

# Children's Books for Wellbeing

An exploration of picture books and novels which may support teaching and learning in SPHE and PE



© PDST 2020

This work is made available under the terms of the Creative Commons Attribution Share Alike 3.0 Licence <http://creativecommons.org/licenses/by-sa/3.0/ie/>. You may use and re-use this material (not including images and logos) free of charge in any format or medium, under the terms of the Creative Commons Attribution Share Alike Licence.

Please cite as: PDST, *Children's Books for Wellbeing*, Dublin, 2020

## Table of Contents

Introduction	
Exploring Wellbeing through picture books and novels	4
Why use story?	5
Overview of the SPHE curriculum and how it aims to address the wellbeing of the child	
Aims of the SPHE Curriculum	5
Strand units, themes and topics that are explored in SPHE	6
Active learning methodologies	7
The importance of language for SPHE	8
Overview of the PE curriculum and how it aims to address the wellbeing of the child	9
Aims of the PE curriculum	9
Physical Education strand and strand units	10
Using books as a stimulus for movement, creativity and physically expressing emotions within PE	10
Using picture books to develop social skills and personal qualities within PE	12
Wellbeing in the context of the wellbeing policy statement and framework for practice	14
Guidelines for Using this Document	16
Choosing Books	16
Setting the Scene	17
Agreeing Discussion Expectations	17
Suggested Critical Thinking and Book Talk Expectations	17
Exploring and Reading the books	18
Organisational Considerations	
How to support an individual child when issues are difficult for them	19
Circles and Story	21
SPHE Book Listings	25
Leabhair Gaeilge	65
Wordless Books	69
Physical Education Book Listings	70
Further resources to support the exploration of wellbeing themes through books	82
Sample lesson plans	83
References	100

## Introduction: Exploring wellbeing through Picture Books and Novels

This document sets out to explore how the use of children's picture and story books can bring the subject of SPHE alive in terms of the feelings and emotions experienced in daily life, and equally enhance the well being of everyone through the use of such a medium. This resource also explores how picture and story books can be used as a stimulus for movement, creativity and physically expressing emotions within PE, as well to develop social skills and personal qualities within PE. It begins by laying out an overview of the SPHE and PE curricula and reference to the wellbeing framework. It then lays out guidance for using the document and in so doing explores how to choose the appropriate book for reading to children, and setting the scene for such a choice, together with the expectations around the listening and participation part. Many examples of different books are provided with an explanation of content and subject matter for each, which is followed by a number of lesson plans with specific books in mind. These are adaptable and interchangeable with different year groupings.

### Why use story?

Research suggests that although many adults instinctively may wish to shelter children from the harsh realities of life, realistically written literature on tough topics can help children by providing comfort and support for children who are experiencing these difficult issues first-hand (Bowen & Schutt, 2007). The work of Sandmann (1997) is cited to show how such books help children by showing them that they aren't the only ones going through a certain situation. When children find a book that features a character whose situation they identify with, there is a release which enables them to take control and find a solution to their own problem. Books on sensitive topics are useful for children who aren't coping with difficult situations. On an individual level, Lewison, Hint, Leland & Moller (2002, p.217) assert that reading such literature promotes understanding and empathy with others, as children "make personal connections to characters that are different from themselves and events that are different from those in their lives." Stories can humanise abstract issues and encourage children to think and talk about how they might feel and what they might do in a particular situation. Books about sensitive issues can be used in the classroom to promote discussion and complex thinking among children, as they examine problems and explore possible solutions.



## Overview of the SPHE curriculum and how it aims to address the wellbeing of the child

Social, Personal and Health Education provides particular opportunities to foster the personal development, health and well-being of the child and to help him/her to create and maintain supportive relationships and become an active and responsible citizen in society. Through an SPHE programme children can develop a framework of values, attitudes, understanding and skills that will inform their actions and decisions in these areas of their lives both now and in the future.

SPHE promotes intrapersonal development by helping children to recognise, understand and accept themselves as unique individuals who feel valued and loved. It provides particular opportunities to nurture self worth and self-confidence, helping the child to set and assess his/her own goals and to be able to manage his/her own behaviour. SPHE enables the child to build a sense of self-efficacy which in turn can increase his/her sense of personal control, promote self-awareness and enable self-directed learning. An SPHE programme particularly contributes to the development of personal attributes and skills, such as learning how to manage feelings, how to resolve conflicts and how to cope with new and demanding situations.

As part of their social development children need to learn to appreciate other people in their lives and to know how to create and maintain positive, healthy relationships. An SPHE programme can significantly contribute to interpersonal development by helping children to acquire a range of communication skills and to understand the ways in which they can show respect, care and consideration in their dealings with others. In school, children can learn how to develop and sustain relationships based on mutual respect and responsibility and can begin to understand the importance of trust and honesty in human interactions. Children also need to learn that personal motives should be balanced with a sense of social responsibility. SPHE plays an important role in developing an understanding of the democratic way of life and individual and group rights and responsibilities. It provides opportunities for children to learn about, and actively participate in, the various communities to which they belong and to develop a sense of a shared commitment.

### Aims of the SPHE Curriculum:

- To promote the personal development and well-being of the child
- To foster in the child a sense of care and respect for himself/herself and others and an appreciation of the dignity of every human being
- To promote the health of the child and provide a foundation for healthy living in all its aspects
- To enable the child to make informed decisions and choices about the social, personal and health dimensions of life both now and in the future
- To develop in the child a sense of social responsibility, a commitment to active and participative citizenship and an appreciation of the democratic way of life
- To enable the child to respect human and cultural diversity and to appreciate and understand the interdependent nature of the world.

## Strand units, themes and topics that are explored in SPHE

The SPHE curriculum is delineated at four levels and is divided into three strands: *Myself*, *Myself and others*, and *Myself and the wider world*. Each of these strands is further subdivided into a number of strand units or topic areas that contain particular objectives. The strand units are consistent throughout all the class levels, reflecting the spiral nature of the curriculum. As children grow and mature, the content is revisited in more detail, enhancing the skills, attitudes and understanding already developed and providing increasing opportunities for reflection and application.



### Myself

#### Self identity

- Self-awareness
- Developing self-confidence
- Making decisions

#### Taking care of my body

- Health and well-being
- Knowing about my body
- Food and nutrition

#### Growing and changing

- As I grow I change
- New life
- Feelings and emotions

#### Safety and protection

- Personal safety
- Safety issues

#### Making decisions

### Myself and Others

#### Myself and my family

#### My friends and other people

#### Relating to others

### Myself and the Wider World

#### Developing citizenship

- My school community
- Living in the local community
- National, European and wider communities
- Environment care

#### Media Education

## Active learning methodologies

Active learning is the principal learning and teaching approach recommended for SPHE. It requires children to actively participate in their learning in a wide variety of ways, thereby increasing the possibility of internalising what they have explored and of being able to use the learning in their everyday lives. Active learning contributes significantly to fostering self-confidence, self discipline and self-control in the learner.

Where children are given opportunities to be actively engaged in their learning at many different levels, there is a greater chance that they will:

- experience and discover the learning for themselves
- construct new meanings and acquire new understanding
- take increasing responsibility for their own learning
- make their own of the learning and internalise what has been learned • become more critical and discerning
- be able to transfer the learning to different situations.

### Key Features of Active learning

- is a process
- can be carried out by individuals or in groups
- engages children at different levels
- promotes action
- places children at the centre of the learning process
- requires the teacher to guide and direct the work
- requires an atmosphere of trust and support.

For active learning to take place, the school should provide a **supportive and caring environment**, in which the child is encouraged to **participate in his/her own learning** and in which **each contribution is valued and appreciated**. The role of the teacher will be central to the use of effective active learning and teaching techniques in the classroom. He/she will need to **structure activities and guide and direct the work in such a way that a child can participate in a real and meaningful way and can develop a sense of responsibility for his/her own learning**. A wide variety of active learning strategies should be used in implementing SPHE in order to take account of the individual needs and the wide range of objectives in the curriculum.

The following **Active Learning Strategies** are recommended for SPHE:

- drama activities
- cooperative games
- pictures, photographs and visual images
- discussion
- the media and information and communication technologies
- looking at children's work
- written activities

Teachers can choose a particular strategy depending on the objectives of the lesson, the needs and ability levels of the children, and the resources available. Flexibility and variety are crucial to the use of any of these strategies.

## The importance of language for SPHE

SPHE provides a context in which children are given opportunities to develop and enhance their language skills and to increase their vocabulary related to the social, personal and health aspects of their lives. In asking appropriate questions, giving opinions, exploring ideas, or making responses, children can become increasingly fluent in their use of language and can improve many of the skills they may have learned in other areas of the curriculum. Such confidence and competence in using language will be particularly significant in enabling children to access critical information relating to their own health and well-being, both now and in later years. This facility can also contribute to building positive relationships by enhancing communication and fostering genuine understanding. The exploration of language and its usage in relating to others is central to any SPHE programme. Children should become aware of the power and the influence of language. When used positively, language can build up, affirm and show respect to another human being but if used in a negative manner can hurt, diminish or demean. Children need to recognise and become sensitive to the ways in which they themselves use language in their relationships and in their everyday interactions. Language is also powerful because it both creates and reflects a culture. Through SPHE children can begin to appreciate the connection between language and identity.

Fostering Inclusive and Respectful Language is a key strategy in creating a positive school culture and atmosphere where individuals are valued, cared for and respected.

Language reflects values, attitudes, beliefs, prejudices and principles. It not only helps to express a culture but influences and shapes that culture as well. It is essential that children are enabled to use language in a precise and appropriate manner.

The language that is promoted in the school must be one that nurtures both children and adults as unique and valuable human beings. It should respect cultural and other differences between people and be used in a way that encourages inclusiveness. Language can significantly contribute to building positive self-esteem, whereas if used in a negative manner it can cause frustration and hurt.

These messages about language will be communicated to children in the school primarily by the manner in which language is used. The way in which children are addressed in class, the manner in which they are reproached or affirmed and the tone of voice used in exploring issues of a personal nature will all reflect the values that are upheld in the school.

Being aware of how children treat each other when playing together will be helpful in choosing issues for exploration in the class. Contesting some of the crude and incorrect associations with particular words and phrases will enable children to counteract them in their own talk, actions and behaviour. School policies should ensure that language is used in a positive and affirming way and not to belittle, intimidate or insult others.



## Books for Wellbeing: Physical Education

### Overview of the PE curriculum and how it aims to address the wellbeing of the child

Physical Education (PE) makes an invaluable contribution in supporting the wellbeing of children. PE supports children in developing positive skills, knowledge and attitudes which can support their engagement with physical activity in school but also at home and in the wider community. Accordingly PE plays a central role in the development of physical wellbeing. In addition, however, PE also makes a vital contribution to the social and emotional wellbeing of children. PE can help children build and maintain a sense of belonging, relatedness or connection with others through physical activities undertaken at school, at home or in the community. This sense of purpose, connection and belonging which can be fostered through PE is a vital contributor to wellbeing.

#### The aims of the Physical Education Curriculum are:

- to promote the physical, social, emotional and intellectual development of the child
- to develop positive personal qualities
- to help in the acquisition of an appropriate range of movement skills in a variety of contexts
- to promote understanding and knowledge of the various aspects of movement
- to develop an appreciation of movement and the use of the body as an instrument of expression and creativity
- to promote enjoyment of, and positive attitudes towards, physical activity and its contribution to lifelong health-related fitness, thus preparing the child for the active and purposeful use of leisure time.

## Physical Education Strand and Strand units:



## Using books as a stimulus for movement, creativity and physically expressing emotions within PE

Picture books can be used within physical education to positively influence both the physical and emotional wellbeing of children. In relation to physical wellbeing, picture books can be a powerful stimulus for movement. Motivation is identified as a key element of physical literacy (PDST, 2017) and the use of story has been identified as one strategy which may be utilised by teachers to enhance childrens' motivation within PE. Children may be inspired to move in the same ways as their favorite characters and can recreate their favorite stories.

In addition to enhancing pupils motivation to participate in PE and for movement, books can also be specifically chosen by the teachers to help children develop their fundamental movement skills. Fundamental movement skills are the basic building blocks of movement and a core element of physical literacy. These are skills such as running, jumping, balance and catching amongst others which are essential for everyday life and recreational activities.

### Physical Literacy



### Locomotor Skills

Transporting the body in any direction from one point to another

- Walking
- Running
- Hoping
- Skipping
- Jumping for height
- Jumping for distance
- Dodging
- Side stepping

### Stability Skills

Balancing the body in stillness and in motion

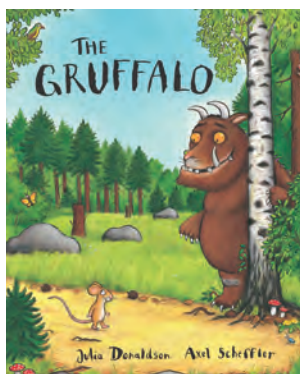
- Balancing
- Landing

### Manipulative Skills

Control of objects using various body parts

- Catching
- Throwing
- Kicking
- Striking with the hand
- Striking with an Implement

Children who have a better movement competency may find it easier to be physically active and may be more likely to engage in physical activity throughout the lifecourse when compared with peers of poorer motor competency. For more information about fundamental movement skills and physical literacy visit [www.scoilnet.ie/physlit](http://www.scoilnet.ie/physlit). Research has shown that combining movement and storytelling activities can lead to significant improvement in pupils development of fundamental movement skills (Durcan et.al 2017). In addition improvements to the pupils language ability were also found to be enhanced by combining movement and storytelling activities (Durcan et.al 2017). Books with movement oriented storylines and characters can be chosen by the teacher to develop specific fundamental movement skills identified in their PE plan and the wider whole school plan for physical education.



Murtagh (2018) provides an excellent practical example of this through an integrated PE and language unit based on Gruffalo Gymnastics. Pupils move in patterns similar to the mouse, fox, owl, snake and gruffalo, jump and roll over/under obstacles such as lakes and rocks as well as creating balances similar to the various objects they meet e.g. tree top house. The opportunities are limitless with a movement orientated story and pupils can be encouraged to also create their own movements. A number of movement orientated books are listed in the directory of this resource.

In addition, books also stimulate creative movement and pupils can be facilitated in physically expressing and representing emotions they felt or encountered within a story. The dance strand of the PE curriculum in particular outlines the objective that children '*respond imaginatively through movement to stimuli such as words, stories, poems, pictures, music*' and '*Explore and communicate through body movements a range of moods and feelings*' as well as '*Interpret a mood or emotion seen in dance*' (Government of Ireland 1999). In exploring, creating and performing dances children come to understand that dance is a medium for the expression of ideas, thoughts and feelings. When creating dance, a child or a group of children can explore and represent a range of emotions encountered within a story through

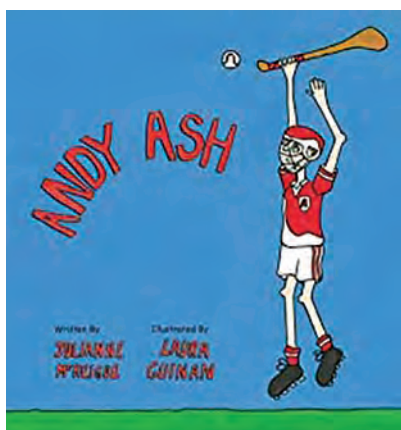


the use of different body parts, body actions and body shapes. Similarly the use of the body in space, the changing dynamics of movement (e.g strong or gentle movements) and the implications of moving in relation to another person and his/her environment can be explored as ingredients of dance in the context of a story. In this way dance can help children to interpret, understand and empathise with the feelings of characters within a story as well as their own emotions. For more creative dance ideas visit <https://www.pdst.ie/node/5940>

## Using picture books to develop social skills and personal qualities within PE

Books and story can also be used to support explicit development of social and personal qualities important within PE, for example, teamwork, commitment and fair play. These social skills and personal qualities are also important in everyday life, whether that be in the classroom, as part of a community activity group or at home. Developing these skills can help support pupils grow into responsible, connected, productive members of society and accordingly support their social, physical and emotional wellbeing.

Many of these social skills and qualities are, however, abstract concepts which children can find difficult to understand and utilise. Stories can be used to teach children about a particular skill/behaviour by highlighting and explaining key features which we may sometimes take for granted. These skills are accordingly broken down into more manageable parts for children as they see examples within the story of what the skill or quality looks, feels and sounds like.



If, for example, we were teaching children about Fair Play the teacher would first need to be explicit in identifying the key features of the desired skill or behaviour. The book Andy Ash would be particularly useful in this instance as it highlights how there is more to sport than winning at all costs in a humorous rhyming tale. Examples of how to play fair are modelled by the main character in the story and used by the teacher as stimulus for further PE lessons designed to develop the desired skill. To watch a short video example of how one teacher used the story of Andy Ash as a support in the development of the skill of fair play and to download further resources visit the following link <https://www.scoilnet.ie/pdst/physlit/motivation/social/>

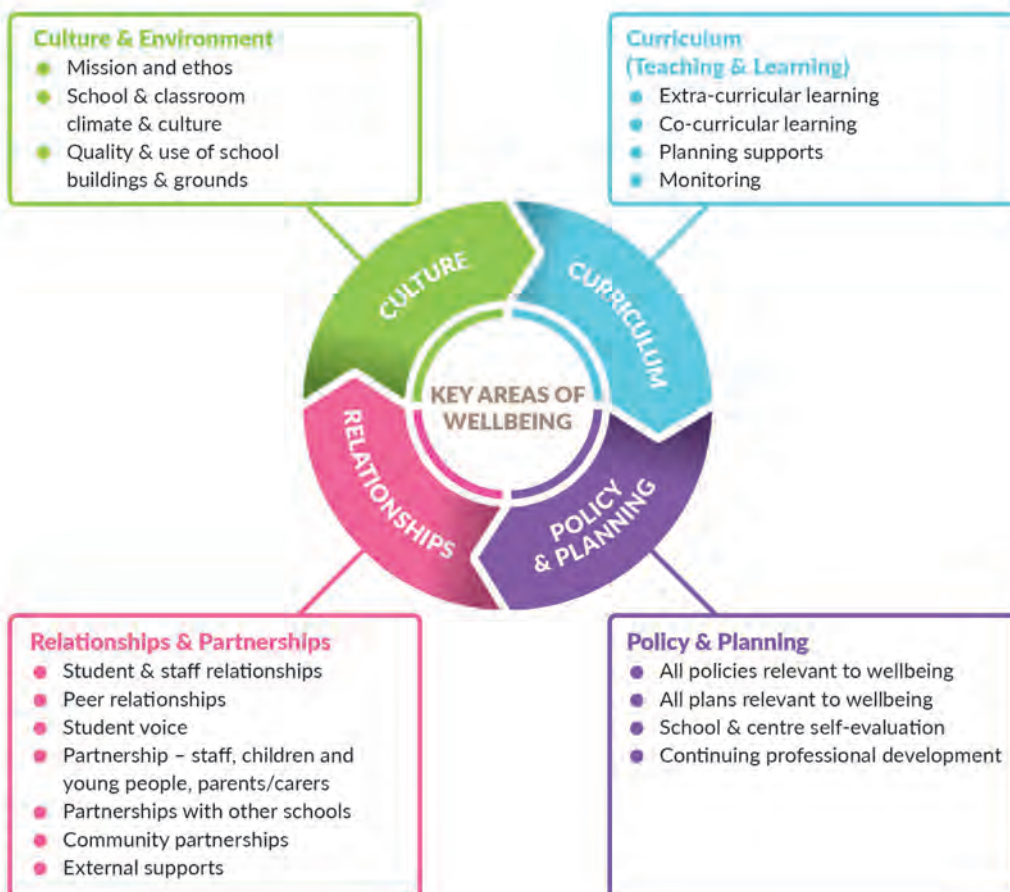
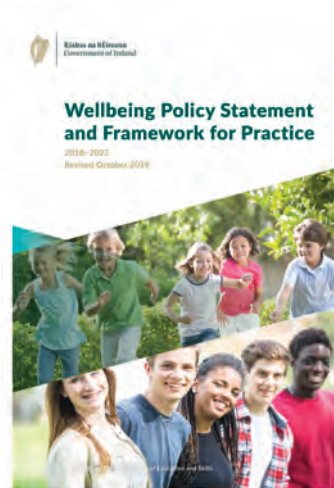
## References / Useful Links

<ul style="list-style-type: none"> <li>• Global PhysED Voxcast (2019). Storytelling in PhysED, Podcast</li> </ul>
<ul style="list-style-type: none"> <li>• Government of Ireland (1999) <i>Primary school curriculum</i>, Dublin The Stationary</li> </ul>
<ul style="list-style-type: none"> <li>• Michael Duncan, Anna Cunningham, Emma Eyre (2017). A combined movement and story-telling intervention enhances motor competence and language ability in pre-schoolers to a greater extent than movement or story-telling alone. <i>European Physical Education Review</i>, 2017; 1356336X1771577 DOI: 10.1177/1356336X17715772</li> </ul>
<ul style="list-style-type: none"> <li>• Murtagh, E (2018). Gruffalo Gymnastics: Combining Movement and Storytelling in PE, Irish Primary Physical Education Association Conference, NUI Galway (practical workshop), <a href="http://www.irishprimarype.com">www.irishprimarype.com</a></li> </ul>
<ul style="list-style-type: none"> <li>• PDST (2017). Move Well Move Often, <a href="http://www.scoilnet.ie/pdst/physlit">www.scoilnet.ie/pdst/physlit</a></li> </ul>
<ul style="list-style-type: none"> <li>• PDST (2019). Move Well Move Often, Teaching social skills and personal qualities <a href="https://www.scoilnet.ie/pdst/physlit/motivation/social/">https://www.scoilnet.ie/pdst/physlit/motivation/social/</a></li> </ul>
<ul style="list-style-type: none"> <li>• Science daily, (2017). How 'The Gruffalo' helped academics boost youngsters' motor skills and language ability <a href="https://www.sciencedaily.com/releases/2017/06/170628095846.htm">https://www.sciencedaily.com/releases/2017/06/170628095846.htm</a></li> </ul>

## Wellbeing in the context of the wellbeing policy statement and framework for practice

The Wellbeing Policy Statement and Framework for Practice was first published in 2018. It provided a definition of wellbeing, and an overarching structure encompassing the existing, ongoing and developing work in the area of wellbeing in education. It was informed by international research and practice and the many relevant policies and guidelines already available to schools and centres for education.

Since it was published, significant work has taken place to realise the vision set out in the Department's Wellbeing Policy. Through the collaboration of the Department's support services and other stakeholders and partners, the Wellbeing Framework for Practice has been finalised. This comprises the key areas of wellbeing in education on which schools are advised to focus, the indicators of success in each of these key areas and statements of effective practice to guide schools.



Schools and centres for education are asked to include wellbeing promotion as a focus for their School Self-Evaluation (SSE). This should involve the development, implementation and review of wellbeing promotion in their schools, which includes tracking impact. They will be supported in this process by the department of Education Support Services including PDST. A suite of resources to support schools in this important work has been developed and are available here



## Guidelines for using this document

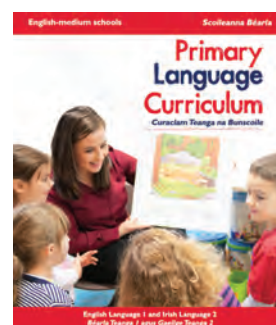
This document provides a non-exhaustive list of books which can be used to teach the children about many different aspects of their growth and wellbeing as human beings. Many of the books are listed to deal with a number of different issues and issues that will arise in the classroom and the formal SPHE and PE curricula. It includes picture books, story books and novels.

An explanatory note is recorded next to each book to provide a simple guide about what each book is about. A number of links are included in the document which have further resources listed connected to emotion.

There are also a number of lesson plans included which are based on individual books and cover a number of different issues. These are included as a support document and a guide as to how an individual book might be used. These lesson plans are adaptable in line with the SPHE and PE curricula and cover some issues which are very sensitive and need careful consideration, such as bereavement and loss, parental separation and bullying as well as movement and social skills.

The Primary Language Curriculum (PLC) Support Material also provides a very useful practical examination of how to use picture books, and engage in Critical thinking and how to talk about books. Many of the details below in this initial section are referenced from here, with further information and more detail at the following link:

<https://curriculumonline.ie/getmedia/6d96e2e8-e230-4c9c-b729-e0a61a6d7ff0/OLTOB-PLC-Support-Materials.pdf>



## Choosing Books

The Primary Language Curriculum (DES, 2019) highlights the importance of choosing good quality books that have been written and illustrated with care, and that a picture book is not the same as an illustrated book. If the images were removed from an illustrated book, the story would still be complete. A picture book needs the images to complete the story. The PLC support documents highlight Rosie's Walk, by Pat Hutchins, as a good example and suggest that the story would completely fail without the illustrations depicting the fox's misfortunes. When choosing a picture book, ask yourself:

- What could I do with this book?
- Is the context of the story familiar to the children?
- What are the underlying topics which might provide a stimulus for critical thinking?
- Can the children make connections between the story and/or images and their own experiences?
- Does the book present a different viewpoint on some issue?

For example, Mo Willems' book Don't Let the Pigeon Drive the Bus presents the ludicrous idea of a pigeon having ambitions about being a bus-driver, but it also shows the wheedling power of a small child who is intent on getting his/her own way (DES, 2019).

These considerations are really important. It is important to stress here that within this context the idea is critical reflection and thinking about the context of the story in a deep and meaningful way. The stories prompt an emotional reaction and help to direct discussion and dialogue.



Initially, the teacher might choose a suitable book for the Critical Thinking and Book Talk session. Subsequently, if a child presents a book and suggests it would be a good book for discussion, you can evaluate it and consider what can be garnered from it in terms of concepts for analysis or issues for discussion.

## Setting the Scene

### Agreeing Discussion Expectations

Explain to the class that they will need to do three things really well:

- listen very carefully to the story and the questions
- think very hard
- tell each other what they think.

It is really important that the children participate in negotiating the rules in order that they feel a sense of ownership of them.

### Suggested Critical Thinking and Book Talk Expectations

1. We will listen with care and respect.
2. We will think before we speak.
3. We will speak with care and respect.
4. We can agree or disagree with someone, but we will give our reasons.

Due to the sensitive nature of the material being discussed it is vitally important that there is discussion with the children about the expectations around the use of story/picture books. This must be treated very carefully as the emotional response can be very strong.

