

An investigation of middle primary children's wellbeing using the Reading WELL home reading program

Siobhan Josephine O'Brien

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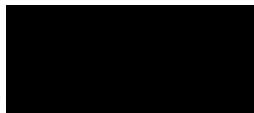
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Declaration

“I, Siobhan Josephine O’Brien declare that the PhD thesis entitled An investigation of middle primary children’s wellbeing using the Reading WELL home reading program is no more than 80,000 words in length including quotes and exclusive of tables, figures, appendices, bibliography, references and footnotes. This thesis contains no material that has been submitted previously, in whole or in part, for the award of any other academic degree or diploma. Except where otherwise indicated, this thesis is my own work. I have conducted my research in alignment with the Australian Code for the Responsible Conduct of Research and Victoria University’s Higher Degree by Research Policy and Procedures”.

All research procedures reported in the thesis were approved by the Victoria University Human Research Ethics Committee HRE17169

Signed



Date 24.01.2022

Abstract

This project investigates the effectiveness of The Reading WELL (Wellbeing Everyday through Learning and Literature) home reading program. The study is set within the homes and families of two communities in metropolitan Melbourne, Australia, and involved 142 parents and children in Year 3–4 classrooms.

The project endeavoured to capture the interactions and aesthetic engagement that occurred between parent and child during the shared reading of narrative texts. With the aim of introducing knowledge around 3 wellbeing topics of body image, resilience and self-esteem, the focus of the research engaged developmental bibliotherapy using open-ended discussion prompts that specifically addressed the 3 topics to support the development of children’s wellbeing.

Developmental bibliotherapy includes the use of books to “heal the mind” (Catalano, 2008; Halstead, 2009). Through reading, a reader makes connections to text and relates to characters in a non-threatening way. Via four stages: identification, catharsis, insight and universalisation, children are encouraged to draw on relevant experiences from their own lives. The four resources model (Luke and Freebody, 1997) underpinned the theoretical framework and The ORIM Framework (Nutbrown, Hannon & Morgan, 2005) opportunities, recognition, interaction and modelling (ORIM) acted as a taxonomy that captured the shared reading engagement (Department of Education, 2018; Ludwig, 2003).

The Reading WELL book collection consisted of 37 book titles. A Reading WELL kit was located in a class for a school term and the children self-selected one book each week to take home to read. Each participating child received a Reading WELL journal. After reading, the journal was completed by the parent and child. As the main form of data collection, the contents of the journal included the study information, tips on shared reading, the titles of each book and 10 journal entries that included space to record the discussion that occurred after reading, acting as a reflection record for each book. The Reading WELL program was also mapped to the Victorian curriculum English, Personal and social capabilities, and Health and physical education curriculum areas.

Attained through semi-structured interviews with parents and teachers and the Reading WELL journals, the project outcomes consider whether the reading engagement of a child increases based on the transactional/aesthetic response (Rosenblatt, 1994, 1995) focused on the text responses that illuminate reading connections from life to text and text to life (Davis, 1992; Mantei & Fahy, 2018; Nikolajeva, 2014). The outcomes consider the feasibility of the program and whether the Reading WELL is a sustainable and accessible way for parents and children to engage with reading as a regular form of home literacy.

The outcomes also show how children's reading engagement has impact on wellbeing and the 3 topic areas: body image, resilience and self-esteem. This is presented as a series of re-storied narratives using Barkhuizen's (2008) story, Story, and STORY model. The re-storied narratives illustrate how cultural literacy, funds of knowledge and parent-child relationships influence children's development and wellbeing. The re-storied narratives utilise arts-based (re)presentation research, with 10 re-storied titles that provide interpretations of the participants lived experiences. It is envisioned that these Reading WELL narratives will become a published version of the Reading WELL that supports children's wellbeing development through the integrated use of developmental bibliotherapy and research-based insight into the body image, resilience and self-esteem topic areas.

