

BOUNCE BACK! **Classroom Resiliency Program**

New Annotated Book List

Here are books we have found since we published the three BOUNCE BACK! Teacher Resource Books: Level 1: K to 2, Level 2: Years 3-4 and Level 3: Years 5-8. Most of these books are picture books that can be used in a BOUNCE BACK lesson to teach key concepts and to also achieve KLA outcomes such as English, PDHPE, Social Studies or Religious Education. Resource Book Level and Grade year guidelines are indicated for each book as well as reference to the BOUNCE BACK curriculum units in which the books can be used.

Core Values

John Muth, 2002, *The Three Questions*, Scholastic Press NY

Unit: Core Values

Levels 2 & 3: Years 2-6)

This picture book is based on a story by Leo Tolstoy about the meaning of life as the main character, Nikolai, explores the answers to three basic questions, that we all ask at some time. These are:

- What is the best time to do things?
- Who is the most important one?
- What is the right thing to do?,

Nikolai seeks advice from friends and 'wise' people about the answers to these but only appreciates their wisdom when he finds himself helping someone in need.

**Elizabeth Stanley, E, 1994, *The Deliverance of Dancing Bears* Nedlands, WA.
Cygnets Books**

Unit: Core Values

Level 2 and Level 3: Years 2-8

A poor man spends all his money to free two mistreated dancing bears, and in doing so reminds the onlookers about the importance of compassion and respect for all living creatures.

David McKee, 2005, *The Conquerors*, Anderson Press, London

Unit: Core Values (Acceptance of Differences)

Level 2 & 3: Years 4-9

The ruling General of a dominant country successfully conquered all his neighbours to gain complete power. Finally there was only one small country left but when the General's soldiers went there to conquer it, they found themselves becoming part of the happy lifestyle of the new culture. The General replaces the troops over and over as each new troop succumbs to the positive lifestyle. Each time they return home they take the new country's traditions and music with them. So who are the real conquerors?

David Shannon, 2000, *David Gets In Trouble*, Blue Sky Press, New York

Unit: Core Values

Level 1: Years K-2

This is a simple and humorous book about honesty and responsibility. The story is about a boy learning to move from 'I didn't do it, and 'it wasn't my fault' to 'I'm sorry

Holly Keller, 2000, *That's Mine Horace*, Greenwillow

Unit: Core Values

Level 1: Years K-2

Horace, a little leopard character, takes a truck he finds in the schoolyard, and refuses to give it to Walter, who claims that it is his. When his teacher asks if the truck is Walter's, Horace denies it. When his mother asks about it, the little leopard says it is a gift from Walter. The adults make him feel worse by telling him that they know he is an honest person. He sleeps poorly as a result of his feelings of guilt and next day he feels too ill to go to school. A get-well message from Walter gives him an opportunity to make things right.

Vladimir Radunsky, 2004, *What Does Peace Feel Like?* Atheneum Books

Unit: Core Values

Level 1, 2 & 3: Years K-5

Children's ideas and drawings about what peace means are the main focus of this book.

Garry Crew, 2003 *I saw Nothing. The extinction of the Thylacine* Lothian Books

Unit: Bullying and Core values

Level 3: Years 5-8

This is the story of a young girl's guilt over seeing the last Tasmanian tiger taken away and not speaking up. It can be used to discuss the concept of bystander intervention in bullying situations.

Norah Dooley and Peter Thornton, 1992, *Everybody Cooks Rice*, Lerner Publishing Company.

Norah Dooley and Peter Thornton, 1995, *Everybody Bakes Bread*, Lerner Publishing Company.

Norah Dooley and Peter Thornton, 2000, *Everybody Serves Soup*, Lerner Publishing Company.

Norah Dooley and Peter Thornton, 2002, *Everybody Brings Noodles*, Lerner Publishing Company.

Unit: Core Values

Levels 1 & 2: K-4

A nice series of books which can provide a useful starting point for the teaching of the core value of Accepting Differences. In these semi-fictional stories, a young girl visits her neighbours and discovers all the different ways in which the families of different cultures use the same base ingredients or food categories. Recipes are included.