### Exploring and Reading the Picturebook (DES, 2019)

The teacher presents the picturebook and models an examination of the book cover using key vocabulary, including front cover, dust sheet, flap, title, illustrator, author, back cover, blurb, and spine. The teacher might comment that sometimes the front and back cover illustrations give clues about the story. The children can be invited to comment too. The teacher then models examination of the peritext – the end papers, the dedication and the copyright – and points out that there are also sometimes clues to the story in the little pictures on these pages. The children can contribute noting what they see, commenting on clues for what might happen in the story, describing what the illustrator does and so on. In a good quality picture book, there is rarely a redundant line or word; they have all been very carefully chosen and positioned by the author. This is really important when considering the nature of the books being used.



## Organisational Considerations

### Tips for reading to the children

- Consider themes that might warrant further exploration or new themes that could be explored as a result of engaging in particular book
- Provide adequate time for children in a large or multi-grade class to contribute to the group discussion
- Consider facilitating two smaller groups that allows one group to work independently.
- Differentiate the reading session in accordance with the age, ability and interest levels of the group.
- Ensure that you make eye contact with the children as you move around the room
- If space allows, move around the room so that the children can see the pictures
- If the children are sitting together on the floor observe their interactions
- Observe body language and emotional reactions
- Consider closing the lesson by using a check in circle

All schools place an emphasis on improving wellbeing and learning outcomes for children. An interactive focus on literacy, and in particular children's picture /story books is one methodology which enables teacher practitioners and parents to maximise their capacity to improve children's outcomes through an evidence-based way of working. Below is a list of really useful suggestions for encouraging the children to read. (Further information can be found at <https://youngballymun.org/>). They are very helpful in the context of working with children to improve their levels of emotional language through being read to, and listening to stories, and are particularly helpful when working with younger children:

- Hug your book! Show that book some Love!
- Don't forget to talk about the cover of the book. Ask children to use their prediction skills to see if they can guess what is going to happen in the book? Even if they know what will happen in the book this is a good way to get excitement for the book started, they can pretend they haven't read the book before and guess.
- Discuss with your child the author and illustrator, ask questions like: I wonder where the author lives?
- How can you learn to draw or illustrate the pictures?
- Read the book – remember to act out words and have lots of fun.
- After reading the book talk about favourite characters, illustration, funniest part, saddest part.
- Ask your children to come up with a different ending to the book. Ask them to write a story on what happened next or for younger children to draw a picture.

If you are aware that a child in your class has experienced a sensitive issue raised in a picture book or novel, it may be worthwhile speaking to the child's parents or guardians in advance. Adopt a cohesive, whole school approach to communication with parents in this regard.

## How to support an individual child when issues are difficult for them

The nature of many of the children's picture books listed here, evoke strong emotional reactions from anyone who reads them, including teachers and parents alike. Children's picture books can raise and address some very difficult issues including loss, separation and divorce, adoption, anxiety, bereavement, bullying and many other emotive issues. Children will respond in many different ways, and for some children there can be deep seated pain or upset which they may feel, and these feelings may emerge during the course of reading a particular story.

Reactions can be particularly strong, so the decision to read a particular book that encompasses sensitive issues at a specific time is an important one. For example, following a family bereavement. Also it is important to consider the time of day a particular book is read to the children. For example, it may be worth considering reading the story earlier in the day to allow for the possibility of emotional reactions to occur in school, rather than just before the children leave to return home. Care needs to be taken that the book is appropriate. A decision may need to be taken that a particular book is too raw when consideration is given to what may be happening in the life of a particular child, and that the teacher has been made aware of.

Children who are upset may exhibit certain behaviours in the classroom/yard such as being quiet, crying, mournful, melancholic, fidgety, angry, hurt, distracted, uncomfortable, fed up, upset, display or outbursts of emotion.



There are a number of responses which can help in this situation:

- A sense of calm reassurance is important for the teacher when faced with a strong emotional response. The initial teacher response is extremely important in helping and supporting the child or group of children.
- Reassuring the group of children and explaining that sometimes we can be upset by certain stories because of the events and what happens in the story, and that it's ok to feel those things
- It's important that the children know it's ok to feel upset without necessarily being aware as to why.
- Empathise with an individual child or children and connect with what has happened.
- Listen to what the child/children are saying and consider asking open ended questions about the issues raised

- Sometimes it is appropriate to keep going and allow the child to be, but being sure to check in with the child during the reading of the story, that it's ok to keep going, and once the group has dispersed afterwards.
- Contact may need to be made with a particular child's parents if issues are raised whether it is anticipated or happens unexpectedly. Issues such as a recent break up or bereavement may not have been spoken about openly and in public. This can present the teacher and school with a challenging situation and relies very much on the professional caring attitude of all those involved.

There are many organisations and groups which can be contacted for further advice and support:

ORGANISATION	USEFUL LINKS
NEPS: National Educational Psychological Service	<a href="https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/NEPS-Home-Page.html">https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/NEPS-Home-Page.html</a>
Rainbows	<a href="https://www.rainbowsireland.ie/">https://www.rainbowsireland.ie/</a>
Childhood Bereavement Network	<a href="https://www.childhoodbereavement.ie/">https://www.childhoodbereavement.ie/</a>
Child Protection	<a href="https://www.tusla.ie/services/child-protection-welfare/">https://www.tusla.ie/services/child-protection-welfare/</a> It is also important to refer to your individual school Child Protection Safeguarding Statement (CPSS) and to contact your Designated Liaison Person (DLP)
PDST Wellbeing Supports	<a href="https://www.pdst.ie/primary/healthwellbeing">https://www.pdst.ie/primary/healthwellbeing</a>



## Circles and Story

The use of circles at all ages in school provides a safe space to be able to both read a story and discuss particular issues. There are different formats used around the world for conducting circles and they may be referred to as Circle time (Moseley, 1996), or Circles of Care (Weissbourd & Jones, 2014) or Restorative Circles (Follestad & Wroldsen, 2019). Each of these unique approaches advocates aspects that are similar and also quite different. At the heart of each of them lies the opportunity to enhance the emotional capacity and learning for children in a safe space.

The following is an example of how a restorative practice circle can be used to address the extremely difficult and sensitive issue of inappropriate touch and being asked to keep it a secret, and the issue of the worry and anxiety associated with it, and how it is possible to safely explore this issue through story.

It is important to point out that steps that need to be established with the children such as the expectations of the group and that they have knowledge and experience of using a listening piece.

(Further information can be found on our website

<https://www.pdst.ie/primary/healthwellbeing/restorativepractice>)

The relationship between the children and teacher is vital here, in that the levels of trust and security will have been established and the teacher needs to know their children well before addressing sensitive issues in this way. It is widely recommended to practice circles over time and to ensure the children are as comfortable in this space.

### Check in circle

Gather everyone in a circle without tables preferably and in a space that is comfortable for everyone. Remind the class participants of the expectations whilst in the circle and the importance of the values at the heart of it. eg. respect and listening to each other.

Explain the intended learning outcome of the circle and the purpose of the particular circle.



**Listening piece:** the children will be asked to pass the listening piece around the circle and to state their energy levels from 1-10 with 1 being low and 10 being high. These levels are established by the gentle nurturing and encouragement of the teacher over time. The listening piece is used to remind the children that what they have to say is really important and special to them, and that everyone in the group has a right to be heard, so when the listening piece is in another person's hands we stay still and listen to what is being said.

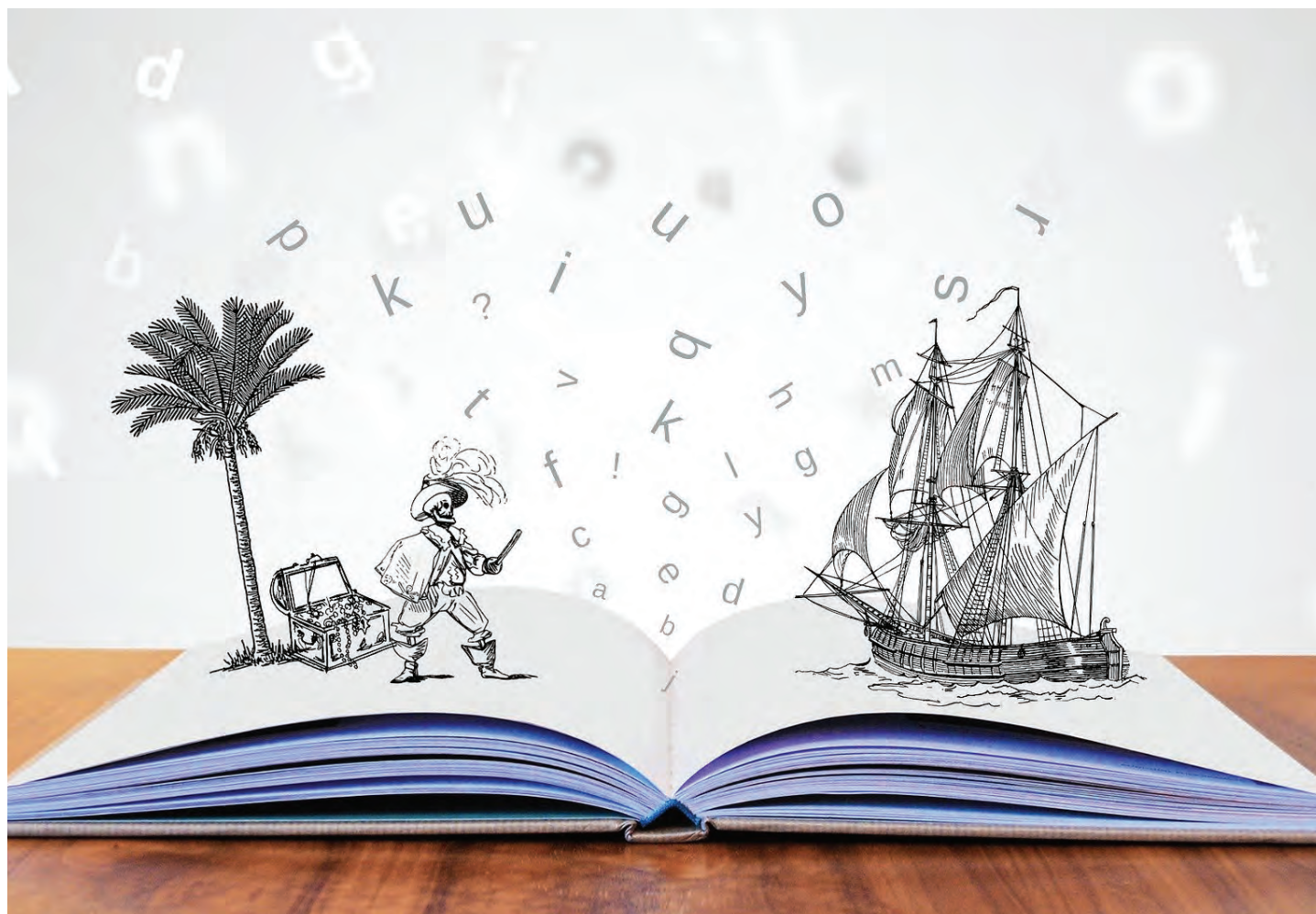
As a circle round the children may be given a statement to say such as 'I am happy when.....my favourite food is....etc' The teacher models this by themselves answering the questions. This can also include statements such as I worry when,...again this is only done when the relationships are established and it is safe to introduce such statements, of which there are many.

### Cooperative game

A series of co-operative games are then played in the group such as Fruit bowl or Pass the smile. There are many examples of these which can be found at <https://pdst.ie/Cooperative-games>

### Explanation about the story/picture book:

The teacher introduces the story and gives the rationale as to why the particular story is being used in the lesson. It may be that an issue has arisen or that this is part of the SPHE lesson for the week and the particular objective being covered.



Below are some guidelines that you could use to support the facilitation of the book 'Some secrets should never be kept'. This book sensitively broaches the subject of keeping children safe from inappropriate touch, which is one of the topics covered in the Stay Safe programme. The Stay Safe programme is a mandatory personal safety skills programme which aims to reduce vulnerability to child abuse and bullying, and should be taught in the context of SPHE.

*'All primary schools are required to fully implement the Stay Safe programme. The Stay Safe programme for primary schools plays a valuable role in helping children develop the skills necessary to enable them to recognise and resist abuse and potentially abusive situations'* - Child Protection Procedures for Primary and Post-Primary Schools 2017.

Visit <https://www.pdst.ie/ChildProtection> for more information on how to ensure your school is following best practice with regards to Child Protection and Safeguarding. For guidance about what to do in the event of a disclosure, consult Section 3.3 of the Child Protection Procedures for Primary and Post-Primary schools, available on the website above.

The teacher begins by talking about the book, the cover, the title, the character on the front of the book, and highlights issues such as these with the children. The teacher starts reading the story and whilst doing so ensures that the children can see the pictures and observes the body language of the children and their emotional reaction. The use of Audio is another way of introducing the text to the children whilst allowing observations to be made. This can be listened to being read on Youtube by Debra Byrne with the illustrations of the book included. The teacher then, through a series of open ended questions, encourages discussion about what has been read and the issues raised. This is an extremely difficult and sensitive issue but it can support the lessons in the Stay Safe programme very well, around the notion of inappropriate touch and/or if the lessons on inappropriate touches are being revised. This can be done in a very safe and secure way.



When the story has finished the teacher can return to the idea of a go around circle and a popcorn circle asking the children questions about the book and the main character (Alfred), and talking about the anxiety and worries about keeping secrets. Questions such as 'I wonder how Alfred felt about telling? I wonder why Alfred was afraid of telling? Why do you think Alfred felt so sad and lonely when he went home with his mum that night and the secret 'was heavy in his heart'? Can we think what happened to Alfred to make him so sad, confused and upset? Why was Alfred so afraid to tell his mum? What does Alfred's mum say to help him to tell her what is wrong? How does Alfred tell his mum? How does his mum react? It is important that these answers are given voluntarily and that no one is ever pressured to say anything in this context especially. The children are invited to voluntarily make suggestions in a 'popcorn circle' (a circle that allows the children to volunteer answers whilst using the listening piece). The teacher may follow this by asking questions about how Alfred came to tell and discussing the importance of telling. This is a powerful story that can be taught in the context of the Stay Safe programme and inappropriate touch, and especially if/when the touch lessons are being revised as part of the SPHE curriculum. It is important that the teacher ends this part of the lesson in a very reassuring and safe manner.

### Cooperative game

Once the main part of the lesson has finished a further more gentle game can be played so that everyone comes back together and participates back in the comfort and safety of the circle.

### Visualisation/Meditation

It is possible to use a meditation or visualization here to help reassure the children and to develop strategies for relaxation and mindfulness. Examples can be found in our Breathe document (<https://www.pdst.ie/primary/healthwellbeing/relaxationandself-regulationtools>)

### Closing Circle

The circle ends with the teacher asking for the energy levels again and perhaps a go around circle with a question such as 'When the sun shines I love to....'





## SPHE Book Listings

This list is not exclusive nor exhaustive and more items may be added over time. Schools should use their own discretion when selecting books to ensure they are appropriate to their own school context and the social and emotional needs of their pupils. This list is not presented in any particular order, rather you are invited to peruse the blurbs and identify books that work best for you.

It is worthwhile adopting a careful, whole school, collaborative approach when selecting picture books. A 'good' picture book should not just be an illustrated story. The pictures and text in a good picture book should complement each other in a special way, each leaving gaps for the reader to fill, perhaps even telling narratives and demanding different types of analysis and comprehension.

It is also worth noting the distinction between a picture book and a wordless picture book. In wordless picture books, the illustrations carry the whole meaning. Wordless picture books are usually very complex and multi-layered. Wordless picture books are enjoyable for children of all ages and highlight the importance of illustration and visual literacy. They are particularly accessible for children with English as an Additional Language (EAL) and Special Educational Needs (SEN) as they can remove the decoding challenge which is often experienced in reading.

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE: GIRAFFES CAN'T DANCE</b></p> <p><b>AUTHOR:</b> Giles Andreae</p> <p>Bullying/Friendship</p> <p>All ages but especially older pupils</p>	<p><i>Giraffes Can't Dance</i> is a touching tale of Gerald the giraffe, who wants nothing more than to dance. With crooked knees and thin legs, it's harder for a giraffe than you would think. Gerald is finally able to dance to his own tune when he gets some encouraging words from an unlikely friend. With light-footed rhymes and high-stepping illustrations, this tale is gentle inspiration for every child with dreams of greatness.</p>
	<p><b>TITLE: LAST STOP ON MARKET STREET</b></p> <p><b>AUTHOR:</b> Matt De la Pena</p> <p>Beauty and kindness in the simple things</p>	<p>Every Sunday after church, CJ and his grandma ride the bus across town. But today, CJ wonders why they don't own a car like his friend Colby. Why doesn't he have an iPod like the boys on the bus? How come they always have to get off in the dirty part of town? Each question is met with an encouraging answer from grandma, who helps him see the beauty and fun in their routine and in the world around them. This energetic ride through a bustling city highlights the love and understanding between grandparent and grandchild as the world comes to life through Matt de la Pena's vibrant text and Christian Robinson's radiant illustrations.</p>


TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE: HOW TO CATCH A STAR</b></p> <p><b>AUTHOR:</b> Oliver Jeffers</p> <p>Following own dreams / reaching for the stars</p>	<p><i>How to Catch a Star</i> is an inspirational story of a boy who loved the stars so much, he decided to catch one of his very own. Every night he watched the stars in the sky from his bedroom window and dreamed of how he could be their friend and how they could play hide-and-go-seek together. So, one day, he decided to set about catching a star of his very own...</p>
	<p><b>TITLE: SOME SECRETS SHOULD NEVER BE KEPT</b></p> <p><b>AUTHOR:</b> Jayneen Sanders</p> <p>Child Protection and inappropriate touch</p>	<p>This book can be used when teaching the Stay safe curriculum or when revising touches through the SPHE curriculum. 'Some Secrets Should Never Be Kept' is a beautifully illustrated children's picture book that sensitively broaches the subject of keeping children safe from inappropriate touch. We teach water and road safety, but how do we teach Body Safety to young children in a way that is neither frightening nor confronting? This book is an invaluable tool for parents, caregivers, teachers and healthcare professionals to broach the subject of safe and unsafe touch in a non-threatening and age-appropriate way. The comprehensive notes to the reader and discussion questions at the back of the book support both the reader and the child when discussing the story. Suitable for children aged 3 to 12 years. Story is a great medium to discuss difficult topics. 'Some Secrets Should Never Be Kept' was written to ensure children are armed with knowledge if they are ever touched inappropriately; and from the first unsafe touch, a child will understand to tell a trusted adult and keep on telling until they are believed.</p>
	<p><b>TITLE: THOSE SHOES</b></p> <p><b>AUTHOR:</b> Maribeth Boelts</p> <p>Empathy and friendship</p>	<p>All Jeremy wants is a pair of those shoes, the ones everyone at school seems to be wearing. Though Jeremy's grandma says they don't have room for "want," just "need," when his old shoes fall apart at school, he is more determined than ever to have those shoes, even a thrift-shop pair that are much too small. But sore feet aren't much fun, and Jeremy soon sees that the things he has -- warm boots, a loving grandma, and the chance to help a friend -- are worth more than the things he wants.</p>




TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE: YOU, ME AND EMPATHY</b></p> <p><b>AUTHOR:</b> Jayneen Sanders</p> <p>Empathy and kindness</p>	<p>This charming story uses verse, beautiful illustrations and a little person called Quinn to model the meaning of empathy. Throughout the story, Quinn shows an abundance of understanding, compassion and kindness towards others. Showing empathy towards others is a learnt trait, and one to nurture and cherish with the children in our care. Also included are Discussion Questions for parents, caregivers and educators, and suggested activities to promote empathy and kindness.</p>
	<p><b>TITLE: MOST PEOPLE</b></p> <p><b>AUTHOR:</b> Michael Leannah</p> <p>Views of the media and different perceptions of news</p>	<p>An antidote to the scary words and images kids hear and see every day. Jennifer Morris's emotive, diverting characters provide the perfect complement to Leannah's words, leading us through the crowded streets of an urban day in the company of two pairs of siblings (one of color). We see what they see: the hulking dude with tattoos and chains assisting an elderly lady onto the bus; the Goth teenager with piercings and purple Mohawk returning a lost wallet to its owner; and the myriad interactions of daily existence, most of them well intended.</p>
	<p><b>TITLE: UP AND DOWN</b></p> <p><b>AUTHOR:</b> Oliver Jeffers</p> <p>Friendship/Loneliness</p>	<p>The boy and the penguin still enjoy spending all their time together... That is, until the penguin starts to dream of flying, ignoring the boy's advice that it is impossible. Running away, the penguin visits place after place, searching for a chance to get his feet off the ground. But will flying be everything he had hoped? And is the boy missing him, as much as he is missing the boy? A heart-warming story about friendship, love and reaching for your dreams, from highly-regarded, multi-award-winning author-illustrator Oliver Jeffers.</p>
	<p><b>TITLE: THE HEART AND THE BOTTLE</b></p> <p><b>AUTHOR:</b> Oliver Jeffers</p> <p>Love/Loss/Hope</p>	<p>Once there was a girl whose life was filled with wonder at the world around her... Then one day something happened that made the girl take her heart and put it in a safe place. However, after that it seemed that the world was emptier than before. But would she know how to get her heart back? In this deeply moving story, Oliver Jeffers deals with the weighty themes of love and loss with an extraordinary lightness of touch and shows us, ultimately, that there is always hope.</p>

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE: SURVIVORS</b></p> <p><b>AUTHORS:</b> David Long &amp; Kerry Hyndman</p> <p>Resilience/survival</p> <p>Novel (10-13ys)</p>	<p>Beautifully presented in a large, hardback format, and fully illustrated in colour throughout, this wonderful anthology is a treat for all the family. Be shocked and amazed by these incredible real-life stories of extreme survival, including... <i>The Man Who Sucked Blood from a Shark</i>, a sailor who survived for 133 days on a raft in the Atlantic when his ship was torpedoed, using shark's blood in place of fresh water. <i>The Girl Who Fell From the Sky</i>, a teenager who fell 2 miles from an aeroplane and trekked through the Amazon jungle to safety. <i>The Woman Who Froze to Death - Yet Lived</i>, a woman who was trapped under freezing water for so long her heart stopped. Four hours later, medics managed to warm her blood enough to revive her.</p> <p>Combining classic tales such as Ernest Shackleton's Antarctic voyage, as well as more modern exploits such as the adventurer who inspired the movie 127 Hours, these astonishing stories will be retold by young readers to all of their friends.</p>
	<p><b>TITLE: THE DOT</b></p> <p><b>AUTHOR:</b> Peter Reynolds</p> <p>Self-belief/ self-esteem/ confidence</p>	<p>Her teacher smiled. "Just make a mark and see where it takes you."</p> <p>Art class is over, but Vashti is sitting glued to her chair in front of a blank piece of paper. The words of her teacher are a gentle invitation to express herself. But Vashti can't draw - she's no artist. To prove her point, Vashti jabs at a blank sheet of paper to make an unremarkable and angry mark. "There!" she says.</p> <p>That one little dot marks the beginning of Vashti's journey of surprise and self-discovery. That special moment is the core of Peter H. Reynolds's delicate fable about the creative spirit in all of us.</p>
	<p><b>TITLE: BLACK DOG</b></p> <p><b>AUTHOR:</b> Levi Pinfold</p> <p>Fear/ worry/ anxiety</p>	<p>When a huge black dog appears outside the Hope family home, each member of the household sees it and hides. Only Small, the youngest Hope, has the courage to face the black dog, who might not be as frightening as everyone else thinks.</p>

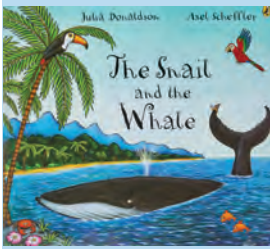



TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE: BEAUTIFUL OOPS</b></p> <p><b>AUTHOR:</b> Barney Saltzberg</p> <p>Life lessons/ making mistakes/ learning</p>	<p>A life lesson that all parents want their children to learn: It's OK to make a mistake. In fact, hooray for mistakes! A mistake is an adventure in creativity, a portal of discovery. A spill doesn't ruin a drawing—not when it becomes the shape of a goofy animal. And an accidental tear in your paper? Don't be upset about it when you can turn it into the roaring mouth of an alligator.</p> <p>An award winning, best-selling, one-of-a-kind interactive book, <i>Beautiful Oops!</i> shows young readers how every mistake is an opportunity to make something beautiful. A singular work of imagination, creativity, and paper engineering, <i>Beautiful Oops!</i> is filled with pop-ups, lift-the-flaps, tears, holes, overlays, bends, smudges, and even an accordion "telescope"—each demonstrating the magical transformation from blunder to wonder.</p>
	<p><b>TITLE: I CAN'T DO THAT, YET</b></p> <p><b>AUTHOR:</b> Esther Pia Cordova</p> <p>Growth mindset / positive thinking</p>	<p>Enna is a girl who doesn't believe in herself and often utters the phrase "<i>I can't do that!</i>"</p> <p>One night in a dream she sees all the possible future versions of herself, discovering that she can be any of those versions with time, knowledge and dedication. She develops a growth mindset throughout her journey and instead of saying "I can't do that," she learns to say "I can't do that YET!".</p> <p>Everyone who enjoyed <i>The Most Magnificent Thing</i>, <i>The dot</i>, and <i>The Girl Who Never Made Mistakes</i> will also enjoy <i>I Can't Do That, YET</i>.</p>
	<p><b>TITLE: GORILLA</b></p> <p><b>AUTHOR:</b> Anthony Browne</p> <p>Friendship/Loneliness/ Relationships</p>	<p>When a huge black dog appears outside the Hope family home, each member of the household sees it and hides. Only Small, the youngest Hope, has the courage to face the black dog, who might not be as frightening as everyone else thinks.</p>