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Publications during Enrolment

Book

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O'Brien, S. (2021). How a more-than-human family lives the PhD journey. Creating a place for self-care and wellbeing in higher education. In Lemon, N. (Ed.). (2021). *Creating a Place for Self-care and Wellbeing in Higher Education: Finding Meaning Across Academia*. Routledge.

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Chapter 1: Introduction – Becoming a reader, a personal vignette

We all have personal stories that over time have become familiar to us in their retelling and sharing with the groups to which we belong. These stories attest to how we acquire a sense of our place in the world and how we start to connect understandings of who we are and might become vis-á-vis the social structures that govern everyday life such as family, wider community and even identity (Barton & Hamilton, 2012). My life narrative is set within an Irish-Australian culture. Shaped through the lens of Irish stories, language and metaphor, my identity and that of my brother were formed growing up with Irish parents and listening to their stories of home and of how my mother had immigrated as a young child with her parents and two sisters as part of the postwar immigration to Australia scheme. My maternal grandfather had been offered employment with the Victorian Railways and a small, drafty 3-bedroom weatherboard home in a working-class inner western suburb in metropolitan Melbourne populated with rows of soft pink and mint green dwellings. My father arrived a decade later in the 1960s also with the promise of employment with the Victorian Tramways. One of twelve children, he had followed his brother to Melbourne but he later returned to Ireland, leaving my dad alone in this new country. My parents married in their early 20s and settled in a lower socio-economic multicultural community suburb in the west of Melbourne. Growing up, I was immersed in the culture of Irish dance, music and the influencing mesosystem of the Catholic religion.

On reflection I am better positioned to understand how my upbringing has impacted on my perspective of the world. Barton (2000) suggests that we need to reflect on our own literacy practices in order to fully understand the experiences of others. My early childhood story illustrates the impact of being part of and belonging to tightly knit family, community, schooling and religious networks in which my story of books and of reading emerged. Reading in my childhood was a culturally embedded and social practice that was modelled by my parents, with books everpresent on the shelves in our loungeroom. With reading threaded throughout my childhood, I do not recall learning to read but I can recall an early love of books and stories. Enid Blyton's books were my stories of choice; they had become friends from my many adventures taken with *The*

famous five, my feasting on the magic of the imaginative lands in *The enchanted wood*, *The magic faraway tree*, *The wishing chair* and my enjoyment of the mischievous misdemeanours of *The naughtiest girl in the school*. I was captivated and reading was, in my own imaginative play and stories, my “ecological environment [which I experienced and conceived of] as a set of nested structures, each inside the next, like a set of Russian dolls” (Bronfenbrenner, 1979, p. 3). My aunt reminisced how, at the age of two, I would bring her picture story books off the shelf and ask her to tell me about them. From the age of 3, I spent hours in my room with my head in books, my imagination stimulated by the creativity the stories engendered. With a strong desire for learning, I asked endless questions of my parents and extended family about the world. I constantly asked for a sibling just to be more like the characters in the stories.

Enid Blyton as an author of children’s literature was a phenomenon in the early 1970s and as an adult I have kept all of these books from my youth as treasured possessions; they were my scaffold for learning to read and that started long before formal schooling. However, despite 600 published titles and worldwide translations (Hunt, 1994), Blyton’s work is not without criticism, containing stylised plots flawed by narrative repetition, limited vocabulary and content that has come to be critiqued for implicit racist and classist attitudes. Despite this recent critique (Hunt, 1994; Lodge, 1987), they did seem to fulfil a space in the development of my childish imagination and helped me to become an independent reader whose reading trajectory and skill were prolific. Children’s stories, it has been suggested, have the potential power to influence the morals and values that we take with us into adulthood and to frame “what we should aspire to and what we should avoid, what is good and what is evil, what is forbidden and what is permitted” (Spector-Mersel, 2010, p. 208; see also Polkinghorne, 1988). Gooderham (1997) suggests that populist childhood fiction such as Blyton’s leads readers to respond to text through a controlling adult voice, reflective of a behaviourist model in which surreptitiously good behaviour receives reward. For example, Lodge (1987) mentions how the adventure series *The famous five* gives characters free rein to solve problems, albeit within a secure world where adults watched from a distance ready to offer moral advice, resources at whim and requests to be back at home by dinner time. With Blyton’s storylines I entered the stage of ‘reading to learn’, her books shaping the way I thought about the world, learning by trying things, asking questions