Nathaniel Lachenmeyer and Robert Ingpen, 2002, *Broken Beaks*, Michelle Anderson Publishing, Melbourne

Unit: Core Values

Levels 2 & 3: Years 4-9

This is a very moving older picture that can be used to teach the core value of Acceptance of Differences. It can also be used to teach the value of Support and

Compassion for others and empathy. It encourages young people to change their attitudes to homelessness and the plight of the mentally ill on our streets. A The story follows the life of a sparrow who wakes up one morning to discover that, with no explanation, he has a broken beak (an analogy for mental illness). This disability makes it very hard for him to find food and the other sparrows do not help him. Eventually he manages to eat only because a homeless (and probably mentally ill) man shares his last remaining piece of dried bread with the sparrow.

Libby Gleeson and Ann James, 2003, *Shutting the Chooks In*, Scholastic Australia

Unit: Core Values (Responsibility) and Emotions (Empathy)

Levels 2 & 3: Years 2-6

The boy's job is to shut the chooks in so that they are safe at night but one is missing and it is getting dark. The author focuses on his feelings and his responsible behaviour and concern for the wellbeing of the chooks

Sue Lawson and Caroline Magerl, 2003, *My Gran's Different*, Lothian

Unit: Core Values (Care and Support)

Levels 1, 2, & 3: Years 2-5

Each grandmother is different, but all are special. The main character in this book is a young boy whose grandma has Alzheimer's disease and the story is told from his perspective.

Brett Grundy and Heidi Taylor, 2004, *Bradley's Call for Help*,

Unit: Core values (Care and Support);

Levels 1 & 2: K-4

This book was written and illustrated by two paramedics from Melbourne's Metropolitan Ambulance Service. The story teaches children what to do to get help in an emergency.

Gary Crew and Shaun tan, 2003, *Memorial*, South Melbourne : Lothian (Older Picture Book)

Unit: Core Values (Respect)

Levels 2 & 3: Years 4-9

The council plans to remove an old tree from the centre of town that was planted by 'Old Pa' to honour those men and women who were killed in the war. Old Pa recounts the war and the people who attended the planting ceremony, as well as memories of the ensuing years.

Phillip & Hannah Hoose, 1998, *Hey, Little Ant*, Tricycle Press

Unit: Core Values; Emotions (Empathy)

Levels 1, 2 & 3: Years K-7

An ant who is about to be stepped on and the boy who is about to step on him have a conversation which can become a starting point for discussions about empathy, compassion, tolerance, respect and diversity. An example of their conversation appears below

KID:

Anyone knows that ants can't feel.

You`re so tiny you don`t look real.
I`m so big and you`re so small.
I don`t think it`ll hurt at all.

ANT:

But you are a giant and giants can`t
Know how it feels to be an ant.
Come down close, I think you`ll see
That you are very much like me

Try linking the story with Buddhist values about respecting all living creatures

Caroline Castle, 2002, For every child, Red Fox

Unit: Core Values; Emotions (Empathy)

Levels 1, 2 & 3: Years K-8

This book features 14 of the most pertinent rights of the child, chosen from the UN Convention on the Rights of the Child, and retold in simple, evocative text.

Elana Bergin, & others 1999 **Dare to be different: a celebration of freedom in association with Amnesty International**: Bloomsbury

Unit: Core Values

Levels 2 & 3: Years 3-8

A picture book of fairytales, folklore, Greek legends, Bible stories, poetry and contemporary short stories with strong themes of freedom and justice that reflect the purpose and work of *Amnesty International*.

Cheri Yavu-Kama-Harathunian, 1997, **The Dreaming**, Aboriginal Nations Through these stories of the Dreaming, we learn the best way to act in certain situations and what can happen if we don't.

Christopher Cheng, & Steven Woolman, (ill.), 1999 **One child** Era Publications,

Unit: Core Values, Success, Courage

Levels 2 & 3: Years 3-8

One child saw a world full of problems and thought, I know what to do. One child did all that she could. Just imagine if all the children of the world did all that they could. This book encourages children to take action, however small.