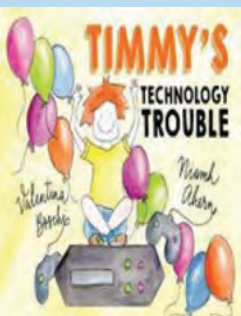

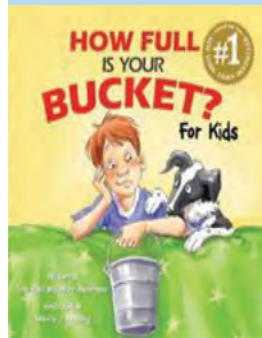
TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE: WHERE THE WILD THINGS ARE</b></p> <p><b>AUTHOR:</b> Maurice Sendak</p> <p>Dreams/Punishment</p>	<p>One night Max puts on his wolf suit and makes mischief of one kind and another, so his mother calls him 'Wild Thing' and sends him to bed without his supper.</p> <p>That night a forest begins to grow in Max's room and an ocean rushes by with a boat to take Max to the place where the wild things are.</p> <p>Max tames the wild things and crowns himself as their king, and then the wild rumpus begins!</p> <p>But when Max has sent the monsters to bed, and everything is quiet, he starts to feel lonely and realises it is time to sail home to the place where someone loves him best of all.</p>
	<p><b>TITLE: AFTER THE FALL</b></p> <p><b>AUTHOR:</b> Dan Santat</p> <p>Fear/ trauma/ recovery</p>	<p>Everyone knows that when Humpty Dumpty sat on a wall, Humpty Dumpty had a great fall. But what happened <i>after</i>?</p> <p>Caldecott Medalist Dan Santat's poignant tale follows Humpty Dumpty, an avid bird watcher whose favorite place to be is high up on the city wall—that is, until after his famous fall. Now terrified of heights, Humpty can longer do many of the things he loves most.</p> <p>Will he summon the courage to face his fear?</p>
	<p><b>TITLE: THE SCARECROWS WEDDING</b></p> <p><b>AUTHOR:</b> Julia Donaldson</p> <p>Being Helpful/ Friendship/Love/ Smoking</p>	<p><i>The Scarecrows' Wedding</i> is a fabulous love story, with drama, humour, originality - and a happy ending! Two scarecrows, Betty O'Barley and Harry O'Hay, are planning the perfect wedding. But wicked scarecrow, Reginald Rake, has other ideas and almost ruins their special day. Harry must become a hero before he and Betty can have the wedding of their dreams.</p> <p>Written in Julia Donaldson's glorious rhyme and illustrated in glowing colour by Axel Scheffler.</p>
	<p><b>TITLE: MY MUM</b></p> <p><b>AUTHOR:</b> Anthony Browne</p> <p>Role Model/Love</p>	<p>In this paean to motherhood, we first meet Mom over a cup of coffee, clad in a floral robe. The robe is ever present as her child describes her wondrous abilities and traits: from fantastic cook to brilliant juggler to great painter and from being as beautiful as a butterfly to being as comfy as an armchair - this mother will be recognizable to one and all.</p>

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE: MY DAD</b></p> <p><b>AUTHOR:</b> Anthony Browne</p> <p>Role Model/Love</p>	<p>He's all right, my dad. He's as strong as a gorilla and as happy as a hippopotamus. He's a great dancer, a brilliant singer, he's fantastic at football and he makes me laugh. A lot. But that's not all that's great about my dad...</p> <p>A warm, hilarious, witty and very personal tribute to Dad (and to dads everywhere) by the ever-brilliant and inventive Anthony Browne.</p>
	<p><b>TITLE: ICED OUT</b></p> <p><b>AUTHOR:</b> CM Smouha</p> <p>Friendship/ confidence</p>	<p>The story of a walrus and a narwhal, who, with the help of a beluga, discover that being different can be cool!</p> <p>Wilfred Walrus and Neville Narwhal are the only kids in Miss Blubber' s class who are not seals. Life is tough being the odd ones out and they don't even like each other very much.</p> <p>When Betty Beluga joins the class, everything changes. Betty is smart and independent and amazing at football. As a friendship forms, Betty helps the two boys to recognise that being different isn't always a bad thing!</p>
	<p><b>TITLE: THE INVISIBLE STRING</b></p> <p><b>AUTHOR:</b> Patricia Karst</p> <p>Love/Loneliness/Reassurance</p> <p>Picture book (9-13ys)</p>	<p>A mother tells her two children that they're all connected by an invisible string. "What kind of string?" The answer is the simple truth that binds us all: <i>An Invisible String made of love. Even though you can't see it with your eyes, you can feel it deep in your heart, and know that you are always connected to the ones you love.</i> Does everybody have an Invisible String? How far does it reach? Does it ever go away?</p> <p>This heartwarming picture book for all ages explores questions about the intangible yet unbreakable connections between us, and opens up deeper conversations about love.</p>
	<p><b>TITLE: THE GIRL WHO NEVER MADE MISTAKES</b></p> <p><b>AUTHOR:</b> Gary Rubenstein</p> <p>Growth Mindset/ Being a perfectionist</p>	<p>Beatrice Bottomwell has never made a mistake. She never forgets her math homework, she never wears mismatched socks, and she ALWAYS wins the yearly talent show at school. In fact, the entire town calls her <i>The Girl Who Never Makes Mistakes!</i> One day, the inevitable happens: Beatrice makes a huge mistake in front of everyone! But in the end, readers (and perfectionists) will realize that life is more fun when you enjoy everything—even the mistakes.</p>

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE: TOUGH GUYS HAVE FEELINGS TOO</b></p> <p><b>AUTHOR:</b> Keith Negley</p> <p>Emotions/ Feelings/ Male stereotypes</p>	<p>Did you know that wrestlers have feelings? Knights do too. Even superheroes feel sad sometimes. In fact everyone has feelings - even dads who love their children! Children will love to recognise the feelings in Keith Negley's bold illustrations which accompany a fun-to-read aloud narrative. Adults can enjoy and engage with children in a light-hearted discussion about emotions and how they affect us all.</p>
	<p><b>TITLE: CHRYSANTHEMUM</b></p> <p><b>AUTHOR:</b> Kevin Henkes</p> <p>Empathy/ Self-esteem/Acceptance</p>	<p><i>Chrysanthemum</i> is a funny and honest school story about teasing, self-esteem, and acceptance to share. This picture book is excellent in particular for children ages 4 to 6. Chrysanthemum thinks her name is absolutely perfect—until her first day of school. "You're named after a flower!" teases Victoria. "Let's smell her," says Jo. Chrysanthemum wilts. What will it take to make her blossom again?</p>
	<p><b>TITLE: THE HUGGING TREE</b></p> <p><b>AUTHOR:</b> Jill Niemark</p> <p>Resilience</p>	<p>A little tree ends up on a cliff and must grow there. She finds comfort in the sea and the moon, support from loons, and connection and warmth from the people sitting in her shade. The Hugging Tree is a poetic and peaceful story that aims to teach children about hope and resilience. Rather than a lonely tree on a lonely cliff, the tree represents community and a place to get in touch with inner hopes and dreams.</p>
	<p><b>TITLE: THE SMARTEST GIANT IN TOWN</b></p> <p><b>AUTHOR:</b> Julia Donaldson</p> <p>Empathy</p> <p><b>Ar fáil as Gaeilge: AN FATHACH IS BREATHA SA TÍR</b></p>	<p>George wished he wasn't the scruffiest giant in town. So when he sees a new shop selling giant-sized clothes, he decides it's time for a new look: smart trousers, smart shirt, stripy tie, shiny shoes. Now he's the smartest giant in town . . . until he bumps into some animals who desperately need his help - and his clothes!</p> <p>Children will love <i>The Smartest Giant in Town</i>, a funny and warm-hearted tale from the unparalleled picture-book partnership of Julia Donaldson and Axel Scheffler, creators of <i>The Gruffalo</i>.</p>






TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
 	<p><b>TITLE: THE SNAIL AND THE WHALE</b></p> <p><b>AUTHOR:</b> Julia Donaldson</p> <p>Being Helpful/Friendship</p> <p><b>Ar fáil as Gaeilge:</b>  <b>AN SEILIDE AGUS AN MÍOL MÓR</b></p>	<p>The Snail and the Whale is a delightful tale of adventure and friendship by the unparalleled picture book partnership of Julia Donaldson and Axel Scheffler, creators of The Gruffalo. One little snail longs to see the world and hitches a lift on the tail of an enormous whale. Together they go on an amazing journey, past icebergs and volcanoes, sharks and penguins, and the little snail feels so small in the vastness of the world. But when disaster strikes and the whale is beached in a bay, it's the tiny snail's big plan that saves the day!</p>
	<p><b>TITLE: LEAVE ME ALONE</b></p> <p><b>AUTHOR:</b> Kes Gray and Lee Wildish</p> <p>Bullying/relationships</p>	<p>From the bestselling team behind Mum and Dad Glue comes an important story to help raise awareness at home or at school about stopping bullying. A little boy is feeling sad because every day he has to face a bully. But this story's little boy also has friends. A frog, a cat, a rabbit, a cow, and other animal friends insist on helping him, even after he tells them: "There's nothing you can do for me/ There's nothing you can say." Fortunately, he is mistaken, because the next time the bully approaches, they all join with him and shout, "LEAVE HIM ALONE!" And it works! The bully turns around and goes away.</p> <p>The gently clever use of rhyming verse gives a difficult subject a wonderfully light touch. A must-have for any child who has to deal with bullying.</p>
	<p><b>TITLE: WORRIES GO AWAY</b></p> <p><b>AUTHOR:</b> Kes Gray and Lee Wildish</p> <p>Anxiety/Worrying</p>	<p>From the bestselling team behind <i>Mum and Dad Glue</i> and <i>Leave Me Alone</i> comes a comforting and compelling story about worries and self-esteem. When a little girl feels worried she goes into a world of her own. At first the world is full of cream cakes and cola but soon the worries begin to take hold... Only her family and friends can help.</p> <p>The gentle rhymes and imaginative illustrations give a difficult subject a wonderfully light touch. A must-have for any child.</p>

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE: SOMETHING ELSE</b></p> <p><b>AUTHOR:</b> Kathryn Cave and Chris Riddell</p> <p>Feeling alone/ Difference/Isolation/  Resilience</p>	<p>A simple story, about a small creature who does his best to join in with the others. But he's different. No matter how he tries, he just doesn't belong. Then Something turns up and wants to be friends. But Something Else isn't sure he's like him at all... Kathryn Cave's poignantly simple story is brought to life by Chris Riddell in this enchantingly original picture book.</p>
	<p><b>TITLE: TIMMY'S TECHNOLOGY TROUBLE</b></p> <p><b>AUTHOR:</b> Valentina Boschi and Niamh Ahern</p> <p>Helping children and parents with online safety</p>	<p>Timmy is a really happy, fun loving little boy. He has a dog called Bruno who loves to hang about with him. Timmy loves when his friends come to his house to play. When technology is introduced to his life, things begin to change... Timmy's Technology Trouble is an exceptional, necessary and must-read book. Addressing key issues parents and children face when navigating the world of technology, it does so in a non-judgemental, proactive and fun way.</p>
	<p><b>TITLE: THE MOST MAGNIFICENT THING</b></p> <p><b>AUTHOR:</b> Ashley Spires</p> <p>Friendship/resilience</p>	<p>Award-winning author and illustrator Ashley Spires has created a charming picture book about an unnamed girl and her very best friend, who happens to be a dog. The girl has a wonderful idea. She is going to make the most MAGNIFICENT thing! She knows just how it will look. She knows just how it will work. All she has to do is make it, and she makes things all the time. Easy-peasy!?!? But making her magnificent thing is anything but easy, and the girl tries and fails, repeatedly. Eventually, the girl gets really, really mad. She is so mad, in fact, that she quits. But after her dog convinces her to take a walk, she comes back to her project with renewed enthusiasm and manages to get it just right.</p>
	<p><b>TITLE: HOW FULL IS YOUR BUCKET?</b></p> <p><b>AUTHOR:</b> Tom Rath and Mary Reckmayer</p> <p>Problem solving/positive thinking/resilience</p>	<p>Each of us has an invisible bucket. When our bucket is full, we feel great. When it's empty, we feel awful. Yet most children (and many adults) don't realize the importance of having a full bucket throughout the day. In How Full Is Your Bucket? For Kids, Felix begins to see how every interaction in a day either fills or empties his bucket. Felix then realizes that everything he says or does to other people fills or empties their buckets as well. Follow along with Felix as he learns how easy it can be to fill the buckets of his classmates, teachers and family members. Before the day is over, you'll see how Felix learns to be a great bucket filler, and in the process, discovers that filling someone else's bucket also fills his own.</p>

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE: I MISS YOU</b></p> <p><b>AUTHOR:</b> Pat Thomas</p> <p>Grief/Loss</p>	<p>When a close friend or family member dies, it can be difficult for children to express their feelings. This book helps boys and girls understand that death is a natural complement to life, and that grief and a sense of loss are normal feelings for them to have following a loved one's death.</p> <p>This sensitively presented book explores the dynamics of various relationships experienced by children. They are encouraged to understand personal feelings and social problems as a first step in dealing with them.</p> <p>Written by psychotherapist and counselor Pat Thomas, the book promotes positive interaction among children, parents, and teachers.</p>
	<p><b>TITLE: HAVE YOU FILLED A BUCKET TODAY?</b></p> <p><b>AUTHOR:</b> Carol McCloud</p> <p>Happiness/resilience/ positive thinking</p>	<p>Children are not the only ones that need to learn how to be truly happy. It's all in the bucket, that invisible bucket that follows you everywhere. . . teaches readers valuable lessons about giving, sharing, and caring.</p> <p>This guide to daily happiness, though, is not just for kids. We all need reminders of the benefits of positive thinking and positive behavior. It's an important lesson to teach and remind us all . . . that showing kindness and appreciation of others goes a long way to making this world a happier place for everyone, including ourselves.</p>
	<p><b>TITLE: IN MY HEART</b></p> <p><b>AUTHOR:</b> Jo Witek</p> <p>Bravery, shyness, anger sadness; different feelings (all classes)</p>	<p>Happiness, sadness, bravery, anger, shyness . . . our hearts can feel so many feelings! Some make us feel as light as a balloon, others as heavy as an elephant.</p> <p><i>In My Heart</i> explores a full range of emotions, describing how they feel physically, inside. With language that is lyrical but also direct, children will be empowered by this new vocabulary and able to practice articulating and identifying their own emotions. With whimsical illustrations and an irresistible die-cut heart that extends through each spread, this unique feelings book is gorgeously packaged.</p>
	<p><b>TITLE: THE BUTTERFLY LION</b></p> <p><b>AUTHOR:</b> Michael Morpurgo</p> <p>Love/belonging/friendship</p> <p>Novel (9-13yrs)</p>	<p>The inspiring magic of a white lion brings friendship and hope to a lonely ten year old. Miserable at his boarding school, Bertie runs away. He is rescued by a kind old lady who tells him of how another Bertie, a little boy from a long time before, saved an orphaned lion cub in Africa. The symbol of the white lion becomes an emblem of hope as well as a link across generations. Michael Morpurgo is skilful in weaving together magical and real stories.</p>

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE: THE FAMILY BOOK</b></p> <p><b>AUTHOR:</b> Todd Parr</p> <p>Different types of families</p> <p>(all ages)</p>	<p><i>The Family Book</i> celebrates the love we feel for our families and all the different varieties they come in. Whether you have two moms or two dads, a big family or a small family, a clean family or a messy one, Todd Parr assures readers that no matter what kind of family you have, every family is special in its own unique way.</p> <p>Parr's message about the importance of embracing our differences is delivered in a playful way. With his trademark bold, bright colors and silly scenes, this book will encourage children to ask questions about their own families. Perfect for young children just beginning to read, <i>The Family Book</i> is designed to encourage early literacy, enhance emotional development, celebrate multiculturalism, promote character growth, and strengthen family relationships</p>
	<p><b>TITLE: DON'T WORRY</b></p> <p><b>AUTHOR:</b> David Melling</p> <p>Worry and anxiety</p> <p>(all ages)</p>	<p>Where do you go with a BIG worry? Hugless Douglas knows he can count on Dad. Douglas' dad gives him a wonderful new woolly hat. He races outside to show it off and doesn't realise that it's unravelling! Douglas' friends have lots of ideas about how to put things right but it is left to the little bear to work out for himself the best thing to do...</p>
	<p><b>TITLE: AMAZING GRACE</b></p> <p><b>AUTHOR:</b> Mary Hoffman &amp; Caroline Binch</p> <p>Race/gender/self-esteem/family</p>	<p>Grace loves to act out stories. Sometimes she plays the leading part, sometimes she is 'a cast of thousands.' When her school decides to perform Peter Pan, Grace is longing to play Peter, but her classmates say that Peter was a boy, and besides, he wasn't black... But Grace's Ma and Nana tell her she can be anything she wants if she puts her mind to it...</p>

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE: TOWN IS BY THE SEA</b></p> <p><b>AUTHOR:</b> Joanne Schwartz &amp; Sydney Smith</p> <p>Life/family/fear/danger</p> <p>(older classes)</p>	<p>A young boy wakes up to the sound of the sea, visits his grandfather's grave after lunch and comes home to a simple family dinner, but all the while his mind strays to his father digging for coal deep down under the sea. Stunning illustrations by Sydney Smith, the award-winning illustrator of Sidewalk Flowers, show the striking contrast between a sparkling seaside day and the darkness underground where the miners dig.</p> <p>With curriculum connections to communities and the history of mining, this beautifully understated and haunting story brings a piece of history to life. The ever-present ocean and inevitable pattern of life in a maritime mining town will enthrall children and move adult readers</p>
	<p><b>TITLE: I'M SPECIAL, I'M ME</b></p> <p><b>AUTHOR:</b> Ann Meek &amp; Sarah Massini</p> <p>Confidence/self-esteem/acceptance</p> <p>(all classes)</p>	<p>Milo is fed up. He wants to play at being a pirate captain, but the other children say he's too short, he must be a deckhand. He's too small to be a lion, and not handsome enough to be the prince. But Milo's mum makes him see that the other roles can be even more fun. After all, knights get to fight dragons, and monkeys have far more fun than lions, swinging through the trees! Winner of the Little Tiger Press New Author Prize 2003, this is an empowering story of how, with imagination and his mum's help, one boy turns rejection into triumph.</p>
	<p><b>TITLE: SOME DOGS DO</b></p> <p><b>AUTHOR:</b> Jez Alborough</p> <p>Unhappiness/feeling down</p> <p>(all classes)</p>	<p>All dogs walk and jump and run, but dogs don't fly - it can't be done, can it? Jez Alborough's uplifting tale is for anyone who has ever believed that miracles really do happen.</p>

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE: THE MOUSEHOLE CAT</b></p> <p><b>AUTHOR:</b> Antonia Barber &amp; Nicola Bayley</p> <p>Fear/bravery/life difficulties</p> <p>(older classes)</p>	<p>A much-anticipated, beautiful new edition of a modern classic, this is the stunningly illustrated story of the seaside village of Mousehole, Cornwall, where Mowzer the cat lives happily with old fisherman Tom - Tom who rocks the rocking chair just right, and catches fresh fish for dinner every night. Their life is a happy one - until one terrible winter the Great Storm-Cat comes clawing and snarling and leaping at the harbour walls, so that no boat can go out to sea to fish. Soon, with Christmas coming, there is no food left in Mousehole. It is then that Mowzer and Tom set out to brave the fury of the waves together, and discover that it might just need a cat's perspective to understand - and tame - the ferocious ways of the Great Storm-Cat sea. Gently yet powerfully told, this incredibly moving story of bravery, sacrifice and companionship inspired by Cornish legend is sure to connect with readers of all ages, new and old alike</p>
	<p><b>TITLE: IT'S OKAY TO BE DIFFERENT</b></p> <p><b>AUTHOR:</b> Todd Parr</p> <p>Self-esteem /confidence/ acceptance</p> <p>(all classes)</p>	<p><i>It's Okay to Be Different</i> cleverly delivers the important messages of acceptance, understanding and confidence in an accessible, child-friendly format featuring Todd Parr's trademark bold, bright colours and silly scenes. Targeted to young children first beginning to read, this book will inspire kids to celebrate their individuality through acceptance of others and self-confidence. Along with the four other bestselling Todd Parr picture books debuting in paperback this season, <i>It's Okay to be Different</i> is designed to encourage early literacy, enhance emotional development, celebrate multiculturalism, and promote character growth.</p>
	<p><b>TITLE: KING AND KING</b></p> <p><b>AUTHOR:</b> Linda de Haan &amp; Stern Nijland</p> <p>Inclusion/acceptance/ same sex relationships</p> <p>(older classes)</p>	<p>Once there lived a lovelorn prince whose mother decreed that he must marry by the end of the summer. So began the search to find the prince's perfect match and lo and behold... his name was Lee. You are cordially invited to join the merriest, most unexpected wedding of the year. <i>King &amp; King</i> is a contemporary tale about finding true love and living happily ever after, sure to woo readers of any age.</p>





TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE: A TALE OF TWO DADDIES</b></p> <p><b>AUTHOR:</b> Vanita Oelschlager</p> <p>Different types of families/ same sex relationships/ nurture and love</p> <p>(all classes)</p>	<p><i>A Tale of Two Daddies</i> is a playground conversation between two children. The boy says he heard that the girl has two dads. The girl says that is right. She has Daddy and Poppa. True to a child's curiosity, practical questions follow. "Which dad helps when your team needs a coach? / Which dad cooks you eggs and toast?" To which she answers: "Daddy is my soccer coach. / Poppa cooks me eggs and toast."</p> <p>This book introduces a type of family increasingly visible in modern society. Neither favoring nor condemning, it reflects a child's practical and innocent look at the adults who nurture and love her. It becomes clear that the family bond is unburdened by any cultural discomforts.</p>
	<p><b>TITLE: A TALE OF TWO MAMMIES</b></p> <p><b>AUTHOR:</b> Vanita Oelschlager</p> <p>Different types of families/ same sex relationships/ nurture and love</p> <p>(all classes)</p>	<p><i>A Tale of Two Mommies</i> is a beach conversation among three children. One boy asks another boy about having two mommies. A young girl listening in asks some questions too. True to a child's curiosity, practical questions follow. "Which mom is there when you want to go fishing? / Which mom helps out when Kitty goes missing?" To which he answers: "Mommy helps when I want to go fishing. / Both Mommies help when Kitty goes missing."</p>
	<p><b>TITLE: WE BELONG TOGETHER</b></p> <p><b>AUTHOR:</b> Todd Parr</p> <p>Adoption and families</p> <p>(all classes)</p>	<p><i>We Belong Together</i> is about sharing your home and sharing your heart to make a family that belongs together. With an understanding of how personal and unique each adoption is, and that not everyone comes to it in the same way, Todd Parr's colorful art explores the meaning of family.</p>
	<p><b>TITLE: HOW DID I BEGIN</b></p> <p><b>AUTHOR:</b> Mick Manning &amp; Brita Granstrom</p> <p>Conception/birth</p> <p>(older classes)</p>	<p><i>How Did I Begin?</i> is a friendly introduction to the facts of life for young children that follows the story of a new life from the moment of conception to the birth of a baby. The book invites lots of discussion &amp; provides answers to all those questions.</p>


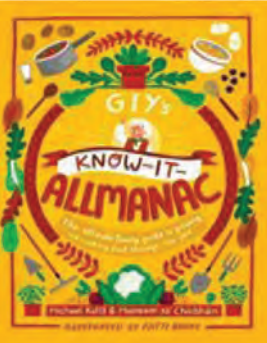

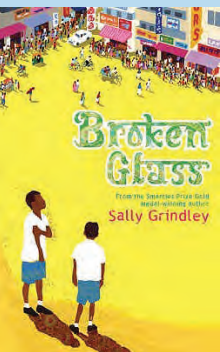
TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE: FEELINGS</b></p> <p><b>AUTHOR:</b> Libby Walden &amp; Richard Jones</p> <p>Different types of emotion</p> <p>(older classes)</p>	<p>What you feel is who you are... Explore a world of emotions with this stunning peep-through picture book. Richard Jones' enchanting illustrations and the lyrical text make each and every feeling come to life to help children understand the emotions they experience.</p>
	<p><b>TITLE: WE'RE ALL WONDERS</b></p> <p><b>AUTHOR:</b> RJ Palacio</p> <p>Difference/disability/ empathy/ Acceptance</p> <p>(all classes)</p>	<p>With spare, powerful text and richly-imagined illustrations, We're All Wonders shows readers what it's like to live in Auggie's world - a world in which he feels like any other kid, but he's not always seen that way. We're All Wonders taps into every child's longing to belong, and to be seen for who they truly are. It's the perfect way for families and teachers to talk about empathy, difference and kindness with young children.</p>
	<p><b>TITLE: LOST AND FOUND</b></p> <p><b>AUTHOR:</b> Oliver Jeffers</p> <p>Friendship/loss/ loneliness/ body language</p> <p>(all classes)</p>	<p>New cover reissue of this magical story from award-winning international bestselling picture book creator, Oliver Jeffers</p> <p>There once was a boy and one day a penguin arrives on his doorstep. The boy decides the penguin must be lost and tries to return him. But no one seems to be missing a penguin. So the boy decides to take the penguin home himself, and they set out in his rowboat on a journey to the South Pole.</p> <p>But when they get there, the boy discovers that maybe home wasn't what the penguin was looking for after all.</p>
	<p><b>TITLE: THE PENGUIN WHO WANTED TO FIND OUT</b></p> <p><b>AUTHOR:</b> Jill Tomlinson</p> <p>Love/kindness/curiosity</p> <p>(all classes)</p>	<p>Otto is a penguin chick, that much he knows, but other than this he has a lot to learn. Life at the bottom of the world is a curious thing and life can change at a moment's notice. The next blizzard, the next meal and the threat of being orphaned are all challenges that must be faced. But how will Otto and his friends manage? The only way that penguins can do – by looking after each other.</p> <p>A perfect story for animal lovers young and old, filled with tenderness and love combined with a subtle humour.</p>