and solving problems; the stories taught me a growth mindset and offered visions of becoming and being, something I thought my primary class peers had also experienced.

And so, to school

Being so eager to go to school and ready to ‘read-to-learn’, I remember my disappointment at my teacher sending me home with *John and Betty* readers. Their plain, didactic sentences were so uninteresting and simplistic to my childhood imagination and inquisitiveness that I would by necessity add in my own descriptive words supplementing them with my life-to-text connections (Cochran-Smith, 1984). On reflection, I have come to acknowledge how it was the regular visits to the local library that supplemented my required school reading and maintained my reading interest from childhood through to adolescence. As my interest in reading increased into my teen years, I discovered the classics and along with them the classist attitudes and privileges of the social settings described within them. I decoded from the common ‘leave school and get a job scenario’ narrative schema the gaps in my cultural and social story that underpinned my behaviours and guided my meaning-making and moral decision-making. In many ways I was unknowingly re-storying myself. Reading offered not only escape, but also a way to seek wisdom and answers to problems from the insights of others.

If, as it has been proposed, children’s literature provides a means for the young reader to learn and practise life, to look at things through others’ perspectives in ways that are imaginative and unconventional, then a well-written children’s book can provide complex ideas and narratives that differ no less in quality and in comparison to adult fiction (Lurie, 1998). It has been argued that any narrative relationship will influence children’s relationships with others beyond the text (Gooderham, 1997, p. 71). Stories passed down from previous generations can often locate and provide a map for interrogating where we have come from and unlock the promise of who we can become (Bochner & Riggs, 2014). Stories, it has been suggested, can become the basis of how we start to live our lives (Bochner & Ellis, 2016; Polkinghorne, 1988). It has been noted that children who discover the joy of books and learn to read without the intervention of adults, as I did, work through a process (Meek, 2012). They begin by listening to stories, which leads to shared then self-reading through repetition and ultimately

scaffolds the skills and knowledge which are required for reading unknown texts independently. Meek (2012) suggests “the more you read, the more fluent you become, obviously” with the reader’s attention sustained and engaged for growing periods of duration (p. 105). Through this process of discovery, the child soon becomes one with the author and “establishes a quasi-social relationship that all good readers understand and inexperienced readers scarcely glimpse” (Meek, 2012, p. 104).

For most of my teaching career I have taught in the working-class suburb of Melbourne where I grew up. It remains a lower socioeconomic community but over time the suburb has become home to numerous ‘newly arrived’ families, migrants and refugees from ethnicities where English is not their first language and people who are often recovering from trauma. Aboriginal and Torres Strait Islander peoples and children from homes that could best be described as unsettled, complicated with unemployment and poor living standards, are also a significant presence in the school in which I worked (Bauer, McAdams & Pals, 2008, p. 83). The outcomes of health reports and local government data have described the families residing within this low socioeconomic community as having lower levels of wellbeing (Public Health Information Development Unit, 2014). This meant that the pedagogical approaches used in my school also needed to have a focus on therapeutic methods for wellbeing and explicit English acquisition.