Jane Naliboff, 2004 **The only one club** Flashlight Press,

Unit: Core Values, Success, Courage

Levels 2: Years 3-4

Jennifer finds she is the only one in her class who doesn't celebrate Christmas. She starts an Only One Club and soon finds there are lots of `only ones' in her class, people who are special for all sorts of reasons.

Chris Gibb, 2002, Dalai Lama: The peacemaker from Tibet, The
White-Thomson Publishing Ltd.

Annotation : When Tenzin Gyatso was four years-old, the religious leaders of Tibet declared him to be the fourteenth Dalai Lama, the highest-ranking monk in Tibetan Buddhism. He spreads a message of compassion and peace in the world.

Unit: Core Values,

Level 3: Years 5-8

People Bouncing Back

Sally Morgan and Bronwyn Bancroft, 1996, *Dan's Grandpa* , Fremantle Arts Centre Press

Unit: People Bouncing Back; Emotions

Levels 1, 2 & 3: Years K-6

Sally Morgan, a descendant of the Palku people has written this story about Dan and his grandpa and their very special relationship. Grandpa has always promised Dan that 'No matter what happens I'll always be with you, looking after you.' When Grandpa dies, his pet cockatoo initially flies away but then returns as a special messenger from Grandpa who helps Dan to cope with the loss and move on. Animals play an important role in the lives of Aboriginal people and one myth says that when someone is in trouble, an animal will come to support you for as long as you need them.

A B Facey, 1981, *A Fortunate Life*, Freemantle Arts centre

Unit: People Bouncing Back & The Bright Side

Level 3: Years 5-8

A Fortunate Life is an autobiographical account of the life of A. B. Facey (1894-1982), a classic "Aussie battler". It is a personalised account of many hardships including family rejection, Gallipoli, the Great Depression, and early rural settlement. The author had no formal education but frames his life positively as a fortunate one

Rebecca Smith, Jay Written and illustrated by grade one children. *September 12th: We Knew Everything Would Be All Right* . Scholastic

Unit: People Bouncing Back; The Bright Side

Levels 1, 2 & 3: Years 1-7

This book contains twenty-eight pages of colourful pictures and words written by eighteen grade one students on their thoughts about the day after September 11th. There is a positive and hopeful focus is on the brave firemen, the rescue dogs, the musical charity concerts, and the queues of people waiting to donate blood.

Mary Hoffman and Karin Littlewood., 2002, *The Colour of Home*, London : Frances Lincoln

Unit: People Bouncing Back; Emotions (Empathy)

Level 3: Years 5-9

A young boy, Hassan has experienced war in his homeland of Somalia, a terrifying escape from Somalia, life in a refugee camp and then a new start in England. This moving story helps students to appreciate the plight of the refugee. Some aspects of the story may disturb some younger readers.

Katrina Germein and Bronwyn Bancroft, 2000, *Big Rain Coming* Clarion Books

Unit: People Bouncing Back, Emotions (Empathy); Core values

Levels 1, 2 & 3: Years K-7

Everyone is waiting for the rain in Outback Australia and it feels like it will never come. which seems as though it will never come. Stunning artwork and minimal text evoke the long wait and the rapturous relief when it finally arrives. The theme links to having to wait a long time for something you want and staying optimistic. Colourful imagery from Aboriginal mythology is a feature.

Bob Graham,2002, Grandad's Magic , Walker books

Unit: People Bouncing Back; Emotions (Empathy); Core values

Levels 2 & 3: Years 2-7

Alison loves Grandad's magic. She is shocked when one Sunday Grandad attempts his greatest trick of all - and juggles with disaster. Alison loves Grandad's magic.

Sometimes it can come in very handy - like when he produces a chocolate bear from under her little brother Max's shirt to cheer him up, but even Alison is shocked when one Sunday Grandad attempts his greatest trick of all - and juggles with disaster!