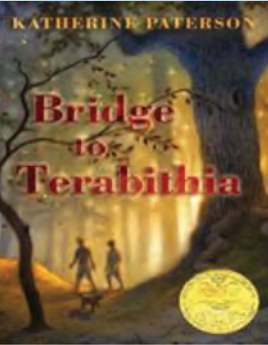

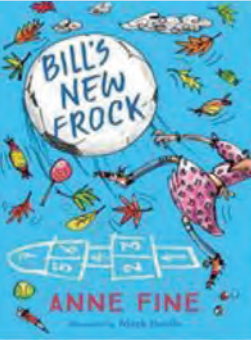


TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE: I LOVE YOU, LITTLE MONKEY</b></p> <p><b>AUTHOR:</b> Alan Durant &amp; Katherine McEwen</p> <p>Unconditional love and growing up</p> <p>(all classes)</p>	<p>What do you get when a little monkey grows bored? A giant mess of squashed figs, a bounced-on bed... and a very cross Big Monkey! But although Big Monkey doesn't always like Little Monkey's behaviour, one thing is clear: Big Monkey never stops loving Little Monkey. Katharine McEwen's warm, exuberant illustrations bring this delightful story to life, creating a perfect book for parents to share with their own naughty little monkeys.</p>
	<p><b>TITLE: DOGS DON'T DO BALLET</b></p> <p><b>AUTHOR:</b> Anna Kemp</p> <p>Difference/identity</p> <p>(all classes)</p>	<p>My dog is not like other dogs. He doesn't do dog stuff like peeing on lampposts or scratching his fleas, or drinking out of the toilet. No, my dog likes moonlight and music and walking on his tiptoes. You see, my dog doesn't think he's a dog. My dog thinks he's a ballerina!</p> <p>A fabulous feel-good book about a small dog with a big personality and even bigger dreams.</p>
	<p><b>TITLE: THE SISSY DUCKLING</b></p> <p><b>AUTHOR:</b> Harvey Fierstein</p> <p>Identity/acceptance/uniqueness/</p> <p>(all classes)</p>	<p>From Tony Award-winning actor and playwright Harvey Fierstein, a funny and touching story of a duckling who embraces his identity.</p> <p>Elmer is not like the other boy ducklings. While they like to build forts, he loves to bake cakes. While they like to play baseball, he wants to put on the halftime show. Elmer is a great big sissy. But when his father is wounded by a hunter's shot, Elmer proves that the biggest sissy can also be the greatest hero.</p> <p>Acclaimed actor and playwright Harvey Fierstein has crafted a heartwarming story, based on his award-winning HBO animated special, about learning to embrace the special qualities we all possess.</p>
	<p><b>TITLE: THE HUGE BAG OF WORRIES</b></p> <p><b>AUTHOR:</b> Virginia Ironside</p> <p>Worries/anxieties/fears</p> <p>(all classes)</p>	<p>Wherever Jenny goes, her worries follow her - in a big blue bag. They are with her all the time - at school, at home, when she is watching TV and even in the bathroom! Jenny decides they have to go, but who will help her get rid of them?</p> <p>A funny and reassuring look at dealing with worries and anxiety, to be used as a springboard into important conversations with your child.</p>

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE: THE GREAT BIG BOOK OF FAMILIES</b></p> <p><b>AUTHOR:</b> Mary Hoffman &amp; Ros Asquith</p> <p>Different types of families/acceptance/love</p> <p>(all classes)</p>	<p>What is a family? Once, it was said to be a father, mother, boy, girl, cat and dog living in a house with a garden. But as times have changed, families have changed too, and now there are almost as many kinds of families as colours of the rainbow.</p> <p>From a mum and dad or single parent to two mums or two dads, from a mixed-race family to children with different mums and dads, to families with a disabled member. This is a fresh, optimistic look through children's eyes at today's wide variety of family life: from homes, food, ways of celebrating, schools and holidays to getting around, jobs and housework, from extended families, languages and hobbies to pets and family trees.</p>
	<p><b>TITLE: CHARLIE AND TESS</b></p> <p><b>AUTHOR:</b> Martin Hall &amp; Catherine Walters</p> <p>Empathy/family/love</p> <p>(all classes)</p>	<p>Charlie is just a tiny little lamb when the farmer finds him in a snowstorm and brings him home. Tess is the farmer's sheepdog, and she takes charge of raising Charlie, teaching him to play fetch and even sharing her doghouse.</p> <p>Sometimes Charlie acts so much like a dog that the farmer and his family wonder if he knows he's a sheep. Eventually, Charlie shows them he can be a little of both.</p>
	<p><b>TITLE: WHEN THE DRAGONS CAME</b></p> <p><b>AUTHOR:</b> Naomi Kefford &amp; Lynne Moore</p> <p>Chaos/expectations/community</p> <p>(all classes)</p>	<p>When a family-load of boisterous, bumbling dragons burst into peaceful Poppledown Town, there's sure to be trouble! Before long, the whole town is thrown into chaos. The local market is turned upside down, the library is louder than ever and the local playgroup has never experienced such disruptive pupils! Will Poppledown Town EVER be the same again?</p>
	<p><b>TITLE: EVERYONE</b></p> <p><b>AUTHOR:</b> Christopher Silas Neal</p> <p>Self- acceptance /community/feelings</p> <p>(all classes)</p>	<p>A first book of mindfulness and feelings, award-winning illustrator Christopher Silas Neal invites young readers to explore how we feel what we feel, and how everyone else feels it, too. From the animals in the woods to the neighbours in their homes nearby, everyone cries, everyone laughs, everyone sings - everyone. With vivid art in a stylish limited palette, this is a wonderfully accessible exploration of the universality of feelings, perfect for sharing - and encouraging discussion - with the very youngest of children.</p>

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE: THE DINGLE SHEEP WHO COULD NOT SLEEP</b></p> <p><b>AUTHOR:</b> Mark Stratton &amp; Martina Moriarty</p> <p>Importance of rest and looking after ourselves</p> <p>(all classes)</p>	<p>Join this tired little lamb on her quest to get some much needed rest. Sometimes the most obvious answers can be right in front of us; it just takes some astronomical help to see them.</p>
 	<p><b>TITLE: WE ARE HERE</b></p> <p><b>AUTHOR:</b> Oliver Jeffers</p> <p>How we live on the Earth</p> <p><b>Ar fáil as Gaeilge:</b> <b>ANSEO ATÁ MUID</b></p>	<p>Well, hello. And welcome to this Planet. We call it Earth.</p> <p>Our world can be a bewildering place, especially if you've only just got here. Your head will be filled with questions, so let's explore what makes our planet and how we live on it. From land and sky, to people and time, these notes can be your guide and start you on your journey. And you'll figure lots of things out for yourself. Just remember to leave notes for everyone else... Some things about our planet are pretty complicated, but things can be simple, too: you've just got to be kind.</p>
	<p><b>TITLE: GIVE BEES A CHANCE</b></p> <p><b>AUTHOR:</b> Bethany Barton</p> <p>Looking after the bees in nature</p> <p>(all classes)</p>	<p>Not sure whether to high-five bees or run away from them? Well, maybe you shouldn't high-five them, but you definitely don't have to run away from them. In this enthusiastic, hands-on approach to bees, the book's narrator will convince the pizza-loving bee skeptic - and you - of just how cool bees really are. Did you know that 98 percent of bees are girls? Or that they have two stomachs (which would come in handy for more pizza eating)? Bethany Barton's hilarious text and kid-friendly illustrations will have you singing the praises of our buzzing neighbours - or at least will convince you to give bees a chance.</p>

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE: FLY FLIES</b></p> <p><b>AUTHOR:</b> Ziggy Hanaor</p> <p>Self-confidence/ self-esteem</p> <p>(all classes)</p>	<p>Fly is happily practicing her flying in the park, doing some wobbles and some wobbles and some waveys. Blackbird, Seagull, Starling and Hawk take turns giving Fly advice about the best way to fly; fly in a straight line, glide on the wind, fly in a flock, dive onto your food.... Fly tries to take their advice on board, but each time finds that this is not HER way to fly. With a sweet, witty twist at the end, this is a delightful book about staying true to yourself in the face of people who insist they know better.</p>
	<p><b>TITLE: GIY'S KNOW IT ALLMANAC</b></p> <p><b>AUTHOR:</b> Michael Kelly &amp; Muireann Ní Choibhain</p> <p>Growing and cooking your own food in a family</p> <p>(older classes)</p>	<p>This incredibly funny, visually ground-breaking book will fire up your child's imagination and passion for growing and cooking food. It's packed with veg characters, amazing monthly projects that your children can do in the garden, and seasonal recipes to bring it all to life. A perfect companion guide for parents and teachers who want to connect their children to food.</p> <p>The Know-it-Allmanac is funny, colourful, tongue-in-cheek, slightly irreverent, bursting with fun characters, information, trivia and loads of food knowledge. Everywhere you look there's more to learn, see and a fun gag. Making it really easy for any child to grow and cook it themselves, regardless of how much space they have. Kids of all ages will absolutely love it.</p>
	<p><b>TITLE: SPILLED WATER</b></p> <p><b>AUTHOR:</b> Sally Grindley</p> <p>Loss and pain/exploitation</p> <p>(novel for older pupils)</p>	<p>When her husband dies, Lu Si-yan's mother is encouraged to sell her young daughter into domestic service. Lu Si-yan is just eleven when sold by her uncle. Nearly two years will pass before she can get back home to her mother and brother. In this powerful and compelling novel Sally Grindley portrays the life of a young girl in China, a young girl whose life is said to be like 'spilled water'. With a brilliant first-person narrative and a powerful description of time and place, this novel is gripping, heart-wrenching and utterly mesmerising.</p>
	<p><b>TITLE: BROKEN GLASS</b></p> <p><b>AUTHOR:</b> Sally Grindley</p> <p>Change/bullying/abusive relationship/hope</p> <p>Novel (for older pupils)</p>	<p>We hadn't always lived on an island ...why would anyone dream of such a thing if they had a house with its own path and a gate at the end of it?" When Suresh and Sandeep run away from home to escape their abusive and bullying father, they do so with the hope that they are going to find something better. However, soon Sandeep and Suresh find themselves working to collect rubbish (broken glass) in the big city - and their new home is a traffic island in the middle of a busy road. Is this their future forever, or can the brothers change their fates to something much more hopeful?</p>

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE: BRIDGE TO TERABITHIA</b></p> <p><b>AUTHOR:</b> Katherine Paterson</p> <p>Love/strength/grief/loss</p> <p>Novel (for older pupils)</p>	<p>Jess Aarons wants to be the fastest boy in the class, but when a girl named Leslie Burke moves into the neighbouring farm his life changes forever. Even though she runs faster than him, Jess begins to think Leslie might be okay - she's clever and funny and not a bit soppy. And it is Leslie who invents Terabithia, the secret country on an island across the creek where he can escape his troublesome family. The only way to reach Terabithia is by rope-swing where Jess and Leslie become King and Queen, defeating giants, sharing stories and dreams, and plotting against their enemies. They are invincible - until tragedy strikes. It is more dreadful than anything Jess had ever dreamed of, but as he struggles to cope with his grief and anger, he finds that his family value him more than he'd thought and that, still King, he could even save Terabithia for the future.</p>
	<p><b>TITLE: THE BUTTERFLY HEART</b></p> <p><b>AUTHOR:</b> Paula Leyden</p> <p>Worry/anxiety/ family strife and issues</p> <p>Novel (for older pupils)</p>	<p>Bul-Boo and Madillo are worried about their friend Winifred, who has lost her gentle smile and no longer puts up her hand in class. Then the twins discover her secret: she is to be married off to her uncle's friend, who drinks heavily and is old enough to be her grandfather. While Winifred has become resigned to her fate, her friends are determined to put a stop to the marriage. But what can they do? They ask the advice of Ifwafwa, the snake man, who promises to think about the problem. Ifwafwa is wise and has a gift with snakes, but he does not like to hurry and Bul-Boo becomes impatient. Will he be too late to save their friend?</p>
	<p><b>TITLE: BILL'S NEW FROCK</b></p> <p><b>AUTHOR:</b> Anne Fine</p> <p>Gender/identity</p> <p>Novel (for older pupils)</p>	<p>Bill Simpson wakes up to find he's a girl, and worse, his mother makes him wear a frilly pink dress to school. How on earth is he going to survive a whole day like this? Everything just seems to be different for girls . . .</p>

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE: THE ORANGUTAN WHO SANG</b></p> <p><b>AUTHOR:</b> Joy Vincent &amp; Stew Wright</p> <p>Shyness/ embarrassment/ resilience</p> <p>(3-8 yrs)</p>	<p>Olly is a shy but funky Orangutan, who has an incredible voice and loves to sing but can't control his nerves enough to get any words out.</p> <p>After falling from his perch in his favourite tree, Olly is so embarrassed, he leaves his friends and seeks sanctuary in the jungle. But will Olly discover something on his adventure that means he's finally able to overcome his fears and do what he was born to do... sing?</p> <p>It's so hard for parents to speak to the tiny people in their life about a specific topic which may be troubling them... so this is the first book in a series designed for children (3-8) to have fun whilst subconsciously also addressing something that may be on their mind. These stories and illustrations are not only beautifully written but have a subtle moral message that will make hearts sing.</p>
	<p><b>TITLE: A LONG WALK TO WATER</b></p> <p><b>AUTHOR:</b> Linda Sue Park</p> <p>Survival/resilience</p> <p>(Novel (for older classes))</p>	<p>A gripping tale of conflict and survival that has inspired millions of young readers and adults alike.</p> <p>It's 1985, and southern Sudan is ravaged by war. Eleven-year-old Salva is forced to flee on foot when his village is attacked. Braving every imaginable hardship including killer lions and hungry crocodiles, Salva becomes one of the 'lost boys' of Sudan, travelling the African continent on foot in search of his family and a safe place to stay.</p> <p>Years later, a girl named Nya walks for hours each day to fetch water for her family. The walk is gruelling and leaves no time for school. But there is unexpected hope, as Salva's story goes on to intersect with Nya's in an astonishing and moving way.</p>
	<p><b>TITLE: WAY HOME</b></p> <p><b>AUTHOR:</b> Libby Hathorn &amp; Gregory Rogers</p> <p>Poverty/ homelessness</p> <p>Novel (for older classes)</p>	<p>It's night and the dark is filled with strange sounds as Shane makes his way home. On a fence he finds a stray cat that at first growls and spits at him. But Shane talks and strokes the kitten to calmness, and decides to take the 'Spitfire, Kitten Number One,' home with him. No gang of boys, or avenue of dense traffic, or fierce dog can stop Shane carrying his new found friend to the place he calls home. Greg Rogers' sensitive use of charcoal and pastel create Shane and his cat in splendid city-at-night time scenes.</p>



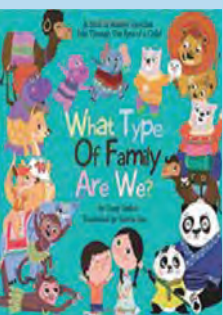

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE: SPUTNIK'S GUIDE TO LIFE ON EARTH</b></p> <p><b>AUTHOR:</b> Frank Cottrell Boyce</p> <p>Story about adoption</p>	<p>The Blythes are a big, warm, rambunctious family who live on a small farm and sometimes foster children. Now Prez has come to live with them. But, though he seems cheerful and helpful, he never says a word.</p> <p>Then one day Prez answers the door to someone claiming to be his relative. This small, loud stranger carries a backpack, walks with a swagger and goes by the name of Sputnik.</p> <p>As Prez dithers on the doorstep, Sputnik strolls right past him and introduces himself to everyone in the household. Prez is amazed at the response. The family pat Sputnik on the head, call him a good boy and drop food into his mouth. It seems they all think Sputnik is a dog. It's only Prez who thinks otherwise.</p> <p>But Prez soon finds himself having to defend the family from the chaos and danger unleashed by Sputnik, as household items come to life - like a TV remote that fast-forwards people: 'Anyone can do it, it's just that people don't read the instructions properly'; and a toy lightsaber that entertains guests at a children's party, until one of them is nearly decapitated by it - and Prez is going to have to use his voice to explain himself.</p> <p>It turns out that Sputnik is writing a guidebook to Earth called Ten Things Worth Doing on Earth, and he takes Prez on a journey to discover just those 10 things. Each adventure seems to take Prez nearer to the heart of the family he is being fostered by. But they also take him closer to the day that he is due to leave them forever....</p>
	<p><b>TITLE: THE BOY WHO HARNESSSED THE WIND</b></p> <p><b>AUTHOR:</b> William Kamkwamba/ Bryan Mealer</p> <p>Survival /resilience/ perseverance</p> <p>Novel (for older classes)</p>	<p>When William Kamkwamba was just 14 years old, his family told him that he must leave school and come home to work on the farm – they could no longer afford his fees. This is his story of how he found a way to make a difference, how he brought light to his family and village, and hope to his nation.</p> <p>Malawi is a country battling AIDS, drought and famine, and in 2002, a season of floods, followed by the most severe famine in fifty years, brought it to its knees. Like the majority of the population, William's family were farmers. They were totally reliant on the maize crop. By the end of 2001, after many lean and difficult years, there was no more crop. They were running out of food – had nothing to sell – and had months until they would be able to harvest their crop again.</p> <p>Forced to leave school at 14 years old, with no hope of raising the funds to go again, William resorted to borrowing books from the small local library to continue his education. One day, browsing the titles, he picked up a book about energy, with a picture of a wind turbine on the front cover. Fascinated by science and electricity, but knowing little more about the technology, William decided to build his own. Ridiculed by those around him, and exhausted from his work in the fields every day, and using nothing more than bits of scrap metal, old bicycle parts and wood from the blue gum tree, he slowly built his very own windmill.</p>

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE:</b> EL DEFO</p> <p><b>AUTHOR:</b> Cece Bell</p> <p>Deafness/ disability/ resilience</p>	<p>Going to school and making new friends can be tough. But going to school and making new friends while wearing a bulky hearing aid strapped to your chest? That requires superpowers! In this funny, poignant graphic novel memoir, author/illustrator Cece Bell chronicles her hearing loss at a young age and her subsequent experiences with the Phonic Ear, a very powerful—and very awkward—hearing aid. The Phonic Ear gives Cece the ability to hear—sometimes things she shouldn't—but also isolates her from her classmates. She really just wants to fit in and find a true friend, someone who appreciates her as she is. After some trouble, she is finally able to harness the power of the Phonic Ear and become “El Deafo, Listener for All.” And more importantly, declare a place for herself in the world and find the friend she’s longed for.</p>
	<p><b>TITLE:</b> DUSTBIN BABY</p> <p><b>AUTHOR:</b> Jacqueline Wilson</p> <p>Story about adoption for older children</p> <p>(10-12 yrs)</p>	<p>April knows she was abandoned in a rubbish bin as a newborn baby, fourteen years ago. Now she's happily settled with her foster mother, Marion - but there's a part of April that's desperate to know where she really came from, and who she really is. If only she could remember her real mother - or even find her . . .</p>
	<p><b>TITLE:</b> YOU ARE AWESOME</p> <p><b>AUTHOR:</b> Matthew Syed</p> <p>Confidence/ positive mindset</p>	<p>I'm no good at sport ... I can't do maths ... I really struggle with exams ... Sound familiar?</p> <p>If you believe you can't do something, the chances are you won't try. But what if you really could get better at maths, or sport or exams? In fact, what if you could excel at anything you put your mind to?</p> <p>You Are Awesome can help you do just that, inspiring and empowering young readers to find the confidence to realise their potential. The first children's book from Times journalist, two-time Olympian and best-selling mindset author Matthew Syed, it uses examples of successful people from Mozart to Serena Williams to demonstrate that success really is earned rather than given, and that talent can be acquired. With hard work and determination, practice and self-belief, and, most importantly, a Growth Mindset, there's no reason why anyone can't achieve anything.</p> <p>Practical, insightful and positive, this is the book to help children build resilience, embrace their mistakes and grow into successful, happy adults.</p>




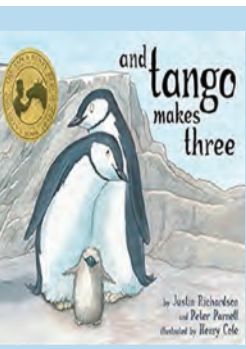





TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE: THE BLANKET BEARS</b></p> <p><b>AUTHOR:</b> Samuel Langley Swain</p> <p>Fostering/adoption</p> <p>(all classes)</p>	<p>Two little bears (unnamed, not specified as male/female) are alone in the wintry woods, their home empty, their fur fallen out. Found by Tilly, they are taken to a foster home where they are given new confidence, care and blanket outfits to give them support and comfort. Eventually a new home for them both is found, with a family who will love and protect them forever. Their comforter blankets can be replaced with real 'human' love. It's quite an emotive story, and takes the reader through the whole process without dwelling on the more challenging aspects of their story.</p>
	<p><b>TITLE: WHO'S IN MY FAMILY?</b></p> <p><b>AUTHOR:</b> Robie Harris</p> <p>Different types of families/Adoption/Fostering</p> <p>(all classes)</p>	<p>Join Nellie and Gus and their parents for a day at the zoo, where they see all kinds of children and families – both animal and human! To top off their day, Nellie and Gus invite friends and relatives for a big dinner at home. The warm, humorous, family-filled illustrations; friendly conversations between the two siblings and matter-of-fact text will help young children feel that whoever is in their family, it is perfectly normal and totally wonderful. Who's In My Family? is part of a new picture book series for young children called, Let's Talk About You and Me, from award-winning author Robie H. Harris, illustrated by Nadine Bernard Westcott</p>
	<p><b>TITLE: TELL ME AGAIN</b></p> <p><b>AUTHOR:</b> Jamie Lee Curtis</p> <p>Adoption</p>	<p>Tell Me Again About the Night I Was Born presents a unique, exuberant story about adoption and the importance of a loving family</p>
	<p><b>TITLE: I DON'T HAVE YOUR EYES</b></p> <p><b>AUTHOR:</b> Carrie A Kitz</p> <p>Physical differences between family members</p>	<p>Family connections are important to children as they begin to find their place in the world. For adopted children and children in foster care or kinship placements, celebrating the differences within their families as well as the similarities that connect them is the foundation for belonging.</p>

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE: I LOVE MY HAIR</b></p> <p><b>AUTHOR:</b> Natasha Anastasia Tarpley</p> <p>Self acceptance/confidence</p>	<p>Every night before she goes to bed, Keyana sits down between her mother's knees to have her hair combed. But no matter how gently Mama pulls, it still hurts sometimes! Keyana doesn't feel lucky to have such a head of hair--until Mama reminds her of all the lovely ways her wonderful hair can be fixed.</p>
	<p><b>TITLE: THE DAY WE MET YOU</b></p> <p><b>AUTHOR:</b> Phoebe Koehler</p> <p>Adopting a child</p>	<p>A special picture book for ages 2-5, <i>The Day We Met You</i> explores a couple lovingly preparing their home for an adopted baby. Adopted children love to hear their homecoming stories over and over, and this is a perfect book to encourage such retellings.</p>
	<p><b>TITLE: ADOPTION</b></p> <p><b>AUTHOR:</b> Anita Ganeri</p> <p>Questions and feelings children have about adoption</p>	<p>What does being adopted mean for young children? This picture book from the Questions and Feelings About ... series uses child-friendly text and interactive questions to address that question. It includes a helpful section with advice, practical tips, and activities for caregivers and teachers.</p>
	<p><b>TITLE: THE MOST PRECIOUS PRESENT IN THE WORLD</b></p> <p><b>AUTHOR:</b> Becky Edwards</p> <p>Questions and understanding a child may seek when adopted</p>	<p>This simply written, engaging story focuses on the universal idea of looking like (or not looking like) your family. This is used to give adopted children the reassuring messages that not only are they very special to their adoptive parents, but that it is alright for them to have mixed feelings about their adoption.</p> <p>Mia's eyes are dark brown and her dad's are bright blue. She has masses of curly brown hair, but her mum's is straight and blonde. Why doesn't Mia look like her parents?</p> <p>It's because she is adopted. Her adoptive mum tells her that she looks different because her curly hair and dark eyes are presents from the birth parents who were unable to look after her.</p>

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE: I WISHED FOR YOU</b></p> <p><b>AUTHOR:</b> Marianne Richmond</p> <p>Talking about adoption and families</p>	<p>A little Bear named Barley asks his adoptive mother questions about his adoption</p>
	<p><b>TITLE: THE CHILD OF DREAMS</b></p> <p><b>AUTHOR:</b> Irena Brignull</p> <p>Belonging; questioning where we come from and not having a parent at home</p> <p>(5-7 yrs)</p>	<p>A little girl wants to know where she came from and why she doesn't have a father. When her mother cannot tell her, the girl decides to find out for herself. Her journey starts with a question to the stork who nests on the roof of her home, and leads her on a quest through the woods, tracing her own story back to its source with the help of the animals she meets, until she discovers what truly matters in making a family. A beautiful, timeless story with a fairytale feel, this picture book from acclaimed screenwriter Irena Brignull and exciting new talent Richard Jones is a gorgeous gift to share with someone special.</p>
	<p><b>TITLE: WHAT TYPE OF FAMILY ARE WE</b></p> <p><b>AUTHOR:</b> Lizzy Seaton</p> <p>Different types of families</p> <p>(5-9 yrs)</p>	<p>Have you ever wondered if there are other families like yours? Come take a journey with Ella and Oliver to discover the many shapes and sizes families come in today! This book celebrates families with a Mum and Dad, single Mums, two Dads, adoption, single Dads, two Mums, grandparents, and co-parents.</p>
	<p><b>TITLE: I'VE LOVED YOU SINCE FOREVER</b></p> <p><b>AUTHOR:</b> Hoda Kotb</p> <p>Love and belonging</p> <p>(all classes)</p>	<p><i>I've Loved You Since Forever</i> is a celebratory and poetic testament to the timeless love felt between parent and child. This beautiful picture book is inspired by Today show co-anchor Hoda Kotb's heartwarming adoption of her baby girl, Haley Joy.</p> <p>With Kotb's lyrical text and stunning pictures by Suzie Mason, young ones and parents will want to snuggle up and read the pages of this book together, over and over again.</p> <p><i>In the universe, there was you and there was me, waiting for the day our stars would meet. . .</i></p>

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE: THE PAPER BAG PRINCESS</b></p> <p><b>AUTHOR:</b> Robert Munsch</p> <p>Gender expression and identity</p> <p>(all classes)</p>	<p>When the fiercest dragon in the whole world smashes Princess Elizabeth's castle, burns all her clothes, and captures her fiancé, Prince Ronald, Elizabeth takes matters into her own hands. With her wits alone and nothing but a paper bag to wear, the princess challenges the dragon to show his strength in the hopes of saving the prince. But is it worth all that trouble?</p> <p>Readers the world-over have fallen in love with this classic story of girl power. Now a newly designed Classic Munsch edition will introduce the tale to a new generation of young feminists.</p>
	<p><b>TITLE: MONDAY IS ONE DAY</b></p> <p><b>AUTHOR:</b> Arthur A. Levine</p> <p>Family time; love and belonging</p> <p>(all classes)</p>	<p>One by one, the days of the week roll by. Monday is one day, Tuesday is blue shoes day, and Wednesday is halfway day.</p> <p>When Saturday and Sunday finally come, it's time for little ones and the adults who love them to play, share, and celebrate. Every day of the week offers a special opportunity for families to enjoy being together!;Arthur A. Levine is the author of several books for children. His most recent picture book, Monday Is One Day, was hailed by Caldecott Honor medalist, Brian Selznick, as a delightful book, and was lauded by Booklist magazine in a starred review as that rare book perceptive enough to recognize that the random moments are those we treasure most. Arthur has been a children's book publisher and editor for twenty-five years. Mr. Levine lives in New Jersey with his family.</p>
	<p><b>TITLE: THE MISADVENTURES OF THE FAMILY FLETCHER</b></p> <p><b>AUTHOR:</b> Dana Alison Levy</p> <p>Belonging; families</p> <p>(all classes)</p>	<p>The start of the school year is not going as the Fletcher brothers hoped. Each boy finds his plans for success veering off in unexpected and sometimes disastrous directions. And at home, their miserable new neighbor complains about everything. As the year continues, the boys learn the hard and often hilarious lesson that sometimes what you least expect is what you come to care about the most.</p>
	<p><b>TITLE: THE BOY IN THE DRESS</b></p> <p><b>AUTHOR:</b> David Walliams</p> <p>Love, belonging, gender expression</p>	<p>Dennis was different. Why was he different, you ask? Well, a small clue might be in the title of this book. Charming, surprising and hilarious - The Boy in the Dress is everything you would expect from the co-creator of Little Britain. David Walliams's beautiful first novel will touch the hearts (and funny bones) of children and adults alike.'</p>