I considered my role as a teacher in this context to provide a supportive environment where trust and compassion were unconditional (Rogers, 1995). My personal philosophy, formed through my theoretical positioning, draws upon humanist theory, which meant that in practice I set out to create and maintain authentic relationships with the children and to know the stories of the families with whom I worked (Bugental, Pierson & Schneider, 2015; Rogers 1995). My pedagogical approach was based on the understanding that “a child’s behaviour is a manifestation of a complex inner world” (Hayes & O’Toole, 2019, p. 61) and that my role was to provide them with a safe and secure space where they were able to learn and engage. To understand and cater for their complexities was to know my students well and to understand the narratives that framed and emerged from out of their personal stories (Bauer et al., 2008; Deci & Ryan, 2008) that emerged and were shared after reading specifically selected books.

From my experience of reading and sharing stories with children which I have described above, I wondered at the possibility of fostering authentic relationships between children and parents through sharing stories in family contexts. I wondered whether a specialised home reading program could offer a way to connect with children's 'funds of knowledge' and act as a link to engage parents and children in rich discussion while reading at home. Would providing them with a supporting script to steer their discussions about life and other experiences also support children's eudaimonic wellbeing, where life is lived to its fullest and experiences bring about the actualisation of our full potential (Niemiec, 2014).

Research aims

The central idea behind this study is to evaluate if the shared reading of selected books and use of the developmental bibliotherapy framework can increase parent-child interaction, reading interest, reading engagement/enjoyment of texts and the wellbeing of middle primary children. With an emphasised understanding of the 3 wellbeing topics – body image, resilience and self-esteem – the study has utilised developmental bibliotherapy as a process to scaffold how children can learn to deal with transitions, challenges and difficult situations that may occur in everyday life (Rozalski, Stewart & Miller, 2010). Developmental bibliotherapy includes the use of stories for personal growth and emotional healing (Catalano, 2008; Halstead, 2009). From the earliest times the sharing of stories has answered questions, shared knowledge and guided our development. The developmental bibliotherapy framework has identified 4 stages in the process that a reader engages with: identification, catharsis, insight (Catalano, 2008) and universalisation (Halstead, 2009). These are explored below in the context of the project.

The Reading WELL home reading program

This project included the design and development of the Reading WELL (Wellbeing Everyday through Learning and Literature) home reading program, a conceptual process that included:

- Location of previous research and identifying risk measures that were historical predictors of causes of low wellbeing; from these predictors, key messages were developed for each of the 3 focus areas – body image, self-esteem and resilience –

that were employed to support the book selection and the development of shared discussion prompts that parent and child engaged with after reading.

- The book selection procedure; this included locating any previous research undertaken with the children's books selected for the project.
- Creation of the developmental bibliotherapy discussion prompts; the prompts were glued into the back of each book for the child and parent to engage with after reading.
- Development of a series of parent, teacher and child resources; these included a video series, Facebook page and WordPress website and the design of the Reading WELL journals which were used to record the parent/child discussion. The journals formed the main source of data and were collected at the end of the process.

This process of the program development is presented in depth in Chapter 3, the development of the Reading WELL home reading program, which follows the literature review in Chapter 2.

The study has been designed with the aim of aligning existing school/home reading routines. In regular home reading, books are sent home by the school each week and a home reading activity is completed and recorded in a reading record which is then checked by the classroom teacher, who tracks the support provided at home. This process meets the Victorian Department of Education and Training (DET) homework expectation for schoolchildren in Grades 3 and 4, with departmental guidelines suggesting that homework will mainly consist of daily reading to, with and by parents, carers or older siblings (DET, 2020).

For the duration of the study the participating children took home one book per week from the Reading WELL collection over a school term (with up to 10 books read by each child across the duration of the fieldwork). The children read their selected book with a parent and responded to a series of developmental bibliotherapy discussion prompts that were included at the back of each book. They recorded their responses to the discussion prompts in a Reading WELL journal along with a follow-up activity that was created to consolidate their understanding. Other embedded classroom-based home

reading practices continued in combination with the Reading WELL in accordance with the DET home reading guidelines.

