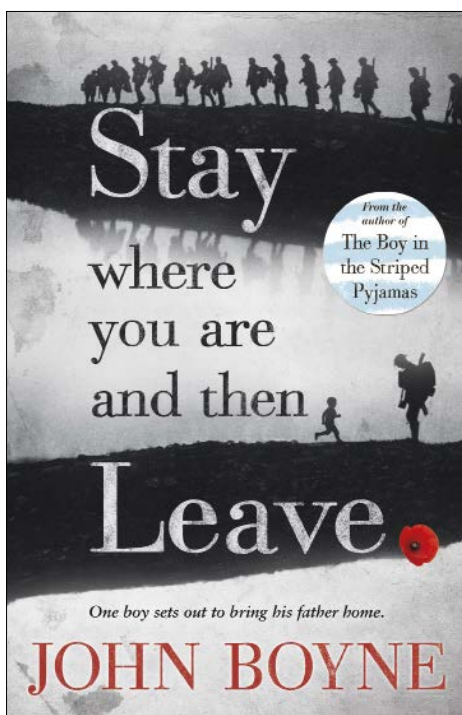
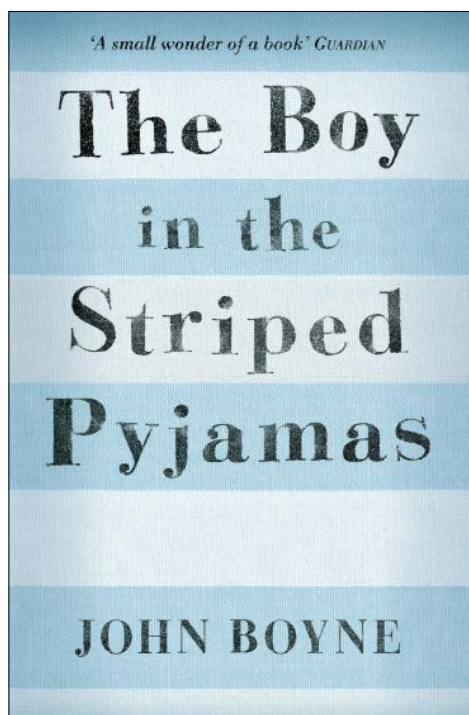
Now available in eBook format at [amazon.co.uk](http://amazon.co.uk)



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# Teaching resources from Random House Children's Publishers



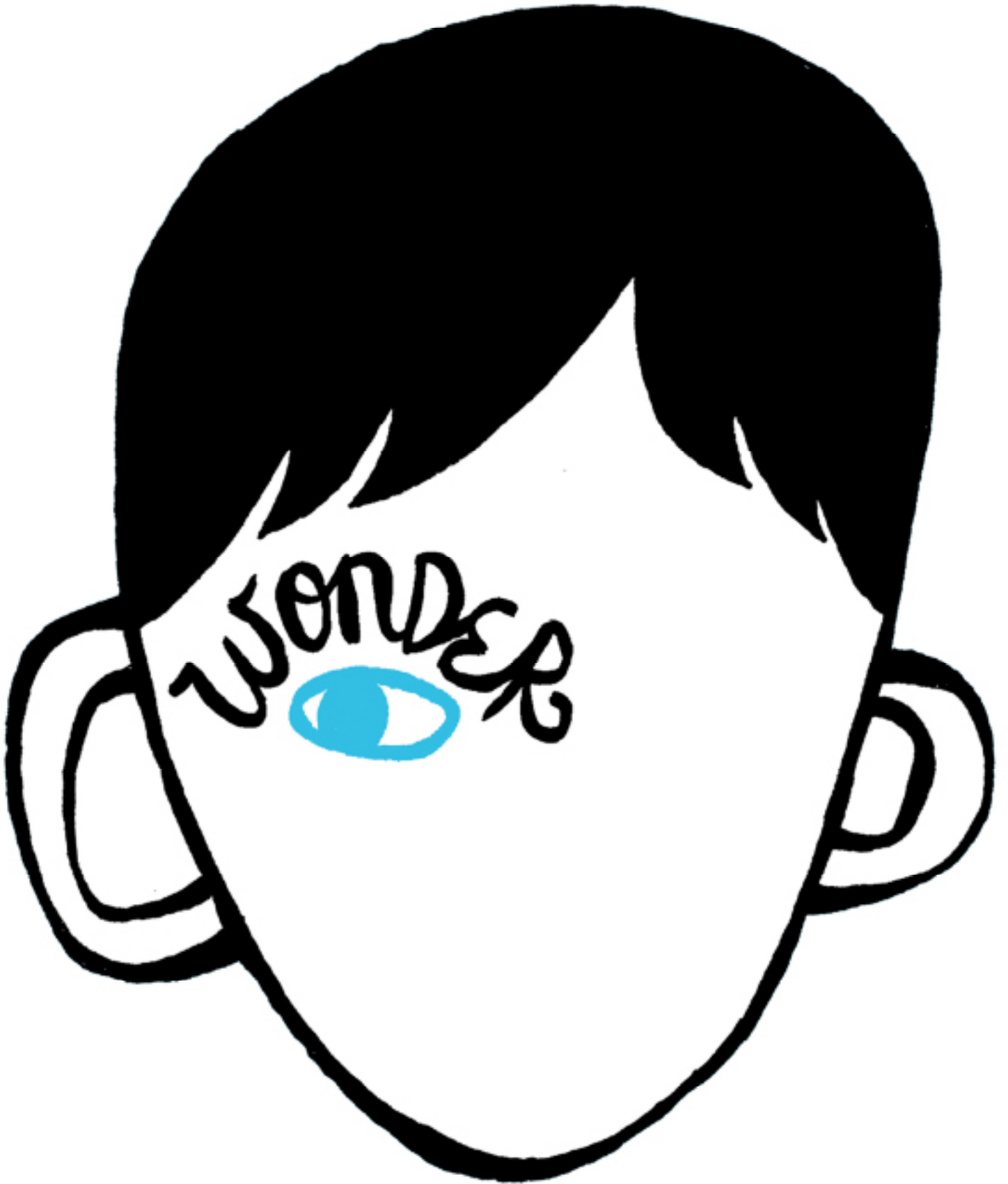
To download free resources go to [www.randomhousechildrens.co.uk/index.php/schools-and-libraries](http://www.randomhousechildrens.co.uk/index.php/schools-and-libraries)

For video resources go to [www.youtube.com/user/kidsatrandomhouse](http://www.youtube.com/user/kidsatrandomhouse)



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Cut out Auggie's face and  
stick it to a pencil.



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