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE: MY PRINCESS BOY</b></p> <p><b>AUTHOR:</b> Suzanne DeSimone Cheryl Kildavo</p> <p>Gender identity; belonging</p>	<p>Dyson loves the colour pink and sparkly things. Sometimes he wears dresses and sometimes he wears jeans. He likes to wear his princess tiara, even when climbing trees. He's a Princess Boy, and his family loves him exactly the way he is. This is a story about love and acceptance. It is also a call for tolerance and an end to bullying and judgments. Inspired by the author's son, and by her own initial struggles to understand, this is a heart-warming book about unconditional love and one remarkable family.</p>
	<p><b>TITLE: 10,000 DRESSES</b></p> <p><b>AUTHOR:</b> Marcus Ewart</p> <p>Gender Identity</p>	<p>In her dreams, Bailey is a young girl. Every night she dreams about magical dresses. Unfortunately, when Bailey wakes up, nobody wants to hear about her beautiful dreams. This is because Bailey is a boy and shouldn't be thinking about dresses at all. Then Bailey meets an older girl who is touched and inspired by Bailey's dreams and courage. Eventually they start making dresses together that represent Bailey's dreams coming to life.</p>
	<p><b>TITLE: RED, A CRAYON'S STORY</b></p> <p><b>AUTHOR:</b> Michael Hall</p> <p>Gender Identity</p>	<p>Red has a bright red label, but he is, in fact, blue. His teacher tries to help him be red (let's draw strawberries!), his mother tries to help him be red by sending him out on a playdate with a yellow classmate (go draw a nice orange!), and the scissors try to help him be red by snipping his label so that he has room to breathe. But Red is miserable. He just can't be red, no matter how hard he tries! Finally, a brand-new friend offers a brand-new perspective, and Red discovers what readers have known all along. He's blue! This funny, heartwarming, colorful picture book about finding the courage to be true to your inner self can be read on multiple levels, and it offers something for everyone.</p>
	<p><b>TITLE: AND TANGO MAKES THREE</b></p> <p><b>AUTHOR:</b> Justin Richardson</p> <p>LGBT families and identity</p>	<p>The heartwarming true story of two penguins who create a nontraditional family is now available in a sturdy board book edition. At the penguin house at the Central Park Zoo, two penguins named Roy and Silo were a little bit different from the others. But their desire for a family was the same. And with the help of a kindly zookeeper, Roy and Silo got the chance to welcome a baby penguin of their very own. In time for the tenth anniversary of And Tango Makes Three, this Classic Board Book edition is the perfect size for small hands.</p>

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE:</b> UNCLE BOBBY'S WEDDING</p> <p><b>AUTHOR:</b> Sarah S Brannen</p> <p>LGBT families, belonging and identity</p> <p>(all classes)</p>	<p>When Chloe's favorite uncle announces that he's getting married, everyone is excited. Everyone except Chloe, that is. What if Uncle Bobby no longer has time for picnics, swimming, or flying kites? Chloe just wants to keep having fun with her favorite uncle, but she's afraid everything is going to change. Can Uncle Bobby and his boyfriend Jamie show Chloe that, when it comes to family, the more the merrier? In this inspiring, love-filled story, Chloe learns just what family means.</p> <p>Produced in coordination with GLAAD, this adorable picture book is a positive example of same-sex marriage and a celebration of family.</p>
	<p><b>TITLE:</b> DONOVAN'S BIG DAY</p> <p><b>AUTHOR:</b></p> <p>LGBT families; same sex wedding day</p>	<p>Donovan's two mums are getting married, and he can't wait for the celebration to begin. After all, as ring bearer, he has a very important job to do. Any boy or girl with same-sex parents--or who knows a same-sex couple--will appreciate this picture book about love, family, and marriage. The story captures the joy and excitement of a wedding day while the illustrations show the happy occasion from a child's point of view.</p>
	<p><b>TITLE:</b> BROKEN BIRD</p> <p><b>AUTHOR:</b> Michael Broad</p> <p>Acceptance, bravery, love, difference</p> <p>J1 - 2nd</p>	<p><i>Broken Bird</i> is born with only one wing but he refuses to believe that he will never fly. He puts his best foot forward and sets off to explore the world from the ground. What waits for him in the city brings him bigger happiness than he could ever have imagined. An inspiring tale with a very happy ending to remind us all not to give up on our dreams.</p>

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE:</b> OFF WE GO SERIES OF BOOKS</p> <p><b>AUTHOR:</b> Avril Webster</p> <p>Themes explored: Social stories to teach patience, kindness, tolerance, acceptance.</p> <p>4-18yrs in special schools and 4-12 in ASD units</p>	<p>The books are used in lots of different ways; as social storybooks, as a preparation before an outing and as a visual prompt to explain what comes next in a particular activity. The books also act as a great template for making homemade books or visual cards that can be focused on what is most important for your child.</p> <p>The books can be a very effective social storybook tool for children with autism or any other communication disorder as well as being a great aid to young children who are learning English as a new language.</p>
	<p><b>TITLE:</b> WE ARE ALL BORN FREE - THE UNIVERSAL DECLARATION OF HUMAN RIGHTS IN PICTURES</p> <p><b>AUTHOR:</b> Amnesty International</p> <p>Human Rights and Citizenship, equality, fairness, empathy</p> <p>All ages</p>	<p>Everyone on this planet is protected by the Universal Declaration of Human Rights. Wherever we live, whoever we are, these are our rights and no one should take them away from us. This beautiful collection was originally published to celebrate the 60th anniversary of the signing of the Universal Declaration of Human Rights. The 30 Articles are simplified for children by Amnesty International and beautifully depicted by internationally renowned artists.</p>
	<p><b>TITLE:</b> GHOST BOYS</p> <p><b>AUTHOR:</b> Jewell Parker Rhodes</p> <p>Friendships and Bullying, Bias, Prejudice, Racial Injustice, Equality, Empathy.</p> <p>5th/6th Class</p>	<p><i>Ghost Boys</i> is a powerful story about conscious and unconscious racism. A twelve-year-old boy Jerome is shot by a police officer who mistakes his toy gun for a real threat. As a ghost, he observes the devastation that's been unleashed on his family and community in the wake of what they see as an unjust and brutal killing. Jerome meets another ghost: Emmett Till, a boy from a very different time but similar circumstances. Emmett helps Jerome process what has happened, on a journey towards recognising how historical racism may have led to the events that ended his life. Jerome also meets Sarah, the daughter of the police officer, who grapples with her father's actions. The author deftly weaves historical and socio-political layers into a gripping and poignant story about how children and families face the complexities of today's world.</p>

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE:</b> THE BOY, THE MOLE, THE FOX AND THE HORSE</p> <p><b>AUTHOR:</b> Charlie Mackesy</p> <p>Friendship, Empathy, kindness, acceptance, bravery, love, all the important things in life!</p> <p>Junior Infants - 6th class</p>	<p>The boy, the mole, the fox and the horse are four friends who share a deep, unshakable bond. Through a series of brief but profound conversations, Mackesy teases universal truths and rich wisdom from the mouths of his characters, celebrating warmth and empathy in all its myriad forms. Exploring kindness through exquisite, sensitive artwork and delicate calligraphy, The Boy, the Mole, the Fox and the Horse is a moving study in friendship.</p>
	<p><b>TITLE:</b> HELP! MY FEELINGS ARE TOO BIG!</p> <p><b>AUTHOR:</b> K.L. Aspden</p> <p>Attachment disorders, anxiety, extreme emotions or overcoming early trauma</p> <p>3rd-6th class</p>	<p>Designed to help build emotional awareness, this book offers friendly support for children aged 9+ who have attachment disorders, anxiety or are overcoming early trauma and is an invaluable tool for anyone supporting children with extreme emotions or attachment issues.</p>
	<p><b>TITLE:</b> WE ARE GOING ON A BEAR HUNT</p> <p><b>AUTHOR:</b> Michael Rosen</p> <p>Fear, overcoming obstacles, adventure, excitement, link to Outdoor &amp; Adventure PE Strand</p> <p>Junior Infants - 2nd Class</p>	<p>Designed to help build emotional awareness, this book offers friendly support for children aged 9+ who have attachment disorders, anxiety or are overcoming early trauma and is an invaluable tool for anyone supporting children with extreme emotions or attachment issues.</p>
	<p><b>TITLE:</b> OWL BABIES</p> <p><b>AUTHOR:</b> Martin Waddell</p> <p>Fear, worry, temporary separation, love, joy</p> <p>Junior Infants - 2nd Class</p> <p><b>Ar fáil as Gaeilge:</b> <b>ULCHABHÁIN ÓGA</b></p>	<p>A gentle tale of three baby owls reassures young children that Mummy will always come home. Three baby owls, Sarah, Percy and Bill, wake up one night in their hole in a tree to find that their mother has gone. So they sit on a branch and wait... Darkness gathers and the owls grow anxious, wondering when their mother will return. But, at last, she does and they bounce up and down with joy, welcoming her home.</p>




TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE:</b> PEACE AT LAST</p> <p><b>AUTHOR:</b> Jill Murphy</p> <p>Unable to sleep, sense of calm</p> <p>Junior Infants - 2nd Class</p>	<p>It was late and Mr Bear was tired. But no matter how hard he tried, he could not get off to sleep. Mrs Bear was snoring and the clock went tick-tock, tick-tock, and still Mr Bear could not sleep. The familiar noises and repetition make this picture book a favourite with children and adults everywhere.</p>
	<p><b>TITLE:</b> KICK THE MOON</p> <p><b>AUTHOR:</b> Muhammad Khan</p> <p>Belonging, friendship, life against the odds</p> <p>6th class: Individual pupils (discretion of teacher)</p>	<p>This is a very hard hitting book that older children may be able to read for themselves. It deals with some very difficult issues. It was a book that has been very well received in understanding empathy for teenagers.</p> <p>A powerful, compelling novel from the critically-acclaimed author of the Branford Boase-winning <i>I Am Thunder</i>, about making friends, and breaking them too.</p> <p>Fifteen-year-old Ilyas is under pressure from everyone: GCSE's are looming and his teachers just won't let up, his dad wants him to join the family business and his mates don't care about any of it. There's no space in Ilyas' life to just be a teenager.</p> <p>Serving detention one day, Ilyas finds a kindred spirit in Kelly Matthews, who is fed up with being pigeonholed as the good girl, and their friendship blows the social strata of high school wide open.</p>
	<p><b>TITLE:</b> I AM THUNDER</p> <p><b>AUTHOR:</b> Muhammad Khan</p> <p>Religion, faith, standing up for beliefs</p> <p>6th class: Individual pupils only (discretion of teacher)</p>	<p>This is a hard hitting novel meant for older teenagers, dealing with more difficult issues around faith and belonging.</p> <p>Fifteen-year-old Muzna Saleem is passionate about writing and dreams of becoming a novelist. There's just one problem - her super-controlling parents have already planned her life out for her:</p> <p>Step 1) Get educated Step 2) Qualify as a doctor Step 3) Marry a cousin from Pakistan. Oh, and boyfriends are totally haram.</p> <p>No one is more surprised than humble Muzna when a very popular high school boy, Arif Malik, takes an interest in her. But Arif and his brother are angry at the West for demonizing Islam and hiding a terrible secret. As Arif begins to lead Muzna down a dark path, she faces a terrible choice: keep quiet and betray her beliefs, or speak up and betray her heart?</p> <p><i>I Am Thunder</i> questions how far you'll go to stand up for what you believe.</p>

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE:</b> RACE TO THE FROZEN NORTH</p> <p><b>AUTHOR:</b> Catherine Johnson</p> <p>Survival, prejudice; overcoming burdens</p> <p>4th-6th class</p>	<p>Matthew Henson was simply an ordinary man. That was, until Commander Robert E. Peary entered his life, and offered him a chance at true adventure. Henson would become navigator, craftsman, translator, and right-hand man on a treacherous journey to the North Pole. Defying the odds and the many prejudices that faced him to become a true pioneer. This is his incredible and often untold story. Particularly suitable for struggling, reluctant or dyslexic readers aged 8+</p>
	<p><b>TITLE:</b> ROSE INTERRUPTED</p> <p><b>AUTHOR:</b> Patrice Laurence</p> <p>Coming of age, religious sect; empathy, family. Internet safety</p> <p>6th class: Individual pupils (Teacher discretion)</p>	<p>Being a teenager is hard enough, but it's even harder in a world you've never known ...</p> <p>Eighteen months ago, 17-year-old Rose and 13-year-old Rudder escaped a strict religious sect with their mum. They are still trying to make sense of the world outside - no more rules about clothes and books, films and music, no more technology bans. But also no more friendship with the people they've known all their lives, no community and no certainty. It doesn't help that their mum has to work all hours to pay rent on their cramped, smelly, one-bed flat above a kebab shop in Hackney.</p> <p>While Rudder gorges on once-taboo Harry Potters and dances to Simon and Garfunkel and show tunes, Rose swaps the ankle skirts and uncut hair of the Woodford Pilgrims for Japanese-cute fairy dress and her new boyfriend, Kye.</p> <p>When Rudder accidentally sets a devastating chain of events into action, Rose must decide whether to sacrifice everything and go back to the life she hates, in order to save the people she loves.</p> <p>A story about coming of age, slap-bang in the middle of a strange new world.</p>
	<p><b>TITLE:</b> THE BOY AT THE BACK OF THE CLASS</p> <p><b>AUTHOR:</b> Onjali Q Rauf</p> <p>Refugee crisis, friendship and kindness</p> <p>3rd-6th class</p>	<p>Told with heart and humour, <i>The Boy at the Back of the Class</i> is a child's perspective on the refugee crisis, highlighting the importance of friendship and kindness in a world that doesn't always make sense.</p> <p>There used to be an empty chair at the back of my class, but now a new boy called Ahmet is sitting in it. He's nine years old (just like me), but he's very strange. He never talks and never smiles and doesn't like sweets - not even lemon sherbets, which are my favourite!</p> <p>But then I learned the truth: Ahmet really isn't very strange at all. He's a refugee who's run away from a War. A real one. With bombs and fires and bullies that hurt people. And the more I find out about him, the more I want to help.</p> <p>That's where my best friends Josie, Michael and Tom come in. Because you see, together we've come up with a plan. .</p>

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE:</b> A COUNTRY TO CALL HOME</p> <p><b>AUTHOR:</b> Lucy Popescu (Editor)</p> <p>Migration and the story of Refugees, dangerous journeys, prejudice and dreams</p> <p>4th-6th class</p>	<p>From the editor of <i>A Country of Refuge</i> comes an anthology of new writing on one of the defining issues of our time. Focusing on the fate of refugee children and young adults, it is aimed at children and adult readers alike, and features work from Michael Morpurgo, Eoin Colfer, Kit de Waal and Simon Armitage among many others.</p> <p>There are tales of home, and missing it; poems about the dangerous journeys undertaken and life in the refugee camps; stories about prejudice, but also stories of children's fortitude, their dreams and aspirations.</p> <p><i>A Country to Call Home</i> implores us to build bridges, not walls. It is intended as a reminder of our shared humanity, seeking to challenge the negative narratives that so often cloud our view of these vulnerable young people, and prevent us giving them the empathy they deserve.</p>
	<p><b>TITLE:</b> THE TRUTH ABOUT OLD PEOPLE</p> <p><b>AUTHOR:</b> Elina Ellis</p>	<p>A very funny and lovable picture book tribute to grandparents and older people.</p> <p>When you're small, everybody bigger than you seems really old. But does being older have to mean being boring, or slow, or quiet? NO! Elina Ellis' wonderful illustrations reveal that the age you are makes no difference to how amazing you can be.</p> <p>From the winner of the Macmillan Prize for Illustration 2017, <i>The Truth About Old People</i> is an instant favourite with children and grown-ups that tackles ageism without being preachy. Elina has a great talent for characterful illustration: you'll feel like you've known this family all your life.</p>
	<p><b>TITLE:</b> ILLEGAL</p> <p><b>AUTHOR:</b> Eoin Colfer</p> <p>Epic journey; hope and belonging</p>	<p>This is a powerful and timely story about one boy's epic journey across Africa to Europe, a graphic novel for all children with glorious colour artwork throughout. From Eoin Colfer, previously Irish Children's Laureate, and the team behind his bestselling <i>Artemis Fowl</i> graphic novels.</p> <p>Ebo: alone.</p> <p>His sister left months ago. Now his brother has disappeared too, and Ebo knows it can only be to make the hazardous journey to Europe.</p> <p>Ebo's epic journey takes him across the Sahara Desert to the dangerous streets of Tripoli, and finally out to the merciless sea. But with every step he holds on to his hope for a new life, and a reunion with his sister.</p>

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE:</b> CLOUD BUSTING</p> <p><b>AUTHOR:</b> Malorie Blackman</p> <p>Friendship, change and individuality</p>	<p>A touching story, written in verse, which celebrates friendship and individuality - from the award-winning author of <i>Noughts and Crosses</i>.</p> <p>Despite his mum's insistence, Sam doesn't want to be friends with Davey. He thinks Davey is a first-class, grade A, top-of-the-dung-heap moron. But one day Davey saves Sam's life and a bond is formed between them. Sam is still embarrassed to be seen with Davey, but little by little he has to admit that when it's just the two of them, Davey is a lot of fun. But then something terrible happens to Davey. Told in verse, in first person, the story of an extraordinary friendship that changes two boys' lives forever - an uplifting tale that truly sings out.</p>
	<p><b>TITLE:</b> ELLA ON THE OUTSIDE</p> <p><b>AUTHOR:</b> Cath Howe</p> <p>Friendship, anxiety and self-esteem</p> <p>3rd-6th class</p>	<p>Ella is the new girl at school. She doesn't know anyone and she doesn't have any friends. And she has a terrible secret.</p> <p>Ella can't believe her luck when Lydia, the most popular girl in school, decides to be her new best friend - but what does Lydia really want? And what does it all have to do with Molly, the quiet, shy girl who won't talk to anyone? A gripping story of secrets, lies and friendship...</p>
	<p><b>TITLE:</b> LUBNA AND PEBBLE</p> <p><b>AUTHOR:</b> Wendy Maddour</p> <p>Refugee crisis</p> <p>All ages</p>	<p>In an unforgettable story that subtly addresses the refugee crisis, a young girl must decide if friendship means giving up the one item that gives her comfort during a time of utter uncertainty.</p> <p>Lubna's best friend is a pebble. She found it on the beach when they arrived in the night, then she fell asleep in Daddy's salty arms. Lubna tells Pebble everything. About home. About her brothers. About the war. Pebble always listens to her stories and smiles when she feels afraid. But when a lost little boy arrives in the World of Tents, Lubna understands that he needs Pebble even more than she does . . .</p>

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE:</b> THE RABBIT LISTENED</p> <p><b>AUTHOR:</b> Cori Doerrfeld</p> <p>Loss and heartache</p> <p>For younger children</p>	<p>With its spare, poignant text and irresistibly sweet illustrations, <i>The Rabbit Listened</i> is a tender meditation on loss. When something terrible happens, Taylor doesn't know where to turn. All the animals are sure they have the answer. The chicken wants to talk it out, but Taylor doesn't feel like chatting. The bear thinks Taylor should get angry, but that's not quite right either. One by one, the animals try to tell Taylor how to process this loss, and one by one they fail. Then the rabbit arrives. All the rabbit does is listen, which is just what Taylor needs. Whether read in the wake of tragedy or as a primer for comforting others, this is a deeply moving and unforgettable story sure to soothe heartache of all sizes.</p>
	<p><b>TITLE:</b> THE LONDON EYE MYSTERY</p> <p><b>AUTHOR:</b> Siobhan Dowd</p> <p>Living with Asperger syndrome</p> <p>Marital breakdown</p>	<p><i>The London Eye Mystery</i> is a children's mystery novel by English author Siobhan Dowd. First published in 2007, it tells the story of how Ted, a boy with Asperger syndrome, and his sister Kat, solve the mystery of how their cousin, Salim, seemingly vanishes from inside a sealed capsule on the London Eye.</p>
	<p><b>TITLE:</b> ROOM ON THE BROOM</p> <p><b>AUTHOR:</b> Julia Donaldson</p> <p>Friendship</p> <p>ACTS</p> <p><b>Ar fáil as Gaeilge:</b>  <b>SCUABTHA CHUN SIÚIL</b>                  &amp; á léamh ar youtube)</p>	<p>The witch and her cat fly happily over forests, rivers and mountains on their broomstick until a stormy wind blows away the witch's hat, bow and wand. They are retrieved by a dog, a bird and a frog, and each animal asks for a ride on the broom. They climb on, one after the next, until the broom is so heavy that it snaps in two! What will happen next as they tumble into a bog and meet a greedy dragon? <i>Room on the Broom</i> is a very funny story of quick wits and friendship and will captivate children with Julia Donaldson's irresistible verse and Axel Scheffler's spectacular illustrations.</p>

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
 	<p><b>TITLE:</b> WARHORSE</p> <p><b>AUTHOR:</b> Michael Murporgo</p> <p>Friendship</p> <p><b>Ar fáil as Gaeilge:</b> <b>CAPALL COGAIDH</b></p>	<p>It was first published in Great Britain by Kaye &amp; Ward in 1982. The story recounts the experiences of Joey, a horse purchased by the Army for service in World War I France and the attempts of young Albert, his previous owner, to bring him safely home. It formed the basis of both an award-winning play (2007) and an acclaimed film adaptation (2011) by Steven Spielberg.</p>
	<p><b>TITLE:</b> VOICES IN THE PARK</p> <p><b>AUTHOR:</b> Anthony Browne Corgi Children's Books</p> <p>Different perspectives Narrow-mindedness Open-mindedness Outlooks Perceptions Personalities</p>	<p>Four different voices tell the story of the shared experience of a walk in the park. Each person shares a different perspective on the same event and illustrates how different personalities and outlooks can perceive the same thing in many different ways.</p> <ul style="list-style-type: none"> <li>• Is it possible to experience exactly the same thing as someone else?</li> <li>• Do we only ever see what our mind allows us to see?</li> <li>• Does our personality dictate the experiences we have?</li> <li>• Is it good to see things differently to other people?</li> </ul>
	<p><b>TITLE:</b> A SHELTER IN OUR CAR</p> <p><b>AUTHOR:</b> Monica Gunning</p> <p>Themes: Homelessness, love, determination, confidence</p>	<p>Zettie and her Mama left their warm and comfortable home in Jamaica for an uncertain life in the United States. With Papa gone, Mama can't find a steady job that will sustain them and so they are forced to live in their car. But Mama's unwavering love, support, and gutsy determination give Zettie the confidence that, together, she and her mother can meet all challenges. Monica Gunning's moving and authentic story about homelessness in an American city was developed with the help of the Homeless Children's Network in San Francisco. Elaine Pedlar's strong and lively illustrations bring the story to life in vibrant chalk pastel.</p>


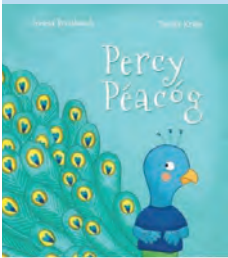

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE:</b> PAPER DOLLS</p> <p><b>AUTHOR:</b> Julia Donaldson</p> <p>Loss, grief, memories and the loss of childhood</p>	<p>The breathtakingly beautiful story of one little girl and her five paper dolls. A string of paper dolls go on a fantastical adventure through the house and out into the garden. They soon escape the clutches of the toy dinosaur and the snapping jaws of the oven-glove crocodile, but then a very real pair of scissors threatens. The Paper Dolls is a stunning, rhythmical story of childhood, memory and the power of imagination from the author of The Gruffalo, and illustrating talent Rebecca Cobb.</p>
	<p><b>TITLE:</b> TYRANNOSAURUS DRIP</p> <p><b>AUTHOR:</b> Julia Donaldson</p> <p>Celebrating difference</p>	<p>A brilliantly funny story all about celebrating difference - perfect for listening to at home, in the car, at bedtime or any time at all! Everyone knows that tyrannosaurus are big and scary, so when a placid duckbill dinosaur's egg ends up in the wrong nest, confusion is sure to ensue! When the baby dinosaur hatches out, he's so out of place that his grisly big sisters call him Tyrannosaurus Drip. Poor little Drip: all he wants is a quiet life munching on water weed....</p>
	<p><b>TITLE:</b> THE SMEDS AND THE SMOOS</p> <p><b>AUTHOR:</b> Julia Donaldson</p> <p>Love, families and difference within families</p>	<p>The Smeds (who are red) never mix with the Smoos (who are blue). So when a young Smed and Smoo fall in love, their families strongly disapprove. But peace is restored and love conquers all in this happiest of love stories. There's even a gorgeous purple baby to celebrate! With fabulous rhymes and breathtaking illustrations, this book is literally out of this world!</p>
	<p><b>TITLE:</b> PIGGY BOOK</p> <p><b>AUTHOR:</b> Anthony Browne</p> <p>Importance of sharing in house and role, including issue of chauvinism</p>	<p>Illustrated in full color. "Mr. Piggott and his sons are a male chauvinist lot who, outside of yelling for their dinner, don't exercise themselves much around the house. When Mrs. Piggott finally tires of the endless chores that sandwich her workday, she leaves the menfolk on their own, with a note saying, 'You are pigs.' With the cooking and housework untended, they soon turn genuinely porcine, a transformation Browne foreshadows with pig faces on the wallpaper, vases, fireplace, phone. As in most of Browne's art, there is more than a touch of irony and visual humor here.</p>

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE:</b> THE LION INSIDE</p> <p><b>AUTHOR:</b> Rachel Bright</p> <p>Dreams and the importance of having aspirations and believing in oneself.</p>	<p>That day they both learned that, no matter your size, we all have a mouse and a lion inside. A mouse feels small and insecure and determines that what he needs to do is learn how to roar like a lion. He knows he has to act brave when he approaches a lion to learn how. In a hilarious turn of events, the lion is afraid of mice! The mouse comforts the lion, they become friends, and we learn that there's a lion and a mouse inside all of us.</p> <p>The inspiring text by Rachel Bright and the fun, bold illustrations by Jim Field teach young readers an important lesson. Regardless of how big or mighty we are, we can all live our dreams and do what we want to do. Fans of Aesop's <i>The Lion and the Mouse</i> will enjoy <i>The Lion Inside!</i></p>
	<p><b>TITLE:</b> EACH KINDNESS</p> <p><b>AUTHOR:</b> Jacqueline Woodson</p> <p>Belonging, exclusion and anti-bullying</p>	<p>Each kindness makes the world a little better. This unforgettable book is written and illustrated by the award-winning team that created <i>The Other Side</i> and the Caldecott Honor winner <i>Coming On Home Soon</i>. With its powerful anti-bullying message and striking art, it will resonate with readers long after they've put it down. Chloe and her friends won't play with the new girl, Maya. Every time Maya tries to join Chloe and her friends, they reject her. Eventually Maya stops coming to school. When Chloe's teacher gives a lesson about how even small acts of kindness can change the world, Chloe is stung by the lost opportunity for friendship, and thinks about how much better it could have been if she'd shown a little kindness toward Maya.</p>
	<p><b>TITLE:</b> THE DAY YOU BEGIN</p> <p><b>AUTHOR:</b> Jacqueline Woodson</p> <p>Feeling different and trying to belong</p>	<p><i>There will be times when you walk into a room and no one there is quite like you.</i></p> <p>There are many reasons to feel different. Maybe it's how you look or talk, or where you're from; maybe it's what you eat, or something just as random. It's not easy to take those first steps into a place where nobody really knows you yet, but somehow you do it. Jacqueline Woodson's lyrical text and Rafael López's dazzling art reminds us that we all feel like outsiders sometimes-and how brave it is that we go forth anyway. And that sometimes, when we reach out and begin to share our stories, others will be happy to meet us halfway.</p>
	<p><b>TITLE:</b> THE SQUIRRELS WHO SQUABBLED</p> <p><b>AUTHOR:</b> Rachel Bright</p> <p>Friendship, sharing and arguing</p>	<p><i>"It's mine!" shouted Cyril. "No, mine!" hollered Bruce. "You don't stand a chance! Give up! It's no use!" "I'm HUNGRY!" cried Cyril. "This cone is NOT yours!" "Stay back!" shouted Bruce. "This cone is for MY stores!"</i></p> <p>Greedy squirrels Cyril and Bruce both have their sights on a very special prize: the last pinecone of the season. Uh-oh! The race is on!</p> <p>A laugh-out-loud tale about friendship and sharing</p>



## Leabhair Gaeilge

This table highlights books that are available in Irish, in addition to the books listed above that are available in both Irish and English. The corresponding age level for these books will depend on the language level of children in the particular class, as well as their social and emotional stage of development.