The project has sought to understand the effectiveness of the Reading WELL home reading program for:

- establishing increasingly healthy attitudes and wellbeing through reading content based on body image, resilience and self-esteem
- determining whether increased parent/child interaction increased reading engagement and enjoyment among the children
- determining whether the Reading WELL is a sustainable and accessible program for parents and children to engage in as a regular form of home reading.

Research questions

The research questions developed to investigate these issues were:

1. Does parent and child participation in the Reading WELL home reading program offer a viable way to support children's wellbeing and reading engagement?
2. In what ways does the Reading WELL home reading program enhance children's wellbeing in terms of body image, resilience and self-esteem?
3. How does the Reading WELL home reading program improve children's literacy engagement and enjoyment of reading?
4. What are the teachers' and parents' perceptions in relation to the sustainability and accessibility of the Reading WELL concept for parents and children to engage in as a regular form of home reading?

The participants

The Reading WELL participants were at the stage of learning where they were considered by their teachers to be independent readers and to find picture story books engaging (Appleyard, 1990; Victorian Curriculum Assessment Authority [VCAA], n.d.). The Reading WELL was implemented in 2 primary schools in metropolitan Melbourne, Australia, with Grade 3 and 4 children aged 8–10 years. School 1 was assigned the pseudonym Rose Primary School and had 21 parents and 21 children participating in the program. School 2 was assigned the pseudonym Amyfield Primary School and had 50 parents and 50 children participate. A group interview was conducted with the teachers from each school and a semi-structured interview was held with two parents from Amyfield Primary School. Details of each school are given below.

Details of the participating schools

School 1 Rose Primary School

With 3 participating classes, Rose Primary School is a government school located in central Melbourne. Rose Primary School has aims to promote student engagement and conveys that the school values – honesty, respect, achievement, resilience – are practised explicitly through a whole-school wellbeing program. The school is strongly committed to family and community partnerships and this was an intrinsic reason for its interest in hosting the Reading WELL.

School 2 Amyfield Primary School

With 5 classes participating in the study, Amyfield Primary School is a government school situated within the growing corridor east of Melbourne. The school population is diverse, with a significant number of families newly arrived to Australia. The school values teach respect, cooperation, learning, trust, honesty, care and tolerance. The school hosted the Reading WELL as an alignment to the implementation of restorative practices and the explicit teaching of social and emotional skills.

The Reading WELL theoretical perspective

As the first study of its kind in an Australian context to make use of developmental bibliotherapy with parents through a home reading program, I will now present the

theoretical perspectives underpinning the study. This includes an explanation of eudaimonic wellbeing and developmental bibliotherapy and how they have been applied throughout the project.

Mental Health of Children in Australia

The mental health of Australia's children has become a national priority with half of all mental health conditions being diagnosed in children by the age of 14 years (Hoare, 2019). With the early life stages now recognised as a most critical period to develop skills and competencies to enable positive mental health (Hoare, Thorp, Bartholomeusz-Raymond, McCoy, Butler, & Berk, 2020) strong levels of connectedness within the child's learning community need to be established and maintained. A child's learning community is reflective of Bronfenbrenner's Ecological Systems Theory, which includes the microsystem where peers, educators, families and wider community networks contribute and support a child's development (Bronfenbrenner, 1979).

The Health Promoting Schools Framework (HPSF) also underpins the theoretical notions of this study (Bruce, Klein, & Keleher, 2012). Holistic in design, the HPSF works as an embedded whole-school approach that is aimed at fostering the wellbeing of the school community through providing capacity for healthy living, learning, and working (Bruce, Klein, & Keleher, 2012; World Health Organization (WHO), 2010). School sites are optimum for intervention settings due to their population reach and long-term environment (Hoare, Thorp, Bartholomeusz-Raymond, McCoy, Butler, & Berk, 2020, p. 54) however schools can "find them difficult to implement" (Clancy, Benstead, Little, Skvarc, Westrupp, et al., 2019, p. 6). Effective strategies that contribute to positive mental health and wellbeing in children include the way in which a learning community commits to approaches around mental health and wellbeing through the implementation of "policies, curriculum, engaged staff and families, and overall care and support for young people, thus normalising mental health activities" (Hoare, 2019, p. 6).