Clare Good and David Cox, 1999, Here Comes the Rain, Scholastic Aust Pty Ltd,

Unit: People Bouncing Back; Emotions (Empathy); Core values;

Levels 2 & 3: Years 2-7

Every day Grace watches the animals for signs that her grandfather told her to look for - signs that it will rain. The days become hotter and the ground begins to crack, and Grace is sure it will never rain again.

lower and middle primary

Pamela Allen ,2003, Cuthbert's Babies ,Penguin

Unit: People Bouncing Back; Emotions (Empathy); Core values

Levels 2 & 3: Years 2-7

When Cuthbert's Mum brings home not one but four baby sisters, no one seems to have any time for Cuthbert. Another wonderful story from Pamela Allen. Cuthbert's mother bring home not one baby brother, but four baby sisters, and no one seems to have any time for Cuthbert. So, he wishes for someone to play with, someone big and bad. And the three pirates who answer his call are exactly what Cuthbert had wished for..

Margaret Barbalet and Andrew McLean ,2003, Reggie, Queen of the Street , Penguin

Unit: People Bouncing Back; Emotions (Empathy); Core values

Levels 2 & 3: Years 2-7

Reggie is Queen of her street! All the children love her one day her owners decide to move to another house far away from all Reggie's friends, can this new house ever be Reggie's home? What about her friends?

Bob Graham, 1996, Buffy : An Adventure Story, Walker Books, London

Unit: People Bouncing Back; Emotions (Empathy); Core values

Levels 2 & 3: Years 2-7

Buffy is a little assistant dog who gets more applause than his master, Brillo the Magician, by juggling, tap dancing and doing amazing tricks. In a fit of jealousy, Brillo 'fires' Buffy and sends him out on the street to fend for himself. In search of love, a home and acceptance Buffy wanders the world until finally, he is adopted by Mary Kelly and her family.

Cathy Applegate and Dee Huxley, 2000, *Rain Dance*, Margaret Hamilton Books, Hunters' Hill, Sydney

Unit: People Bouncing Back or The Bright Side

Level 2 and Level 3: Years 2-8

A family has to sell their farm as a result of the drought. Use some prints of Australian artists with a similar style as the basis of a follow on art activity (eg Drysdale). This is a good book to compare with any of the following books using a venn diagram)

- Bushfire
- Here Comes the rain
- The Boy who Painted the Sun

David Miller, 2004 *Refugees*, Lothian Books

Unit: Emotions (Empathy); Core values; People Bouncing Back

Level 2 & 3: Years 2-7

Two wild ducks become refugees when their swamp is drained. Their journey in search of a new place to live exposes them to danger, rejection and violence before they are given a new home.

The Bright Side

Jon J Muth, 2005, *Zen Shorts*, Scholastic Press

Unit: Emotions or Bright Side.

Level 3: Years 5-8

Zen Stories is really three small stories within a bigger story. Stillwater, a giant panda who meets three siblings: Abby, Michael and Karl. Stillwater, who speaks 'with a slight panda accent, tells his new friends three Zen Buddhist stories. *Uncle Ry and the Moon* is about a poor person who gives his only possession to a robber as a gift. *The Farmer's Luck* tells the story of a farmer who understands that luck can be a mixture of good and bad. *A Heavy Load* is about a wise monk who knows when to let anger and other destructive emotions go. All three tales create an opportunity for reflection and discussion.

Bradley Trevor Greive, 2005, *The Blue Day Book for Kids : A Lesson in Cheering Yourself Up*

Unit: the Bright Side

Level 2 and Level 3: Years 2-6

This is the childrens' version of the Blue day Book which features animal photos and words of hope and wisdom for 'down days'.

Norman Jorgensen and Brian Harrison-Lever, 2002. *In Flanders Fields*. Fremantle Arts Centre Press

Unit: The Bright Side

Level 3: Years 5-8

During the first world war, German and British soldiers call a temporary cease-fire in order to rescue a robin red breast trapped in the barb wire of the trenches. The robin's red breast (the only colour in the book) becomes a symbol of hope. This is based around the true story of a similar event in world war one that occurred on Christmas day. The red symbol of hope also occurs in *The Red Tree* (see BOUNCE BACK! Level 3 Resource Book)

Chris Riddell, 2001, *Platypus and the Lucky Day*, Puffin Books

Unit: the Bright Side

Level 1: Years K-2

A platypus demonstrates good optimistic thinking as he plays with his kite and uses positive tracking to cope with a 'not-so-good day.