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE:</b> SCÚNC AGUS SMÚIRÍN</p> <p><b>AUTHOR:</b> Muireann Ní Chíobháin</p> <p>Téamaí: sábháilteacht, grá tuismitheora, ag fás agus ag athrú</p>	<p>Tá grá mór ag Scúnc beag dá bhréagán bog, Smúirín. Is é Smúirín an compánach is ansa leis ar domhan. An rud is deise faoi Smúirín ná an boladh atá uaidh. Ach lá amháin, cailleann Smúirín a bholadh. An féidir le Mamaí an scéal a chur ina cheart?</p>
	<p><b>TITLE:</b> PERCY PÉACÓG</p> <p><b>AUTHOR:</b> Gemma Breathnach</p> <p>Téamaí: cúthaileacht, cairdeas, féiniúlacht, glacadh leat féin</p>	<p>Tá Percy Péacóg cuthail. Ní maith le Percy Péacóg nuair a bhíonn daoine ag féachaint air. Ach is deacair gan féachaint air uaireanta...</p>
	<p><b>TITLE:</b> FROG SA SPÉIR</p> <p><b>AUTHOR:</b> Eric Drachman, Futa Fata</p> <p>Téamaí: féiniúlacht, diongbháilteacht, mian do chroí a bhaint amach</p>	<p>Is frog speisialta é Frainc. Níl sé sásta a bheith ag snámh. Ag iarraidh eitilt atá sé. Deir Mamaí agus Daidí leis nach bhfuil frog ar bith in ann eitilt –ach níor chuir sé sin stop leis?</p>

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE:</b> AN MAC TÍRE A RAIBH FAITÍOS AN DOMHAIN AIR</p> <p><b>AUTHOR:</b> Orianne Lallemand</p> <p>Téamaí: faitíos, crógacht, misneach, feiniúlacht, fás agus forbairt, féincheistiú</p>	<p>Bíonn faitíos ar Mhac Tíre i gcónaí, agus bíonn na mic tíre eile ag gáire faoi. Ceapann sé nach mac tíre ceart é. Ar deireadh, socraíonn sé imeacht amach faoin domhain mór agus é sa tóir ar an misneach.</p>
	<p><b>TITLE:</b> BÍ AG SPRAOI LIOM</p> <p><b>AUTHOR:</b> Sadhbh Devlin</p> <p>Téamaí: spraoi, am a chaitheamh le gasúir ag spraoi, gnóthacht an tsaoil</p>	<p>Is cailín cruthaíoch í Lúna agus bíonn neart smaointe spráula aici. ach bíonn a mam fíor-ghnóthach agus níl am aici a bheith ag spraoi ach cuireann Lúna sin ina ceart.</p>
	<p><b>TITLE:</b> LÚLÚ AGUS AN OÍCHE GHLÓRACH</p> <p><b>AUTHOR:</b> Brigid Breathnach</p> <p>Téamaí: faitíos sa oíche, cairdeas, misneach</p>	<p>Tá eagla ar Lúlú an moncaí beag roimh na fuaimeanna a chloiseann sí timpeall ar a crann, san oíche. An féidir lena cara, Jeaicí an tUlcahbán a thaispeáint do Lúlú nach gá a bheith buartha?</p>
	<p><b>TITLE:</b> EILEANÓR AN EILIFINT ÉAGSÚL</p> <p><b>AUTHOR:</b> Eric Drachman, Futa Fata</p> <p>Téamaí: féiniúlacht, ag cuartú m'áit sa saol, ag glacadh leat féin, ag aimsiú mo ghlór féin</p>	<p>Tá Eileanór an eilifint bheag ag iarraidh ceol a dhéanamh lena trunc, cosúil leis na heilifintí eile ar fad. Ach níl aici ach glór beag lag. Agus anuas air sin, tá easóg chrosta ag troid léi! An éireoidh léi a glór féin a fháil agus ceol breá láidir a dhéanamh?</p>

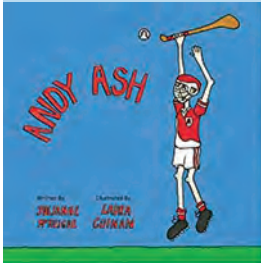
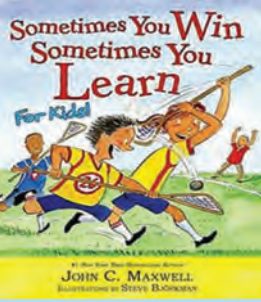
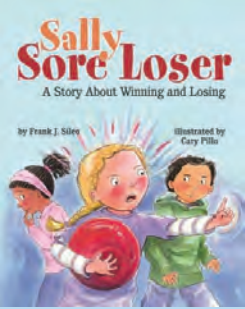
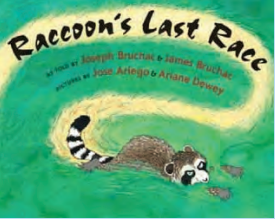
TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE:</b> AR STRAE BEAGAN</p> <p><b>AUTHOR:</b> Chris Haughton</p> <p>Téamaí: faitíos, cairdeas, athmhuintearas</p>	<p>Tá ulchabhán óg imithe ar strae. Téann muid ar thuras leis an ulchabhán seo agus é ag iarraidh a bhealach a aimsiú abhaile. Cé acu dá chuid cairde a leireoidh an bealach abhaile dó.</p>
	<p><b>TITLE:</b> MAC TÍRE NA DRAÍOCHTA</p> <p><b>AUTHOR:</b> Laurence Bourguignon</p> <p>Téama: Misneach, crógacht, gabháil in aghaidh an tsrutha, cairdeas le daoine éagsúla, nach bhfuil cosúil leat féin.</p>	<p>Nuair a bheireann Maidhceo an mac tíre a choinín istigh ina theach, tá ionadh air. Ach nuair a thosaíonn an coinín ag déanamh cleasa draíochta, tá ionadh níos mó fós air. Ach an féidir le mac tíre a bheith cairdiúil le coinín? Agus céard a tharlóidh nuair a fhaigheann na mic tíre eile amach faoin gcara nua atá ag Maidhceo? Beidh gach duine sa teach lagaithe ag gáire ag an scéal iontach seo faoin mac tíre séimh, an coinín cleasach agus an cairdeas iontach atá eatarthu.</p>
	<p><b>TITLE:</b> AN COILEACH CODLATACH</p> <p><b>AUTHOR:</b> Nuala Nic Con Iomaire</p> <p>Téamaí: a mbua féin ag chuire dhuine, cairdeas, comhoibriú, ag aimsiú d'áit sa saol.</p>	<p>Coileach cairdiúil cneasta é Cáilín. Ach tá laige uafásach amháin ag baint leis – níl sé in ann éirí ar maidin! Ach athraíonn gach rud nuair a thagann cuairteoir nach raibh súil ar bith leis...</p>
	<p><b>TITLE:</b> BÍMIS AG CAINT FAO</p> <p><b>AUTHOR:</b> Jennifer Moore-Mallinos, maisithe ag Marta Fabrega leagan Gaeilge le Tadhg Mac Dhonnagáin</p>	<p>Ocht dteideal atá sa tsraith Cuireann na leabhair seo síos ar cheisteanna sóisialta agus mothúchána atá tábhachtach i saol páistí: ag coinneáil rúin, cúthaileacht, tuismitheoirí ag scaradh, ag dul amú, bás ainmhí, gaol le mamó &amp; deaideo,</p>
		



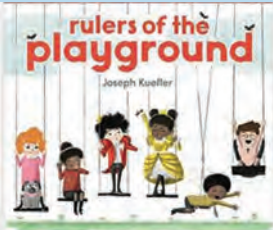
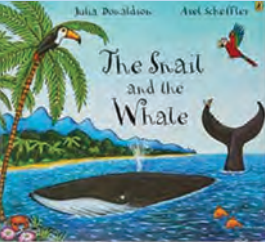
TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE:</b> HATA ZÚ MHAMÓ</p> <p><b>AUTHOR:</b> Áine Ní Ghlinn</p> <p>Téamaí: gabháil in aois, gaol idir sean agus óg, grá, crógacht, deacrachtaí inchinne</p>	<p>Is í Siobhán agus a mamó príomhcharachtair an scéil seo. Nuair a theastaíonn óna mamó éalú on teach altranais caithfidh sí dul i muinín an chailín óig. Le teann crógachta agus grá, éiríonn leo lá iontach a chaitheamh i measc cairde agus ainmhithe spéisiúla an zú. Ní dhéanann an t-údar iarracht deacrachtaí inchinne, ná taithí an duine atá ag dul in aois, a cheilt ar dhaoine óga. Siméadracht dheas atá sa chomhrá faoi hata iontach a mamó ag tús agus deireadh an scéil.</p>
	<p><b>TITLE:</b> MUIREANN AGUS AN FHARRAIGE FHIÁIN</p> <p><b>AUTHOR:</b> Malachy Doyle (aistrithe ag Máire Zepf)</p> <p>Téamaí: constaicí a shárú, dóchas, muisneach, grá</p>	<p>Scéal simplí cumhachtach is ea Muireann agus an Fharráige Fhiáin a chuireann teachtaireacht láidir in iúl: gur féidir linn cruatan an tsaoil a shárú má tá dóchas againn. Leanann an scéal cailín beag, a bhfuil a hathair ina iascaire, nuair a shéideann drochstoirm trasna na farraige agus a hathair ar bord. Éiríonn leis an scéal grá an pháiste dá thuismitheoirí a chur in iúl go healaíonta mar aon leis na léaráidí den scoth a chuireann go mór le taitneamh an scéil. Oiriúnach do pháistí bunscoile.</p>
	<p><b>TITLE:</b> AN SAOR CLOICHE MÍSHONA</p> <p><b>AUTHOR:</b> Charlotte Guillain (aistrithe ag Caoimhín Ó hIc)</p> <p>Téamaí: saint, glacadh le rudaí mar atá, a bheith sásta leis an méid atá againn</p>	<p>Scéal béaloidis ón tSeapáin atá ann ach ina bhfuil macalla bhéaloideas na hÉireann. Saor cloiche óg simplí darb ainm Haru is ea an príomhcharacter, fear atá sona sásta go dtí go dtosaíonn sé ag santú na rudaí atá ag daoine eile. Insint shimplí a fhaighimid ach tá foclóir saibhir ann. Cuireann na léaráidí beomhara réalaiócha de chuid Steve Dorado go mór le forbairt an scéil. Tá ceacht breá simplí le fáil ag deireadh an scéil: is cóir a bheith buíoch as an méid atá agat.</p>
	<p><b>TITLE:</b> TOM CREAN: FEAR SAN OIGHEAR</p> <p><b>AUTHOR:</b> Annie Brady, Michael Smith</p> <p>Téamaí: diombhailteacht, teacht aniar, ag coinneáil leis, diogras, cairdeas agus comrádaíocht</p>	<p>Nuair a bhí Tom Crean cúig bliana déag d'aois d'imigh sé ó bhaile agus chuaigh sé isteach sa Chabhloch Ríoga. Tar éis tamaill bhí sé san Antartach. Bhí sé an-dheacair taisteal chun an Antartaigh céad bliain ó shin. Bhí an turas cosúil le turas go lúpatar inniu. Fear láidir ba ea Tom Crean. Shábháil sé a chomrádaithe. Tháinig sé slán ón oighear, ón sneachta, ón bhfuacht agus tá a scéal dochreidte, beagnach. Sa leabhar seo beidh na daoine óga faoi dhraíocht ag an gcrógacht agus an neart a thaispeáin Tom Crean.</p>




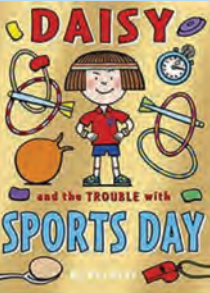
## Wordless Books - suitable for use in all settings and languages

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE:</b> COLOUR OF PEOPLE</p> <p><b>AUTHOR:</b> Mauricio Negro</p> <p>Themes: ethnicity, diversity, similarity and difference</p>	<p>This poignant, wordless picturebook from Mauricio Negro takes a playful, yet thought-provoking look at ethnicity and colour. Reminiscent of Arga Gra's poem 'And you call me coloured', Colour of People reminds us that, regardless of colour or ethnicity, we all fall ill, get hungry, feel pain, and experience happiness. The central message of the book focuses on a basic truth about the human condition: we are all different, yet we are all the same. This message is particularly evident in the final illustrations of the book.</p>
	<p><b>TITLE:</b> HERE I AM</p> <p><b>AUTHOR:</b> Patti Kim</p> <p>Themes: facing change, loneliness, friendship, feeling lost</p>	<p>A young Asian boy arrives with his family in New York City. He regards his new home and school as places where little makes sense, until the day he goes in pursuit of a girl who has picked up a dropped seed which reminds him of home. His search leads him through the city, which he finds is not such a threatening place after all, and eventually he and the girl plant the seed together. Now, New York is home and he has a new friend.</p> <p><i>Here I Am</i> holds many possibilities for working with children who cannot read verbal text, or, in the case of migrant children, who do not have the language of the host nation.</p>


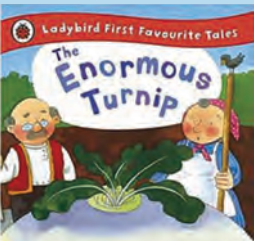


## Physical Education Book Listings

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE:</b> ANDY ASK</p> <p><b>AUTHOR:</b> Julianne McKeigue</p> <p>Fair play, winning and losing, movement</p>	<p>Andy Ash loves nothing more than playing hurling with his Under 10 team. He's a very good hurler too, but there's one thing he's not so good at and that's losing. In this humorous rhyming tale, Andy learns that there's more to sport than winning at all costs and that sometimes you have to learn how to lose to become a star.</p>
	<p><b>TITLE:</b> SOMETIMES YOU WIN, SOMETIMES YOU LEARN FOR KIDS</p> <p><b>AUTHOR:</b> John C Maxwell</p> <p>Winning and losing, commitment, fair play, growth mindset</p>	<p>Wendy and Wade love to play their favorite sport, Woggleball, and like most kids, they like to win. After a disappointing loss leaves Wendy and Wade ready to quit, some wise advice from their grandpa teaches them that true victory comes from keeping a positive attitude and learning from mistakes.</p>
	<p><b>TITLE:</b> SALLY SORE LOSER: A STORY ABOUT WINNING AND LOSING</p> <p><b>AUTHOR:</b> Frank J Sileo</p> <p>Fair play, winning and losing</p>	<p>Sally loves to be first at everything! She is first in line at school. She is first out the door at recess. She is first at dinner finishing her mac 'n' cheese! Unfortunately, Sally dislikes losing and this can lead to hot tempers and hurt feelings. She even gets the nickname ""Sally Sore Loser"" from her classmates at school. With the help of her teacher and her mom, Sally learns the rules for being a good winner and a good loser, and that the most important thing is having fun.</p>
	<p><b>TITLE:</b> RACCOON'S LAST RACE</p> <p><b>AUTHOR:</b> Joseph Bruchac</p> <p>Fair play, Winning with grace, honesty</p>	<p>Azban the Raccoon loves to race on his long legs. He is the fastest of all the animals, but he's also the most conceited, mocking everyone with his speed. When the other animals grow tired of his attitude, Azban chooses Big Rock as his next opponent. Busy taunting instead of running, he trips, and Big Rock flattens him. Only the ants will help stretch him out again - as long as he promises to be their friend. But will a trickster like Azban keep his word?</p>




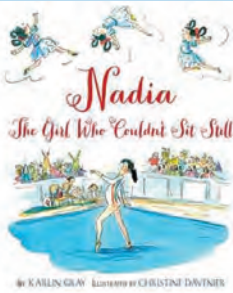
TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE:</b> LUCIA LACORTE <b>POOR SPORT</b></p> <p><b>AUTHOR:</b> Christianne Jones</p> <p>Fair play, winning and losing with grace</p>	<p>Lucia Lacorte loves games. But few friends enjoy playing games with her. When she loses, she cries and yells. And when she wins, it's even worse: She dances around and rubs it in. You see, Lucia Lacorte is a very poor sport. Can anyone get through to Lucia and show her that being a good sport is the fun in fun and games? Author Christianne Jones uses humor and a helpful rhyme to teach early learners about the importance of good sportsmanship.</p>
	<p><b>TITLE:</b> KID COACH</p> <p><b>AUTHOR:</b> Rob Justus</p> <p>Fair play</p>	<p>Kid Coach takes couch potatoes and turns them into champions. And no one is a bigger couch potato than Dad. It will take all of Kid Coach's expertise to get Dad off the couch at all let alone in fighting form for the local Wrestle - Rumble - Mania - Kingdom Tournament of Champions. But soon Kid Coach learns that while training a champion may be tough, teaching Dad to be a good sport might be even tougher. Can Kid Coach get Dad to tap out before he becomes big, bald, bad guy toast?</p>
	<p><b>TITLE:</b> RULERS OF THE PLAYGROUND</p> <p><b>AUTHOR:</b> Joseph Kuefler</p> <p>Fair play, friendship, kindness</p>	<p>A stunning picture book about sharing, friendship, and kindness in a playground setting. One morning, Jonah decided to become ruler of the playground. Everyone agreed to obey his rules to play in King Jonah's kingdom. Everyone except for Lennox . . . because she wanted to rule the playground, too.</p>
	<p><b>TITLE:</b> THE SNAIL AND THE WHALE</p> <p><b>AUTHOR:</b> Julia Donaldson</p> <p>Movement, dance, teamwork</p>	<p>When a tiny snail meets a humpback whale, the two travel together to far-off lands. It's a dream come true for the snail, who has never left home before. But when the whale swims too close to shore, will the snail be able to save her new friend?</p>

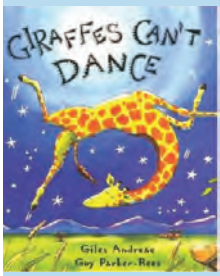


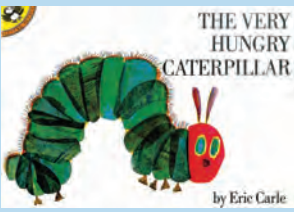

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE:</b> THE GIANT JAM SANDWICH</p> <p><b>AUTHOR:</b> John Vernon Lord</p> <p>Teamwork</p>	<p>It's a dark day for Itching Down. Four million wasps have just descended on the town, and the pests are relentless! What can be done? Bap the Baker has a crazy idea that just might work . . .</p> <p>Young readers will love this lyrical, rhyming text as they watch the industrious citizens of Itching Down knead, bake, and slather the biggest wasp trap there ever was! John Vernon Lord's bright ink and crayon illustrations fill the pages with humorous detail.</p>
	<p><b>TITLE:</b> STONE SOUP</p> <p><b>AUTHOR:</b> John J Muth</p> <p>Teamwork</p>	<p>Three strangers, hungry and tired, pass through a war-torn village. Embittered and suspicious from the war, the people hide their food and close their windows tight. That is, until the clever strangers suggest making a soup from stones. Intrigued by the idea, everyone brings what they have until - together, they have made a feast fit for a king! This is an inspiring story about the strength people possess when they work together.</p>
	<p><b>TITLE:</b> KICKING OFF: DICK, KERR GIRLS</p> <p><b>AUTHOR:</b> Eve Ainsworth</p> <p>Teamwork, confidence, role models</p>	<p>It's 1917, and Britain is at war. Shy teenager Hettie wants to help the war effort, and signs up to work in the local Dick, Kerr &amp; Co. munitions factory. She's nervous, but she has no idea quite how much her life is about to change ... For, inside this factory are young women who are about to make sporting history. Can Hettie find the courage to join them, and in doing so, find her own place in the world? Based on the thrilling true story of the Dick, Kerr Ladies team - football's forgotten legends.</p>
	<p><b>TITLE:</b> DAISY AND THE TROUBLE WITH SPORTS DAY</p> <p><b>AUTHOR:</b> Kes Gray</p> <p>Teamwork, commitment, confidence</p>	<p>Daisy's getting into trouble again, and this time it's at her school Sports Day! Daisy's determined to win her race, and she and best friend Gabby have been training hard. They're going for gold! They're in the zone! They're sticking to a strict athlete's diet of Mars bars, Twiglets and cheese strings! Trouble is, everyone else in the class wants to win too.</p>










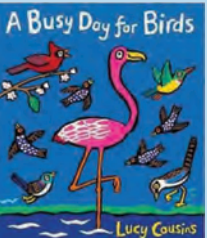

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE:</b> THE INVISIBLE BOY</p> <p><b>AUTHOR:</b> Trudy Ludwig</p> <p>Teamwork, involve everyone, inclusion</p>	<p>Meet Brian, the invisible boy. Nobody ever seems to notice him or think to include him in their group, game, or birthday party . . . until, that is, a new kid comes to class. When Justin, the new boy, arrives, Brian is the first to make him feel welcome. And when Brian and Justin team up to work on a class project together, Brian finds a way to shine. Any teacher looking for material that sensitively addresses the needs of quieter children will find <i>The Invisible Boy</i> a valuable and important resource.</p>
	<p><b>TITLE:</b> THE ENORMOUS TURNIP</p> <p><b>AUTHOR:</b> Multiple versions of this fairytale</p> <p>Teamwork</p>	<p>Find out what happens when a very, very large turnip doesn't want to be pulled out of the ground! This book contains lots of funny rhythm and rhyme to delight young children.</p>
	<p><b>TITLE:</b> WATCH ME THROW THE BALL</p> <p><b>AUTHOR:</b> Mo Willems</p> <p>Movement, competition, commitment, enjoyment, throwing</p>	<p>In <i>Watch Me Throw the Ball!</i>, Gerald is determined to teach Piggie that ball-throwing is serious business... but Piggie is just as determined to have serious fun.</p>
	<p><b>TITLE:</b> STICK MAN</p> <p><b>AUTHOR:</b> Julia Donaldson</p> <p>Movement, commitment, courage</p>	<p>A heartwarming rhyming tale of family, courage and adventure from the creators of <i>The Gruffalo</i>. "Stick Man lives in the family tree With his Stick Lady Love and their stick children three." But it's dangerous being a Stick Man. A dog wants to play with him, a swan builds her nest with him. He even ends up on a fire! Will he ever get back to the family tree in time for Christmas?</p>