Stephen Michael King, 2004, *Mutt Dog*, Scholastic Books, Sydney

Unit: Bright Side; Emotions (Empathy); Core values (Care and Support)

Level

The main character in this story is a dog that belongs to no-one but would love to have regular food, a safe place to sleep and someone to care for him. One day he wanders into a half way house for the homeless and the lady working at the refuge relents and lets him stay the night. The next morning, she decides to offer the dog a home at her place in the country and soon the newly-christened Mutt Dog is settling in to life in a family.

Maggie Smith, 2001, *Desser the Best Ever Cat*, Random House

Unit: Emotions; Bright Side

Levels 1, 2 & 3: Years K-7

Desser, the lovable family cat, dies in his sleep one night. This lovely book celebrates the special bond between people and their pets, a bond which lingers even after death.

Udo Weigel, 2003, *Bear's Last Journey*, North-South Books

Unit: Emotions; Bright Side

Levels 1, 2 & 3: Year K-5

This book tells the story of how Fox and the other forest animals deal with the loss of their friend Bear and seek answers to questions about grief and loss

Susan Varley, 2002, *Badger's Parting Gifts* Harper Collins

Unit: Emotions; Bright Side

Level: K-2

Badger goes down the long tunnel to die and his friends deal with their grief at his loss by recalling the good times they had and the things that he taught them

Emotions

Sally Morgan and Bronwyn Bancroft, 2003, *Just a Little Brown Dog*, Fremantle Arts Centre Press

Unit: Emotions

Levels 1, 2 & 3: Years K-6

Sally Morgan, a descendant of the Palku people has written this book about a little brown puppy, the last of his litter, who is fearful of being rejected and hopeful that he will find a home. Aboriginal illustrator Bronwyn Bancroft's beautiful illustrations add depth to the story.

Elizabeth Stanley, E, 1992, *China's Plum Tree*, Sandcastle, South Fremantle, W.A

Unit: Emotions

Level 2 and Level 3: Years 2-6

The death of a beloved pet is the focus of this story

Dorothea Lachner, 1997, *Andrew's Angry Words*, North South books

Unit: Emotions

Level 1 and Level 2: Years K-4

When his sister trips and knocks over his toys, Andrew responds with angry words that start to spread from person to person, creating trouble wherever they go. Eventually, Andrew meets a wise woman who gives him some kind and happy words to replace his angry words and share with those who have been hurt by his angry words

Helen Lunn and Anna Pignataro, 2002, *Waiting for Mum*, Scholastic Press, Gosford NSW

Unit: Emotions

Level 1 and Level 2: Years K-4

Mum is late collecting her after school but the young girl in the story manages to find ways to handle her anxious thoughts and cope.

Michael Rosen and Quentin Blake, 2004, *Michael Rosen's Sad Book*, Walker Books

Unit: Emotions

Levels 2 & 3: Years 3-9

Thinking about his son, Eddie, who died, is what makes Michael Rosen sad. In his words, 'it's just a cloud that comes along and covers me up'. Every day he tries to do one thing he can be proud of and one thing that means he has a good time.

Elizabeth Verdick, 2004, *Feet Are Not For Kicking*. Free Spirit Publishing, Hong Kong

Unit: Emotions (anger management)

Level 1: Years K-2

The message in this book is that feet are for fun, not for hurting others. A similar book to *Hands are Not for Hitting*. Also contains some useful activities

St.Lukes Innovative Resources , 2003, *Stones...Have Feelings Too!*

Unit: Emotions

Levels 1, 2 & 3: Years K-6

52 delightful 'stone's who are happy, sad, afraid, shy, joyful etc feature on these cards. On the back of each card there are three possible words for the feeling portrayed by the stone character. The words help to build a vocabulary for naming feelings

Joan Prestine, 2003, *Sometimes I Feel Awful*, McGraw Hill

Unit: Emotions; People Bouncing Back (Others can help if you talk to them)

Level 1: K-2

A young girl talks about her up and down feelings in one day. She starts to realise that if she tells people how she feels, they can support her to deal with emotions.

Mat Mitter, 2004, *Smile-a-Saurus! A Book about Feelings*, Simon & Shuster

Unit: Emotions; People Bouncing Back (Others can help if you talk to them)

Level 1: K-1

These delightful, dinosaurs love to express their feelings. Fretful-saurus worries and frets. and fret. Cry-ceratops weeps. Terror-dactyl is always afraid. Glee-rex smiles all day long.

Nuria Roca, 2002, *Scared? From Fear to Courage*, Barrons Juvenile

Unit: Emotions

Level 1: K-2

The book stresses both the positive and negative sides of being afraid.

There are two other useful books in this series

Feelings: From sadness to happiness

Friendship: From your old friends to your new friends

Elizabeth Verdick, 2004, *Words are not for Hurting*, Free Spirit Publishing, Hong Kong

Unit: Emotions (anger management)

Level 1: K-2

The message in this book is that words are for helping and connecting not for hurting. A similar book to *Hands are Not for Hitting*. Also contains some useful activities

Saxton Freymann & Joost Elffers , 1999, *How Are You Peeling? Foods with Moods*

Unit: Emotions

Level 1, 2, & 3: Years 2-7

Fruits and vegetables (sculptured produce from the markets) take on a human form to express a range of emotions eg Capsicums express anger, apples express embarrassment, tomatoes express jealousy. This book can be followed up with an activity in which students sculpt fruit and vegetables in the same way.

Rob Goldblatt, 2004, *The Boy Who Didn't Want To Be Sad* Magination Press

Unit: Emotions

Level 1 & 2: Years K-4

The boy who didn't want to be sad and made a plan to avoid sadness learnt that one emotion, is impossible without the others and he starts to deal with emotions rather than avoiding them. The message is relevant to any age.

Josie Montano & Matt Ottley, 2004, *Bubble*, Lothian Books

Unit: Emotions; The Bright Side

Levels 2 & 3: Years 4-7

Beautiful dream landscapes take Aditi, a young girl, on a reflective journey from despair to hope. Similar in style to Shaun Tan's 'The Red Tree',

Hiawyn Oram and Joanne Partis, 2003, *The Good Mood Hunt*, Oxford University Press, Oxford

Unit: Emotions ; Bright Side

Level 1 & 2: K-4

Hannah wakes up happy but then remembers something that makes her good mood disappear. She sets out on a good mood hunt to restore her good mood.

Sam Lloyd, 2005, *Grumpy Gertie, Twiglets*

Unit: Emotions

Level 1:: K-2

Gertie has woken up in a huge grump! Can she find a friend to help turn her day around? Board book, with a hole for Gertie's mouth in a grump for 1/2 the book then a smile for 1/2 the book. You need to turn the book around to read 2nd half.

Humour

Lauren Child, 2000 *Beware of the Story Book Wolves*. Hodder Children's Books

Unit: Humour & Emotions

Level 1 and Level 2: Years K-4

Herb is terrified of the wolves in many classic stories but he figures that he is safe from them when he closes the book and locks them inside. However, one day, the wolves escape from the book

Jackie French and Bruce Whatley, 2003, *Diary of a Wombat*. Harper Collins

Unit: Humour & Emotions

Level 2 and Level 3: Years 2-6

A lovely humorous little story about a wombat 'with attitude' who despairs of ever training his humans to be better pets. This could also be used to illustrate how different people see things differently ie empathy and perspective taking

Nigel Gray and Vanessa Cabban, 2000, *Little Bear's Grandad*. Tiger Press

Unit: Humour & Emotions

Level 1: Years K-2

Little Bear has a very special relationship with Grandad and visits him every week to have tea together and hear one of Grandad's stories. Grandad falls ill and is taken to hospital and when he visits him, Little Bear tells him a story about their special times together. Grandad dies but the family cope with his death in a positive and moving way.

Nick Butterworth, 2003, *Albert le Blanc*. Collins

Unit: Humour; Emotions; Core values (Care and support);

Level: 1-3

When Albert le Blanc arrives in the toyshop, the other toys think he's a sad bear. But Albert's he isn't sad, he just *looks* sad. They decide to put on a show to cheer him up.