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE:</b> D.W. FLIPS</p> <p><b>AUTHOR:</b> Marc Brown</p> <p>Movement, commitment, gymnastics</p>	<p>It's D. W.'s first day in gymnastics class, and she knows it all. For D. W., touching toes and skipping in circles is easy, but when she is called upon to do a forward roll, she can't. After a long week of practice, D. W. masters the forward roll only to discover the new task at hand is the backward roll.</p>
	<p><b>TITLE:</b> IZZY GIZMO</p> <p><b>AUTHOR:</b> Pip Jones</p> <p>Commitment, never give up</p>	<p>Izzy Gizmo's inventions are marvelous, magnificent . . . and often malfunction. Despite the fact that she loves to invent, it never seems to work out in her favor. But when she finds a crow with a broken wing, she has to help! Izzy tries again and again to build a new pair of wings, but nothing is working. Can Izzy overcome her failures? Or is her friend destined to live as a crow who can't fly?</p>
	<p><b>TITLE:</b> CATCHING THE MOON</p> <p><b>AUTHOR:</b> Crystal Hubbard</p> <p>Movement, role models, commitment</p>	<p>The spirited story of Marcenia Lyle, the African American girl who grew up to become Toni Stone, the first woman to play for an all-male professional baseball team. Readers everywhere will be inspired by her courage to dream and determination to succeed.</p>
	<p><b>TITLE:</b> FROM HEAD TO TOE</p> <p><b>AUTHOR:</b> Eric Carle</p> <p>Movement, warm up, commitment</p>	<p>Giraffes can bend their necks, monkeys can wave their hands, and donkeys can kick their legs. And so can you! Throughout this interactive board book, the animals of From Head to Toe invite young readers to copy their antics as they play. Children will learn the importance of listening, exercising, and taking on a new challenge.</p>
	<p><b>TITLE:</b> GIRLS PLAY TOO</p> <p><b>AUTHOR:</b> Jacqui Hurley</p> <p>Overcoming adversity, female role models, confidence, commitment</p>	<p>With a fairy-tale touch, RTE's Jacqui Hurley tells the real-life stories of Irish women who have proved that gender is not a barrier to success. Each story in Girls Play Too is one of overcoming adversity, and the role models celebrated here are sure to inspire the next generation of Irish sportswomen.</p>




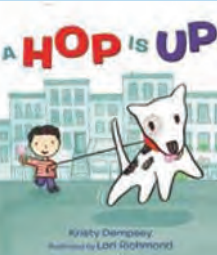
TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE:</b> DON'T THROW IT TO MO!</p> <p><b>AUTHOR:</b> David A Adler</p> <p>Commitment, inclusion</p>	<p>Mo is the youngest kid on the Robins, his football team. His classmates don't mind, but the kids on their rival team tease him for being a "butterfingers" who's too tiny to catch the ball. But Mo's coach has a plan to turn Mo's little size into a big win for the Robins!</p>
	<p><b>TITLE:</b> EMMANUEL'S DREAM: THE TRUE STORY OF EMMANUEL OFOSO YEBOAH</p> <p><b>AUTHOR:</b></p> <p>Inclusion, commitment</p>	<p>Born in Ghana, West Africa, with one deformed leg, he was dismissed by most people--but not by his mother, who taught him to reach for his dreams. As a boy, Emmanuel hopped to school more than two miles each way, learned to play soccer, left home at age thirteen to provide for his family, and, eventually, became a cyclist. He rode an astonishing four hundred miles across Ghana in 2001, spreading his powerful message: disability is not inability. Today, Emmanuel continues to work on behalf of the disabled.</p>
	<p><b>TITLE:</b> OLYMPIG!</p> <p><b>AUTHOR:</b> Victoria Jamieson</p> <p>Commitment</p>	<p>Boomer the Pig has been training hard for the Animal Olympics, so when he loses his first race, he shrugs it off and cheerfully moves on. One event after another, Boomer keeps losing, and the frustration begins to get to him. But even after coming in last in every sport, there's no getting this Olympig down. It's just great practice for the Winter Games! This encouraging and hilarious story is for every kid who's ever been told "you can't win 'em all."</p>
	<p><b>TITLE:</b> THE GIRL WHO COULDN'T SIT STILL</p> <p><b>AUTHOR:</b> Karlin Gray</p> <p>Commitment, movement, gymnastics</p>	<p>Nadia Comaneci was a feisty and fearless little girl who went from climbing trees in the forests of Romania to swinging into history at the 1976 Olympic Games, where she received an unprecedented seven perfect scores in gymnastics. But as readers will see in this first-ever illustrated picture book about Nadia's journey to Olympic gold, the road from small-town girl to world-class athlete was full of many imperfect moments. An inspirational story of determination and overcoming adversity.</p>

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE:</b> GIRAFFES CAN'T DANCE</p> <p><b>AUTHOR:</b> Giles Andreae</p> <p>Bullying/Friendship, Movement, confidence, dance</p>	<p>Giraffes Can't Dance is a touching tale of Gerald the giraffe, who wants nothing more than to dance. With crooked knees and thin legs, it's harder for a giraffe than you would think. Gerald is finally able to dance to his own tune when he gets some encouraging words from an unlikely friend. With light-footed rhymes and high-stepping illustrations, this tale is gentle inspiration for every child with dreams of greatness.</p>
	<p><b>TITLE:</b> THE GRUFFALO</p> <p><b>AUTHOR:</b> Julia Donaldson</p> <p>Movement, problem solving, gymnastics</p>	<p><i>A mouse took a stroll through the deep dark wood. A fox saw the mouse and the mouse looked good."</i></p> <p>But the fox is the least of the quick-witted mouse's problems. He's about to come face to face with an owl, a snake and... Oh help! Oh no! A Gruffalo!</p>
	<p><b>TITLE:</b> WE ARE GOING ON A BEAR HUNT</p> <p><b>AUTHOR:</b> Michael Rosen</p> <p>Movement, fear, overcoming obstacles</p>	<p>For brave hunters and bear-lovers, the classic chant-aloud by Michael Rosen and Helen Oxenbury. Follow and join in the family's excitement as they wade through the grass, splash through the river and squelch through the mud in search of a bear. What a surprise awaits them in the cave on the other side of the dark forest!</p>
	<p><b>TITLE:</b> THE VERY HUNGRY CATERPILLAR</p> <p><b>AUTHOR:</b> Eric Carle</p> <p>Movement, change, dance</p>	<p><i>The Very Hungry Caterpillar</i> follows the life cycle of a caterpillar as it starts by coming out of its egg, all the way to becoming a butterfly.</p>
	<p><b>TITLE:</b> CAN I PLAY TOO?</p> <p><b>AUTHOR:</b> Mo Willems</p> <p>Movement, inclusion</p>	<p><i>In Can I Play Too?</i> Gerald and Piggie meet a new snake friend who wants to join in a game of catch. But don't you need arms to catch?</p>

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE:</b> EACH KINDNESS</p> <p><b>AUTHOR:</b> Jacqueline Woodson</p> <p>Inclusion</p>	<p>Chloe and her friends won't play with the new girl, Maya. Eventually Maya stops coming to school. When Chloe's teacher gives a lesson about how even small acts of kindness can change the world, Chloe is stung by the lost opportunity for friendship, and thinks about how much better it could have been if she'd shown a little kindness toward Maya. With its powerful anti-bullying message and striking art, it will resonate with readers long after they've put it down.</p>
	<p><b>TITLE:</b> THE BLUE RIBBON DAY</p> <p><b>AUTHOR:</b> Katherine Couric</p> <p>Confidence</p>	<p>Ellie and Carrie decide to try out for the school team in their favorite sport, soccer. But when only one of the girls is selected, the inseparable pair faces a challenge (what do you say when your best friend is terribly disappointed? But while some disappointments can't be avoided, Carrie learns (with some help from her mother and her old friend Lazlo) that while she may not be good at everything, she has undiscovered talents waiting to bloom, if she has the courage to try something new. For every reader who has ever set his or her heart on joining a sports team, Katie Couric's reassuring and inspiring story gives a charming lesson in confidence.</p>
	<p><b>TITLE:</b> THE WOLF'S STORY: What Really Happened to Little Red Riding Hood</p> <p><b>AUTHOR:</b> Toby Forward</p> <p>Movement, dance</p>	<p>This funny version of the Grimm Brothers' <i>Little Red Riding Hood</i> is retold from a fresh perspective – the Wolf's! Full of humorous revelations and surprises, the story shows, as it unfolds, how a series of misunderstandings and accidents leads to his vilification.</p>
	<p><b>TITLE:</b> HANDA'S SURPRISE</p> <p><b>AUTHOR:</b> Eileen Browne</p> <p>Movement, dance</p>	<p>This is the story of Handa, who's part of the Luo tribe in south-west Kenya. Handa decides to take seven pieces of delicious fruit to her friend, Akeyo, who lives in the neighbouring village. But as Handa wonders, <i>I wonder what fruit Akeyo will like best?</i>, a series of sneaky animals steal something from Handa's basket, which she's carrying on her head... When Handa reaches Akeyo, will she have anything left to offer her friend?</p>

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE:</b> ROOM ON THE BROOM</p> <p><b>AUTHOR:</b> Julia Donaldson</p> <p>Movement, dance</p>	<p>The witch and her cat fly happily over forests, rivers and mountains on their broomstick until a stormy wind blows away the witch's hat, bow and wand. They are retrieved by a dog, a bird and a frog, and each animal asks for a ride on the broom. They climb on, one after the next, until the broom is so heavy that it snaps in two! What will happen next as they tumble into a bog and meet a greedy dragon?</p>
	<p><b>TITLE:</b> NEVER TICKLE A TIGER</p> <p><b>AUTHOR:</b> Pamela Butchart</p> <p>Movement</p>	<p>Izzy is always shuffling, jiggling, squirming and twitching. She just can't keep still! So when Izzy's school go on a trip to the zoo, her teacher warns her to behave. She must never wriggle, she must never fidget and she must certainly NEVER TICKLE A TIGER! But does Izzy listen? She does NOT - and what happens next throws the zoo into complete chaos.</p>
	<p><b>TITLE:</b> MR ADVENTURE</p> <p><b>AUTHOR:</b> Roger Hargreaves</p> <p>Movement</p>	<p>When Mr. Adventure goes on vacation, he doesn't want to relax. He's looking for the greatest thrills that money can buy! Unfortunately, his money doesn't last forever. Can Mr. Adventure find the excitement he craves at a regular old job? He's certainly going to try!</p>
	<p><b>TITLE:</b> A BUSY DAY FOR BIRDS</p> <p><b>AUTHOR:</b> Lucy Cousins</p> <p>Movement</p>	<p>Flap your wings, fly up high, open your beak and sing in this fun action rhyme story about fantastical birds by multi-award-winning author Lucy Cousins. A bouncy read-aloud book to be enjoyed; beautifully illustrated with bold, bright colours and packed with all sorts of wild and wonderful birds!</p>
	<p><b>TITLE:</b> WHERE THE WILD THINGS ARE</p> <p><b>AUTHOR:</b> Maurice Sendak</p> <p>Movement, dance</p>	<p>When Max dresses in his wolf suit and causes havoc in the house, his mother sends him to bed. From there, Max sets sail to an island inhabited by the Wild Things, who name him king and share a wild rumpus with him. But then from far away across the world, Max smells good things to eat...</p>

TITLE	AUTHOR/THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE:</b> RUN WILD</p> <p><b>AUTHOR:</b> David Covell</p> <p>Movement, outdoor and adventure</p>	<p>"Hey, you! Sky's blue!" a girl shouts as she runs by the window of a boy bent over his digital device. Intrigued, the boy runs out after her, leaving his shoes (and phone) behind, and into a world of sunshine, dewey grass, and warm sand. Filled with the pleasures of being alive in the natural world, <i>Run Wild</i> is an exquisite and kid-friendly reminder of how wonderful life can be beyond doors and screens.</p>
	<p><b>TITLE:</b> THE HIKE</p> <p><b>AUTHOR:</b> Alison Farrell</p> <p>Movement, outdoor and adventure, orienteering</p>	<p><i>The Hike</i> is a plucky and sweet adventure story about three intrepid young female explorers set out to conquer the outdoors in their local forest. Here is the best and worst of any hike: from picnics to puffing and panting, deer-sighting to detours. This spirited picture book is filled with lyrical language that captures the majesty of the natural world, coupled with a fun narrative throughout.</p>
	<p><b>TITLE:</b> GOING TO THE VOLCANO</p> <p><b>AUTHOR:</b> Andy Stanton</p> <p>Movement</p>	<p>Join two intrepid explorers as they take a train-o, jump on a plane-o, ride a Great Dane-o (down the lane-o) on their way to look at the volcano. Nothing could possibly go wrong - could it?!</p>
	<p><b>TITLE:</b> TANKA TANKA SKUNK</p> <p><b>AUTHOR:</b> Steve Webb</p> <p>Movement, dance, animal walks</p>	<p>"Meet Tanka and his friend, Skunk. When you say their names together, they sound like drums!" Steve Webb's innovative and visually stunning picture book introduces young readers to simple rhythms with this riot of shout-out-loud words and cavorting animals. TANKA TANKA SKUNK! makes reading tons of fun as the text and the illustrations leap and dance across the pages.</p>

TITLE	AUTHOR / THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE:</b> THE HULA HOOPIN' QUEEN</p> <p><b>AUTHOR:</b> Thelma Lynne Godin</p> <p>Movement, role models</p>	<p>A spunky African American girl has a hula-hooping competition with her friends in Harlem, and soon everyone in the neighborhood--young and old alike--joins in on the fun.</p>
	<p><b>TITLE:</b> THE HURRICANE</p> <p><b>AUTHOR:</b> David Wiesner</p> <p>Movement</p>	<p>The night of the hurricane is one that David and George will never forget. When it hits David and George's house they stay snuggled up inside with their cat until it's all over. The next morning they spot a fallen tree which sparks their imagination; they embark on expeditions through the jungle and ride the seas on a pirate ship.</p>
	<p><b>TITLE:</b> FRANK WAS A MONSTER WHO WANTED TO DANCE</p> <p><b>AUTHOR:</b> Keith Graves</p> <p>Movement, dance, confidence</p>	<p>Frank was a monster who wanted to dance. So he put on his hat, and his shoes made in France...and opened a jar and put ants in his pants! So begins this monstrously funny, deliciously disgusting, horrifyingly hilarious story of a monster who follows his dream. Keith Graves' wacky illustrations and laugh-out-loud text will tickle the funny bone and leave readers clamoring for an encore.</p>
	<p><b>TITLE:</b> A HOP IS UP</p> <p><b>AUTHOR:</b> Kristy Dempsey</p> <p>Movement</p>	<p>Young children will love the action in this picture book with its catchy sequence of movements and directions -- hop up, bend down, spin round, jump over -- that are endlessly fun! A young boy and his energetic puppy take a walk in their neighborhood, where they encounter and interact with lots of friends along the way!</p>

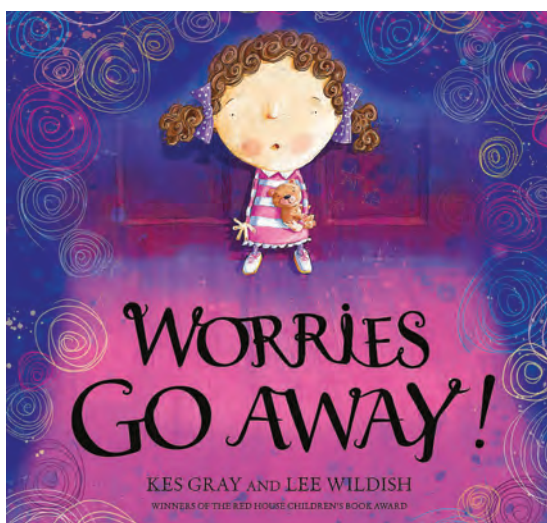


TITLE	AUTHOR / THEMES/TOPICS	DESCRIPTION
	<p><b>TITLE:</b> IF YOU'RE HOPPY</p> <p><b>AUTHOR:</b> April Pulley Sayre</p> <p>Movement, animal walks</p>	<p>Are you feeling hoppy? Hop, hop, hop.. Like a rabbit? Or a kangaroo? Or a frog? If the answer is yes, this book will make you happy. If the answer is no, this book will make you hoppy and happy!</p>
	<p><b>TITLE:</b> NINJA NINJA NEVER STOP</p> <p><b>AUTHOR:</b> Todd Tuell</p> <p>Movement</p>	<p>Follow this little ninja as he sneaks up on the family dog, swipes a cookie from his brother, and escapes from Granny's kiss . . . only to be out-ninja'd by his younger brother's sneak attack! Young readers will be drawn in by the fast-paced rhymes that parallel the little ninja's quick moves, and will chant the refrain with glee!</p>

Further resources to support the exploration of wellbeing themes through books:

ORGANISATION	USEFUL LINKS
SPHE Curriculum and Teacher Guidelines	<a href="https://www.curriculumonline.ie/Primary/Curriculum-Areas/Social-Personal-and-Health-Education-Curriculum/?lang=en-ie">https://www.curriculumonline.ie/Primary/Curriculum-Areas/Social-Personal-and-Health-Education-Curriculum/?lang=en-ie</a>
PDST Health and Wellbeing Support for Primary Schools	<a href="http://www.pdst.ie/primary/healthwellbeing">www.pdst.ie/primary/healthwellbeing</a>
Language Curriculum: 'Critical Thinking and Book Talk'	<a href="http://curriculumonline.ie/">http://curriculumonline.ie/</a> <a href="https://curriculumonline.ie/getmedia/6d96e2e8-e230-4c9c-b729-e0a61a6d7ff0/OLTOB-PLC-Support-Materials.pdf">https://curriculumonline.ie/getmedia/6d96e2e8-e230-4c9c-b729-e0a61a6d7ff0/OLTOB-PLC-Support-Materials.pdf</a>
PDST Literacy Team Resources	<a href="https://www.pdst.ie/primary/literacy">https://www.pdst.ie/primary/literacy</a>
Fíorleabhair Ghaeilge	<a href="https://www.cogg.ie/wp-content/uploads/leitheoireacht-na-gaeilge_web.pdf">https://www.cogg.ie/wp-content/uploads/leitheoireacht-na-gaeilge_web.pdf</a>
COGG	<a href="https://www.cogg.ie/wp-content/uploads/Cothrom-na-F%C3%A9inne.pdf">https://www.cogg.ie/wp-content/uploads/Cothrom-na-F%C3%A9inne.pdf</a>
Council for Curriculum, Education and Assessment (Northern Ireland, Irish Resources)	<a href="https://ccea.org.uk/learning-resources/living-learning-together/year-1">https://ccea.org.uk/learning-resources/living-learning-together/year-1</a>
Cúla 4 "Gach dath faoin spéir"	<a href="https://www.youtube.com/watch?v=5GgAs5SMT2Y">https://www.youtube.com/watch?v=5GgAs5SMT2Y</a>
Huffington Post	<a href="https://www.huffpost.com/entry/childrens-books-empathy-kindness_I_5d52e7b1e4b0c63bcbee2699">https://www.huffpost.com/entry/childrens-books-empathy-kindness_I_5d52e7b1e4b0c63bcbee2699</a>
Mary Roche: useful resources	<a href="https://padlet.com/marygroche/usefulresources">https://padlet.com/marygroche/usefulresources</a>
Empathy Lab	<a href="https://www.empathylab.uk/">https://www.empathylab.uk/</a>
Amnesty International Book List	<a href="https://www.amnesty.org.uk/books">https://www.amnesty.org.uk/books</a>
Children's Books Ireland	<a href="https://childrensbooksireland.ie/resources/">https://childrensbooksireland.ie/resources/</a>
Empathy Lab Book Collection 2020	<a href="https://www.empathylab.uk/2020-read-for-empathy-collections">https://www.empathylab.uk/2020-read-for-empathy-collections</a>
Empathy Lab Short Stories about Empathy	<a href="https://www.empathylab.uk/empathy-shorts">https://www.empathylab.uk/empathy-shorts</a>
Time 100 Books List	<a href="https://time.com/100-best-young-adult-books/">https://time.com/100-best-young-adult-books/</a>
Booktrust 100 Books List	<a href="https://www.booktrust.org.uk/books-and-reading/our-recommendations/100-best-books/">https://www.booktrust.org.uk/books-and-reading/our-recommendations/100-best-books/</a>

## Lesson Plans - SPHE



*Title and Picture of the book:*

### **'Worries Go Away'**

by Kes Gray

<p><b>Key themes</b></p>	<ul style="list-style-type: none"> <li>• The worries and anxieties that children carry with them and thinking about how they can address their worries</li> </ul>
<p><b>Main focus</b></p>	<ul style="list-style-type: none"> <li>• Thinking about worries and how they affect someone</li> </ul>
<p><b>Subject: Social, Personal and Health Education</b> <b>Third and Fourth Class</b></p>	<p><b>Strand: Myself</b> <b>Strand Unit: Growing and changing</b> Objectives: Feelings and emotions (p.42 Primary School Curriculum, S.P.H.E)</p> <ul style="list-style-type: none"> <li>- Talk about reflect on a variety of feelings and emotions and the various situations where these may be experienced and how they may be addressed</li> <li>- identify strong feelings and learn how to express and cope with these feelings in a socially appropriate manner</li> </ul> <p><b>Strand Unit: Self-identity</b> Objectives: Developing self-confidence (p.38 Primary School Curriculum, S.P.H.E)</p> <ul style="list-style-type: none"> <li>- Become more confident in coping with change and with situations that are unfamiliar</li> </ul> <p><b>Strand: Myself</b> <b>Strand Unit: Safety and Protection (p.43 Primary School Curriculum, S.P.H.E)</b></p> <ul style="list-style-type: none"> <li>- Identify people, places and situations that may threaten personal safety</li> </ul>
<p><b>Why use this book?</b></p>	<p>It is normal to experience worries and anxieties and for children, we know that their worries can be heightened by many different things. In response we as adults have a crucial role to play on helping children through our reassurance, understanding and empathy.</p> <p>This book helps children to know that it is perfectly normal to not always feel ok, and that our worries are perfectly natural, and that it is ok to be scared sometimes. Our imaginations can sometimes run away with us, and we feel the weight of our shoulders pressing upon us. This book acknowledges this in a very unique and child friendly way. The language used is descriptive and vivid.</p>

*Questions*

As the story progresses the main character realises that by reaching through the keyhole and looking for others around us who love us we can tell them how we are feeling and those people we know and love can provide a safe and secure place where we can share how we are feeling.

Through imagination and visualisation, the author takes the little girl on a journey from worry and anxiety to a feeling of comfort and reassurance. The feelings experienced are strong and powerful but they are acknowledged and they change over time which is very important.

- Why do you think the little girl was worried?
- What kind of things happened to her when she was worried?
- What do you think was the little girl's biggest worry?
- What kind of things happen to our bodies when we experience worry and fear and anxiety?
- What did the little girl see when she looked through the keyhole?
- What kind of things did she feel when she saw them?
- How does the little girl know that she is so well loved and cared for?
- The little girl realises that when she is worried and troubled she went to a world of her own but to something else...what does she think she will do?
- When you are worried and anxious what happens to you?
- What kind of things can you do if you are feeling worried and anxious?

It is important to note here that an age appropriate discussion relating to worry and anxiety can be very reassuring to the child. Use of a class worry box and getting children to write in a journal can be very helpful. In addition using visualisations in class can be a powerful tool for the teacher/parent to use.

*Follow up activities*

- Listening: Listen to the story with your eyes closed and imagine the feelings that the little girl is experiencing
- SPHE: Listen to the visualisations on the PDST website in the document Breathe
- Written work - Use the word worry/anxiety/ fear etc as the basis for writing verse/poetry
- Discussion: have a class discussion about what happens to our bodies when we feel anxious and worried
- English: Write about a time when you were worried about something
- Art - using art paintings that depict feelings of worry and anxiety; paint picture that represents how someone is feeling when worried/anxious
- Gaeilge: rol imirt; cluiche



*Title and Picture of the book:*  
**'Mum and Dad Glue'**  
 by Kes Gray

<p><b>Key themes</b></p> <p><b>Main focus</b></p> <p><b>Subject: Social, Personal and Health Education</b>  <b>Fifth and Sixth Class</b></p> <p><b>Why use this book?</b></p>	<ul style="list-style-type: none"> <li>• Parental separation</li> <li>• The issues associated with parental separation and the pain and anxiety that is felt by a child knowing their parents are separating, but also the feelings associated with acceptance and realisation that it is no-one's fault, but one of those life events that can happen.</li> </ul> <p><b>Strand: Myself</b>  <b>Strand Unit: Taking care of my body</b>                  Objectives: Health and wellbeing (p.55 Primary School Curriculum, S.P.H.E)                  - Recognise causes of personal worry and identify appropriate coping strategies</p> <p><b>Strand Unit: Self-Identity</b>                  Objectives: Self-awareness (p.54 Primary School Curriculum, S.P.H.E)                  - Reflect on his/her experiences and the reasons for taking different courses of action</p> <p><b>Strand Unit: Growing and Changing (p.57 Primary School Curriculum, S.P.H.E)</b>                  Objectives:                  - Acquire the ability and confidence to identify, discuss and explore a range of feelings, especially those that are difficult to express                  - Discuss and practise how to express and cope with various feelings in an appropriate manner                  - Understand how feelings help in understanding himself/herself</p> <p><b>Strand: Myself and Others</b>  <b>Strand Unit: Relating to others</b>                  Objectives: Resolving conflict                  - Discuss how conflict can arise with different people and in different situations                  - Identify and discuss various responses to conflict situations</p> <p>This book deals with the extremely sensitive and difficult area of parental separation, and addresses the issues through the eyes of a child who is faced with the separation of their parents. It very carefully and sensitively deals with the feelings and the worries and anxieties that a child is likely to feel in these circumstances. It also addresses the issue of acceptance by working through these feelings about what is happening, and the feelings associated with this, including that no</p>
---	---

*Questions*

one is to blame for the separation; that it is a life event that can happen through the fault of no-one. It is a very moving and powerful book that deals with this issue in a very sensitive way and is written in an age appropriate manner.

This difficult issue can be very challenging for schools and teachers to address. This book can be used to teach children as a whole class about separation and loss as part of the SPHE curriculum. It can also be used with individual and smaller groups of children. This is an issue for many children in schools, and discussing it in the wider context of SPHE is an appropriate response.

It is a very difficult issue which requires great sensitivity and care on the part of the individual teacher. It is a topic which can be addressed when couched in a number of the objectives listed within the curriculum.

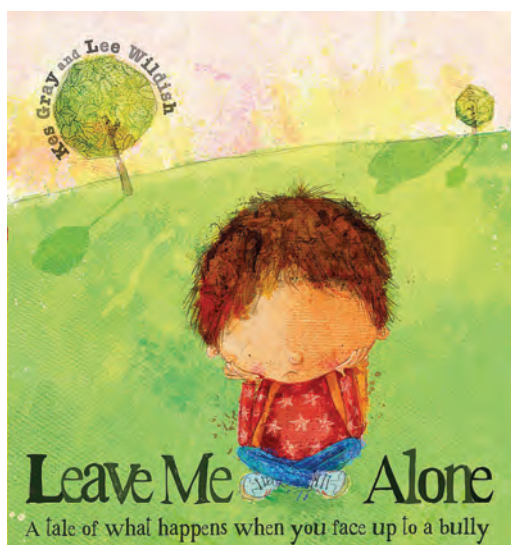
- What feelings do you think the child was experiencing when they knew their parents were not happy and breaking up?
- Why do you think they might have felt so hurt?
- What kind of things might someone do when they feel so hurt?
- Why do you think the child wanted to try and make them better?
- Why do you think they started to feel they might have been the reason for the break up?
- Why is the idea of glue used in the story and what does the child feel they need it for?
- When the child starts to accept that the break up is happening, what do they start thinking about in terms of what is going to change?
- What does the child realise most of all about themselves and their relationship with their parents?
- When the child leaves the 'shop' they wave to the adhesives or glue and mention that they 'leave with more'. What kind of things do you think they really leave with?
- The child realises towards the end how hurt they have been feeling. What kind of things could they do and what do you think they could say to their parents?
- When you are worried and anxious what happens to you?
- What kind of things can you do if you are feeling worried and anxious?