Courage

Baillie, Allan. 1994, *Rebel*, Ticknor and Field

Unit: Courage, Bullying and Core values

Level 3: Years 5-8

A General marches his troops and tanks into a small village in Burma and takes aggressive control of the lives of all the villagers. As he is giving his speech, a child's thong is thrown at the General. He makes his troops search for the child who is wearing only one thong. But all of the children and teachers have taken off their

thongs and are bare footed. Their defiant and loyal action results in a massive loss of face for the general who then leaves the village.

Geoffrey Lehman & Caroline Lehman, 2001, *Sky Boy*. Hodder Headline.

Unit: Courage & Relationships

Level 2 & 3: Years 4-7

Teresa becomes the main caretaker of her younger brother when he is born. She takes the baby and the family cow out to the island in a small boat and gets caught in a storm. The cow overturns the boat in the storm and Teresa ends up courageously saving the baby and her own life by not giving up and eventually swimming to shore. Her father and brothers become greatly concerned for their safety and are relieved to find them safe and well. The event changed the father's attitude to family relationships

Florence Parry Heide, 2000, *Some Things Are Scary: No Matter How Old You Are*, Walker Books

Unit: Courage & Emotions

Level: 2-6 ?????

A humorous collection of scenarios about things that can scare you (eg You're skating downhill, but you don't know how to stop. You're having your hair cut, and they're cutting it too short) focuses on fear and courage.

Colin Thompson and Anna Pignataro, 2001, *Unknown*, Sydney Hodder Children's Books Australia

Unit: Courage; Emotions

Level 2 & 3: Years 5-9 ?????

This story focuses on the experiences and feelings of a variety of dogs in the local dog pound.

Megan de Kantozow, 2004, *Just You Wait*, Scholastic

Unit: Courage; Success (Resourcefulness); Bullying

Levels 1 & 2: K-4

The Royal Highness College is a school for fairytale characters with dungeons, a dark tower and a dragon. Prince Roderick is the school bully but Eleanor True manages to outsmart him with her powers in an unexpected way.

Andrew Coram, 2005, *Jack Learns to Swim*, Echidna Books

Unit: Courage; Success

Levels 1 : K-2

Jack is a young platypus, just leaving the burrow. He wants to venture out into the river with his mother & his sister, but he is afraid. He tells them he is fine on the bank, but he is not fine. Will Jack learn to ask for help?

Relationships

Psychologists for the Promotion of World Peace, Kristen Ireland & Jon Phillips, **DATE, *Wise Ways to Win***

Unit: Relationships

Level 1 & 2: K-4

Kookaburra and Koala are in conflict over what they want to do. Kookaburra wants to laugh and have fun but the noise he makes stops Koala from sleeping. They need to sort out their differences. Psychologists for the Promotion of World Peace is an Interest Group of the Australian Psychological Society.

Mij Kelly, 2002, *Won't Say Please!* Koala Book Company.

Unit: Relationships

Level 1, 2 & 3: K-6

Queen Bee issues commands but never says 'please'. Finally her staff refuse to help her unless she starts using good manners.

Raoul Krischantiz, 1999, *Nobody Likes Me!*, North South Books

Unit: Relationships

Level 1 & 2: K-4

Buddy is a dog moves to a new town and tries to make friends with the locals: mouse, the three cats, the rabbits, the sheep and the big dog but they don't seem to like him. Buddy learns that making new friends can be daunting and that it helps to be direct when trying to make new friends.

Katherine Scholes and Robert Ingpen, 1989, *Peacetimes*, Hill of Content Publishing, Melbourne

Unit: Relationships (Conflict management skills); Core Values (Friendliness and inclusion)

Level 2 & 3: Years 2-4

The message in this book is that peace is important and starts with our own behaviour. Eg '*Peace is not a gap between times of fighting, or a space where nothing is happening. Peace is something that lives, grows, spreads and needs to be looked after... because peace begins with you in your own backyard.*'

Kathryn Cave and Nick Maland, 2004, *Friends*, Hodder Children's Books, London

Unit: Relationships

Level 1 & 2: K-4

A moving story of friendship which focuses on the joy of finding and keeping a friend through the good times and bad eg '*Once I was afraid of the dark, of the dark and the creatures that hide there. You didn't laugh and it wasn't so bad with you at my side there.*'

Julia Donaldson and Lydia Monks, 2005, *Sharing a Shell*, Pan Macmillan

Unit: Relationships; Core Values

Level 1: K-2

The tiny hermit crab loves his new shell and he does not want to share it with anyone even though an anemone and a bristleworm would like to move in with him. Life in the rock pool turns out to be more challenging than the hermit crab thought it would be and he finds that his new housemates are very useful at times in this story of friendship and support.