It is important to note here that an age appropriate discussion relating to the separation and the worry and anxiety can be very reassuring to the child. Use of a class worry box and getting children to write in a journal can also be very helpful. In addition using visualisations in class can be a powerful tool for the teacher/parent to use.

*Follow up activities*

- Listening and Responding: Listen to the story and discuss with the children/child what has been happening to the child in the story and the feelings that may be experienced
- SPHE: Listen to the visualisations on the PDST website in the document Breathe
- Written work - Identify the many different feelings within the story and explore the meaning of each feeling
- Write a poem/story about the loss/separation and what is happening
- Discussion: have a class discussion about what happens to our bodies when we feel worried and afraid about different situations
- Art - use colour to express different feelings through paint

The main part of work such as this will be the discussion that needs to occur in a safe space and that this issue is addressed in the context of the wider SPHE curriculum, and considered with other issues. It is clearly a very sensitive and difficult issue that children in class may face and their teachers may have to navigate through. This is a very personal story and the decision to use it is one for individual schools.



*Title and Picture of the book:*

**'Leave Me Alone'**

by Kes Gray

**Key themes**

**Main focus**

**Subject: Social,  
Personal and Health  
Education  
Third and Fourth Class**

- Bullying and dealing with the feelings associated with it
- This book deals with bullying and the feelings a child may experience whilst going through the ordeal of being bullied and the every severe impact it has on the mental and emotional wellbeing of an individual, and the positive impact of being supported by others as 'upstanders'

**Strand: Myself**

**Strand Unit: Growing and changing**

Objectives: Feelings and emotions (p.42 Primary School Curriculum, S.P.H.E)

- Talk about reflect on a variety of feelings and emotions and the various situations where these may be experienced and how they may be addressed
- Identify strong feelings and learn how to express and cope with these feelings in a socially appropriate manner
- Identify and recognise the difference between needs and wants and come to realise that some rewards or experiences may be or should be postponed until later
- Explore how feelings can influence one's life

**Strand Unit: Self-identity**

Objectives: Developing self-confidence (p.38 Primary School Curriculum, S.P.H.E)

- Enhance his/her own learning
- Express personal opinions, feelings, thoughts and ideas with growing confidence

Objectives: Self-awareness

- Recognise, describe, and discuss individual personality traits, qualities, strengths, limitations, interests and abilities
- Explore the factors that influence his/her self image

**Strand: Myself**

**Strand Unit: My friends and Other people (p.47 Primary School Curriculum, S.P.H.E)**

Appreciate the need for and the importance of friendship and interacting with others  
Acknowledge that friends often circulate in groups, which can be healthy or unhealthy  
recognise , discuss and understand bullying  
Explore and examine ways of dealing with bullying

*Why use this book?*

This book deals with the very complex and difficult area of bullying. It guides the reader through the experience of a child being bullied and the very strong and powerful emotions that one experiences. The story explores what happens when a child feels so unhappy and deeply upset that when asked if they are ok by their friends, they respond by asking to be left alone and expressing the feeling that no one can help.

Once the problem comes to light, by the child telling about what is happening to them, the friends rally together and stand up for the child and demand that the child be left alone and not bullied any more. This is a powerful act and draws upon the notion of the 'upstander' and sticking up for someone who is experiencing bullying.

There is some very powerful imagery used to conjure up the idea of the pressure of being bullied, and the very difficult feelings that are experienced and the despair and loneliness that can be felt. This book can be used to address many issues associated with bullying including friendships, the power of more than one voice, the idea that different people from different backgrounds can help and the impact that someone has when they stand up for another.

*Questions*

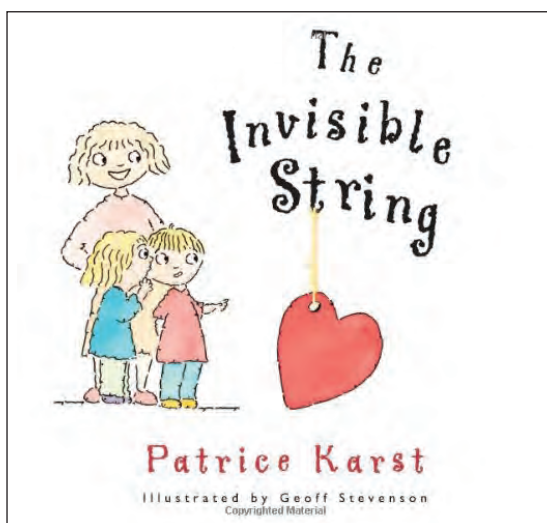
- Why did the child in the story feel so miserable?
- Why do you think the child in the story wanted to be left alone?
- How did the child in the story describe the problem they were having?
- What is 'bullying' and how do you know this behaviour was bullying in the story?
- What kind of feelings do you think the child had when they were being bullied?
- Why did the author describe the giant as casting a shadow over the child 'that's kilometres long'?
- When the child told their friends what was happening to them, what did all the friends do?
- Why do you think all the friends working together to help frightened away the 'giant'?
- What can you do if you or someone else you know is being bullied?
- What words/phrases can you use to tell someone to stop bullying?

Bullying is extremely complex and a very difficult form of behaviour to address. The effects of bullying are extremely harmful in both short and long term. Teaching children explicitly what bullying is about and the reasons it happens is extremely important. This book allows for different strategies that can be explicitly taught to a class and about the importance of not being a bystander when bullying occurs but to be an upstander and approach a parents/teacher about what is happening.

*Follow up activities*

- Listening: read the story and listen to the words that convey very strong emotions during the story
- SPHE: Talk about bullying and how it is defined and the kind of different behaviours that someone may use to bully someone else.
- Written work - Write a story based on bullying and an incident that happened in school or outside school.
- Discussion: have a class discussion about what happens to our bodies when we feel anxious and worried as a result of bullying.
- English: Reading other books that are associated with bullying
- Art -create poster which is about anti-bullying
- Gaeilge: rol imirt; cluiche
- Drama: practise and roleplay different strategies which can be used to help children deal with bullying





*Title and Picture of the book:*  
**'The Invisible String'**  
 by Patrice Karst

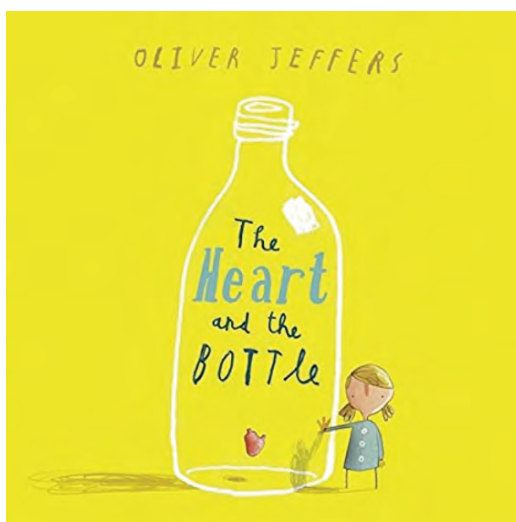
<p><b>Key themes</b></p>	<ul style="list-style-type: none"> <li>• Love</li> <li>• Worry</li> <li>• Separation</li> <li>• Loss</li> </ul>
<p><b>Main focus</b></p>	<ul style="list-style-type: none"> <li>• Relationships and connection</li> </ul>
<p><b>Subject: Social, Personal and Health Education</b>  <b>First and Second Class</b></p>	<p><b>Strand: Myself</b>  <b>Strand Unit: Growing and changing</b>                  Objectives: Feelings and emotions (p.29 Primary School Curriculum, S.P.H.E)                  - realise and explore the various ways feelings can be expressed and dealt with                  - identify people with whom he/she can discuss feelings and emotions</p> <p><b>Strand Unit: Self-identity</b>                  Objectives: Developing self-confidence (p.26 Primary School Curriculum, S.P.H.E)                  - explore different ways of coping with change</p> <p><b>Strand: Myself and others</b>  <b>Strand Unit: Myself and my family (p.31 Primary School Curriculum, S.P.H.E)</b>                  - appreciate his/her own family and identify ways in which members of families can support and care for each other</p>
<p><b>Why use this book?</b></p>	<p>Using this book will give children an opportunity to discuss the people in their lives that are important to them and how they can be connected to people even when they are not present. It will help the children identify the people to whom they can talk to and share their worries and fears.</p> <p>The book will enable children to develop a sense of awareness of themselves and to reflect on their reactions to challenging life situations. Those situations vary for every child. It could be starting school, spending time in hospital, family breakdown or the bereavement of an important person. Children will see that no matter how isolated or disconnected they feel there is always someone there they can reach out to.</p>

*Questions*

- What did Liza and Jeremy do when they felt scared?
- Who do you talk to if you feel scared?
- What are things that cause you to feel scared or worried?
- What did mom tell them to reassure them?
- Close your eyes and imagine your invisible string. Who is connected to yours?
- Who is the closest person to you on your invisible string?
- Who else are you connected to?
- Can you tell me where those people are?
- Think of someone you can't see but you can feel connected to on your string! How does that feel?
- Do you think the invisible string is something that helps you feel close to others?
- Can your string help you when you are scared or worried?

*Follow up activities*

- Think-Pair-Share Activity – Think about the people who you are connected to. Share and see how many of those people are similar
- Written work - Write a letter to someone you are attached to and tell them how special they are to you.
- Art - The children can cut out hearts from card/felt. Write names of the people they love on the hearts and using string/thread and coat hangers make a mobile for their bedrooms.  
Written work - rewrite the story from the girls point of view
- Science - find out about the structure and function of the heart.



*Title and Picture of the book:*  
**'The Heart and the Bottle'**  
 by Oliver Jeffers

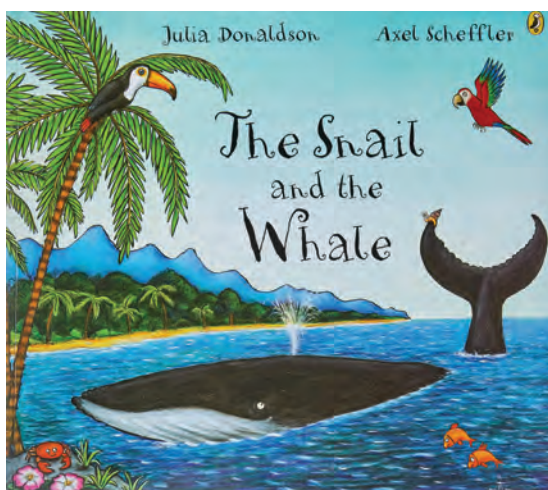
<p><b>Key themes</b></p>	<ul style="list-style-type: none"> <li>• Love</li> <li>• Loss</li> </ul>
<p><b>Main focus</b></p>	<ul style="list-style-type: none"> <li>• Heartache</li> </ul>
<p><b>Subject: Social, Personal and Health Education</b>  <b>Third and Fourth Class</b></p>	<p><b>Strand: Myself</b>  <b>Strand Unit: Self-Identity</b>                  Objectives: Developing self-confidence (p.39 Primary School Curriculum, S.P.H.E)                  - become more confident in coping with change and situations that are unfamiliar</p> <p><b>Strand: Myself</b>  <b>Strand Unit: Growing and Changing</b>                  Objectives: Feelings and Emotions (p.42 Primary School Curriculum S.P.H.E)                  - talk about and reflect on a wide variety of feelings and emotions and the various situations where these may be experienced and how they may be expressed                  - identify strong feelings and learn how to express and cope with these feelings in a socially appropriate manner</p>
<p><b>Why use this book?</b></p>	<p>Using this book will give children an opportunity to explore love and the loss of someone close to them. It will stimulate discussion on death and the fears and worries that the children may have about death.</p> <p>The book will enable children to develop a sense of awareness of themselves and to reflect on their reactions to challenging life situations. It will show that death and loss is as much a part of existence as is life and living.</p> <p>Children will consider their own feelings, be given an opportunity to name and express them and gain a clearer understanding of how feelings affect mood.</p> <p>This book will also help in fostering empathy development and will show that everybody faces challenges throughout life but there will be people there to support us.</p>

*Questions*

- The girl's head "was filled with curiosities". What was she curious about?
- Who fuels her curiosity by telling her stories?
- What does she do when she finds the chair empty?
- Who did the chair belong to?
- What do you think happened to that person?
- Did she continue to be curious about the world around her?
- Why do you think that changed?
- Why did she put her heart in the bottle?
- Why was she not able to answer the smaller person's questions?
- Why was it so difficult to take her heart back out?
- What changed when she eventually got it out?

*Follow up activities*

- Think-Pair-Share Activity – Make lists of words to describe the girls feelings at the beginning of the story, when she finds the empty chair and at the end of the story
- Art - Choose a feeling from each of the above lists and draw facial illustrations to show these feelings
- Witten work - rewrite the story from the girls point of view
- Science - find out about the structure and function of the heart
- Geography - Think of a place in another country you are curious about and find out 5 interesting facts about that place

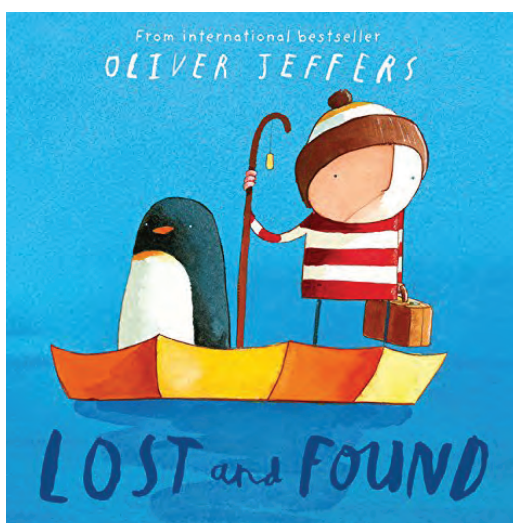


*Title and Picture of the book:*  
**'The Snail and the Whale'**  
 by Julia Donaldson

<p><b>Key themes</b></p>	<ul style="list-style-type: none"> <li>• Friendship</li> <li>• Helping one another</li> <li>• Being positive about our abilities</li> </ul>
<p><b>Main focus</b></p>	<ul style="list-style-type: none"> <li>• Friendship</li> </ul>
<p><b>Subject: Social, Personal and Health Education</b>  <b>Junior and Senior Infants</b></p>	<p><b>Strand: Myself.</b>  <b>Strand Unit: Self-Identity</b></p> <p>Objectives: Self-awareness (p. S.P.H.E. Primary School Curriculum)              - begin to understand, appreciate and respect personal abilities, skills and talents</p> <p><b>Strand: Myself:</b>  <b>Strand Unit: Growing and Changing</b></p> <p>Objectives: Feelings and Emotions (p. 18 S.P.H.E Primary School Curriculum)              - name a variety of feelings and talk about situations where these may be experienced              - explore the variety of ways in which feelings are expressed and coped with</p>
<p><b>Why use this book?</b></p>	<p>Using <i>The Snail and the Whale</i> will stimulate discussion around friendships. This book encourages children to recognise how we can develop new friendships and help our new friends.</p> <p>This picture book will allow children to develop their own understanding by asking questions, challenging concepts about their own abilities and how to overcome problems with the help of their friends.</p> <p>This book could also be used to introduce the concept of a positive mind-set and following your dreams.</p>
<p><b>Questions</b></p>	<ul style="list-style-type: none"> <li>• Where did the snail want to go?</li> <li>• What was the first problem the snail had in the story?</li> <li>• How do you think this made her feel?</li> <li>• How was the problem solved?</li> </ul>

*Follow up activities*

- List the words to describe the friendship between the snail and the whale.
  - How did the snail and the whale feel on their adventures together?
  - What happened to the whale?
  - In what way did the snail help her friend the whale?
  - How was the snail feeling now?
  - How do you feel when you help your friends/when your friends help you?
- 
- Discussion - Take a moment to think about all the things you can do, share your responses, is there anything that you thought you couldn't do but when you tried it you managed? How did it make you feel?
  - Written work – Could you write your own story about two friends or creatures who go on an adventure together?
  - Art activity – Draw your own picture of the beach? Could you draw a picture of yourself going on an adventure with your friend?
  - Music - The whale sang “a wonderful song of shimmering ice and coral waves and shooting stars and enormous waves” to the snail. Could you write the words to the song with a tune?
  - Drama - Still Images to illustrate scenes from the story. Thought track the children in role as they explore the scene, what they are thinking and how they are feeling.



*Title and Picture of the book:*

**'Lost and Found'**  
by Oliver Jeffers

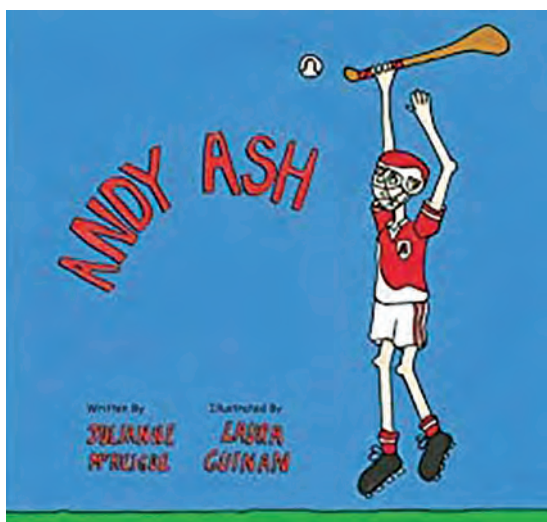
<b>Key themes</b>	<ul style="list-style-type: none"> <li>Friendship</li> <li>Sense of Belonging</li> <li>Loneliness</li> <li>Compassion</li> <li>Resolving mistakes</li> </ul>
<b>Main focus</b>	<ul style="list-style-type: none"> <li>Friendship and Loneliness</li> </ul>
<b>Subject: Social, Personal and Health Education</b> <b>Junior and Senior Infants</b>	<p><b>Strand: Myself</b> <b>Strand Unit: Growing and Changing</b></p> <p>Objectives: Feelings and Emotions (p. 18 S.P.H.E Primary School Curriculum) - name a variety of feelings and talk about situations where these may be experienced explore the variety of ways in which feelings are expressed and coped with</p> <p><b>Strand: Myself and Others</b> <b>Strand Unit: My friends and other people (p. 20 18 S.P.H.E Primary School Curriculum)</b></p> <p>Objectives: identify and appreciate friends at school and how they can help and care for each other</p>
<b>Why use this book?</b>	<p>Lost and Found will stimulate discussion on a new friendship between the boy and the penguin. The story will support children to talk about feeling lonely and loneliness.</p> <p>This picture book may help children to develop their own understanding by asking questions and exploring how they can make a new friend, the relationship and connection between friends.</p>
<b>Questions</b>	<ul style="list-style-type: none"> <li>How was the boy feeling when the penguin arrived at his home?</li> <li>What is the penguin's name?</li> <li>Why was the penguin following the boy around?</li> <li>The boy brought the penguin to the South Pole. Was this a mistake? Have you ever made a mistake? How did you resolve it?</li> <li>How was the penguin feeling? Sad? Angry? Grumpy?</li> </ul>

*Follow up activities*

- What does it mean to feel lonely?
- What could you do if you feel lonely?
- How could you help others if they were feeling lonely?
  
- Discussion – Spend time looking and reflecting on the pictures, what stories did the boy tell the penguin on their journey? Where does the penguin belong? Where do we belong?
- Written work – Design a suitcase and write a list of items to put into it.
- Art activity – Could you design and make your own sea creature?
- Music – Listening and Responding Debussy Lar Mer or O’Riada Port na bPúcaí
- Drama – Role play the journey to the South Pole, using thought tracking to explore the conversation/feelings/thoughts of the boy and the penguin.



## Lesson Plans - PE



*Title and Picture of the book:*

### 'Andy Ash'

by Julianne McKeigue

#### Key themes

- Fair play- maintain my self control, win and lose with grace

#### Main focus

- Supporting pupils to show respect to opponents and teammates during PE class by winning and losing with grace

*Subject: Physical Education  
First and Second Class*

**Strand: Outdoor and Adventure**

**Strand Unit: Outdoor challenges**

#### Why use this book?

This book may be particularly appealing to children who have an interest in GAA activities. The 'tantrums' thrown by Ash Ash when he does not win may also be reminiscent of behaviour that the teacher observes during PE classes or at breaktime. Children may be able to empathise with Andy and also learn about the different teaching points of fair play that are demonstrated by the county star Dan McHugh.

This book helps children to know that it is perfectly normal to not always feel ok, and that our worries are perfectly natural, and that it is ok to be scared sometimes. Our imaginations can sometimes run away with us, and we feel the weight of our shoulders pressing upon us. This book acknowledges this in a very unique and child friendly way. The language used is descriptive and vivid.

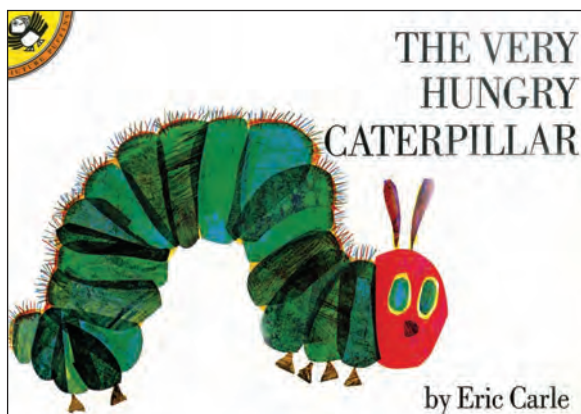
#### Questions

- How did andy feel when he lost a game? Have you ever felt this way?
- What kind of things would Andy do after losing a game? Why?
- Who decided to try and help Andy?
- Why was Andy surprised by Dan McHugh?
- What advice did Dan give Andy?
- How is Andy different after the match against the county team? How do you think he feels now?
- What kind of things could Andy do to help when he is starting to feel angry?

*Follow up activities*

- Explore the PDST fair play social skills and personal qualities poster. Identity which elements of fair play Andy learned about
- Focus on 1 or 2 teaching points of fair play as demonstrated by Andy Ash in the PE lesson
- Undertake competitive activities that have a winner and loser. Elicit and ask pupils to demonstrate how they can win and lose with grace
- Undertake a self-assessment at the end of the lesson. Was I a good winner/loser? How was my self control during this activity?
- Record examples of where you show fair play at home and in community activities

To watch a short video example of how one teacher used the story of Andy Ash as a support in the development of the skill of fair play and to download further resources visit the following link <https://www.scoilnet.ie/pdst/physlit/motivation/social/>



*Title and Picture of the book:*

**'The Very Hungry Caterpillar'**  
by Eric Cale

<p><i>Key themes</i></p>	<ul style="list-style-type: none"> <li>• Movement, change</li> </ul>
<p><i>Main focus</i></p>	<ul style="list-style-type: none"> <li>• Children can recreate the different stages of the life cycle within a PE dance lesson.</li> </ul>
<p><i>Subject: Physical Education</i> <i>Junior and Senior</i> <i>Infants</i></p>	<p><b>Strand: Dance</b></p> <p><b>Strand unit: Exploration, creation and performance of dance</b> <b>Strand unit: Understanding and appreciation of dance</b></p>
<p><i>Why use this book?</i></p>	<p>This book provides a fantastic stimulus for movement as the life cycle of a butterfly is examined through colourful illustrations.</p>
<p><i>Questions</i></p>	<ul style="list-style-type: none"> <li>• How big was the caterpillar to begin with?</li> <li>• What did the caterpillar begin to do at the start of the story?</li> <li>• What kind of foods did the caterpillar eat?</li> <li>• Which foods do you think he liked the most?</li> <li>• In what way did the caterpillar begin to change?</li> <li>• How do you think he felt after eating all the food?</li> <li>• What were the different stages the caterpillar went through?</li> <li>• How might caterpillar move differently at the different stages?</li> </ul>
<p><i>Follow up activities</i></p>	<ul style="list-style-type: none"> <li>• Ask pupils to make small tiny shapes like the caterpillar with their bodies</li> <li>• Elicit from the pupils how they will pop out of the egg. You may wish to work on the fundamental movement skill of jumping for height at this point.</li> <li>• Encourage pupils to travel like a caterpillar</li> <li>• Ask some pupils to make food shapes with their bodies. Other pupils travel through a hole in the shapes</li> <li>• Practise spinning a cocoon. How might your body move to make the cocoon?</li> <li>• Move around like the butterfly? What kind of movements would the butterfly make?</li> <li>• Put all the movements together to make a dance with music</li> </ul>

## References

Bowen, D., & Schutt, M., (2007), Addressing sensitive Issues through picture books, *Curriculum and Instruction Faculty and Staff Scholarship*. 16, 1-6. [http://encompass.eku.edu/ci\\_fsresearch/16](http://encompass.eku.edu/ci_fsresearch/16)

Follestad, B., & Wrolsen, N., (2019) *Using Restorative Circles in Schools*, London: Jessica Kingsley

Government of Ireland, (2019), *Primary Languages Curriculum*, Dublin, Government of Ireland.

Lewison, M., Leland, C., Hint, A. S., & Moller, K. J. (2002). Dangerous discourses: Using controversial books to support engagement, diversity, and democracy. *The New Advocate* 15, 215-226.

Moseley, J., (1996) *Quality Circle Time*, Hyde: LDA.

Sandmann, A. (1997), Multiculturalism and my two uncles: Promoting understanding, *OCSS Review* 33, 22-30.

Weissbound, R., & Jones, S. (2014), Circles of Care, *Educational Leadership*, 42-47



[info@pdst.ie](mailto:info@pdst.ie) | [pdst.ie](http://pdst.ie)  



An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills



Dublin West Education Centre  
Ionad Oideachais Bhoile Átha Cliath, Theas

The PDST is funded by the Teacher Education Section (TES) of the Department of Education and Skills (DES) and is managed by Dublin West Education Centre