Success

Rod Clement.,2005, *Louisa May Pickett : The Most Boring Person in Class*, HarperCollins

Unit: Success

Level 2 & 3: Years 2-7

Louisa May Pickett's best talent is presenting at 'Show and Tell' time with her juggling mouse, singing chair and rare pink polar bear. At her old school, she was voted 'The Most Interesting Person' three years in a row. But she has real competition at her new school and is left feeling like 'The Most Boring Person in Class'. But then she discovers something a new way to regain her confidence.

Marcella Weiner, 1995, *I Want Your Moo*, Magination Press

Unit: Success (Self Knowledge and self-acceptance)

Level 1 & 2: K-4

Toodles the turkey hates her 'gobble gobble' sound and wants a better sound such as a 'moo'. Toodles is sad and unhappy about not having a 'moo' until one day her 'gobble gobble' sound comes in handy.

Bob Graham, 2005, *Max*, Walker Books, London

Unit: Success; Core values (Care and Support; Acceptance of Differences)

Level 1 & 2: Years 1-4

Max is a super-baby striving to grow up in a very unusual household of superheroes. Max learns to be his own kind of superhero in his own way.

Libby Hathorn and Anna Pignataro, 2004 , *The Great Big Animal Ask*, Lothian Books, Victoria

Unit: Success (Self knowledge and self-acceptance)

Level 1 & 2: K-3

This is a rework of the Noah's Ark story in which animals are concerned that they will not be good enough to go onto the ark and ask Noah questions such as :Are we too furry? Too growly? Too purry?

Peter Reynolds, 2004, *Ish*, Candlewick Press

Unit: Success

Level 1 & 2: K-5

Drawing makes Ramon happy but a thoughtless remark about his drawing by his older brother discourages him. And his self esteem plummets. His younger sister Marisol helps him to see getting things just 'right' is not the only thing that matters. As she points out, his picture of a vase may not look *exactly* a like a vase, but it is 'vase-ish' and that's what matters.. The theme of the story is believing in one's own abilities despite others' reactions.

Emily Rodda and Andrew Mclean, 1998, *Where Do You Hide Two Elephants* , Omnibus Books

Unit: Success

Level 1 & 2: K-4

Resourcefulness is the focus of this simple story of a young boy who is asked by two escaped circus elephants to help them to hide from those who seek to recapture them.

Jean George, 2001, *My side of the mountain*, Puffin USA, 2001

Unit: Success

Level 3: 5-8

Sam is determined to survive in the woods and keeps a journal to describe the birds and animals with whom he learns to live. A tale of the determination and bravery of a city boy who refuses to give in.

David Metzenthen, 2004, *Anton rocks on* (Aussie chomps) Penguin Books

Australia.

Unit: Success

Level 3: 5-8

Anton might only be little in stature but he has a great talent. By the time he reaches high school, Anton has heard all the size jokes. His resourcefulness and music save the day and the Rock Eisteddfod.

Bullying

**Jeanie Ransom, 2005, *Don't Squeal Unless It's a Big Deal: A Tale of Tattletales*,
Magination Press**

Unit: Bullying

Level 1 & 2: K-4

Mrs. McNeal becomes so exasperated with her students telling tales about each other that she makes a new rule: Don't squeal unless it's a big deal. The humorous story helps children to identify the difference between big issues and little issues. It links with the section in the bullying unit on the differences between dobbing, asking for support and acting responsibly

Jen Green *I feel Bullied* Hodder Childrens Books

Unit: Bullying

Level 1 & 2: K-4

This book provides an introduction to the subject of bullying for young children. It describes different kinds of bullying and the feelings of people who get bullied. The book contains notes for parents & teachers & suggests various ways of helping children deal with the problem of bullying.