There is a clear and significant link between children's wellbeing and specific aspects of social and emotional learning (SEL) which includes the three focus areas body image, self-esteem and resilience as demonstrated in the curriculum mapping located in

Chapter 3. The three focus areas body image, resilience and self-esteem have been selected to address the associated risk factors that cause child and adolescent mental health problems in early education and school years (Damiano, McLean, Nguyen, Yager & Paxton, 2020; Schunk & Zimmerman, 2007; Doll, 2013; Clancy, Benstead, Little, Skvarc, Westrupp, et al., 2019). When SEL is specifically addressed through interventions or program that promote wellbeing and resilience among children, children are reported to have “lower levels of mental health issues, anxiety and depression, and higher levels of life satisfaction and positive affect.” (Ciarrochi, Gordon, & Jones, 2019, p. 6). This research acts as an SEL intervention that explores three themes body image, resilience and self-esteem and address the components of a successful SEL intervention:

1. uses the SAFE procedure (is Sequenced, Active, Focused, and Explicitly targets core SEL skills)
2. is age- and culturally-appropriate
3. includes support and training for those implementing the intervention
4. take a strengths-based approach (e.g. helping youth to be their best self)
5. the program is evaluated

(Ciarrochi, Gordon, & Jones, 2019, p. 4)

Eudaimonic wellbeing

Wellbeing is broad in definition (Dodge, Daly, Huyton & Sanders, 2012), so for this project I have focused on the concept of eudaimonia. In definition the factors in eudaimonia include living well and fully achieving our potential, and as a concept eudaimonic wellbeing deals with feeling good while explicitly considering our sense of meaningfulness in life (Bauer et al., 2008). Important for this study is how eudaimonia includes an “investment in childhood” as the obtainment of eudaimonic perspectives at life’s earliest stages can offer long-term benefits including improved schooling outcomes (Deci & Ryan, 2008, p. 411).

As an ethical theory, eudaimonism is positioned within psychodynamic and humanistically oriented psychological perspectives and calls on us to live in accordance with daimon, a concept coined by Norton (1976) that describes when a person’s full

potential is realised (Waterman, 1993). With purpose, meaning and direction, our life is more satisfying and eudaimonia is obtained (McCarthy & Marks, 2010). With its origin positioned within Aristotelian, psychodynamic and humanistically oriented psychology, including the person-centred approach of Carl Rogers, eudaimonic wellbeing is often regarded as being focused on a person's "sense of purpose, sense of control, autonomy, competence, relatedness, safety, hopes/aspirations and values" (McCarthy & Marks, 2010 p. 588). In relation to this project, the 3 wellbeing topics – body image, resilience and self-esteem – are explored in connection with the 6 main characteristics of eudaimonic wellbeing that are aimed for throughout life: "self-acceptance, personal growth, relatedness, autonomy, relationships, environmental mastery, and purpose" (Deci & Ryan, 2008, p. 4).

In this study I have connected eudaimonic wellbeing with reading engagement. Previous research from the last two decades indicates the beneficial effects of fiction reading on personal wellbeing. Kuiken and Douglas (2017) and Kuijpers (2018) have explored the concept of narrative absorption "or immersion, transportation, or narrative engagement" which is related to the experience of reading engagement and has been described as when we have "the feeling of getting lost in a book, blissfully unaware of your surroundings and daily worries" (Kuijpers, 2018. p. 1). Oliver, Ferchaud, Yang, Huang and Bailey (2017) suggest that the experience of absorption in a reading narrative can lead to a positive effect on our wellbeing and support our eudaimonic goals. It is the absorption aspect that is explored throughout the study through utilisation of the developmental bibliotherapy framework.

Developmental bibliotherapy

This section presents an overview of developmental bibliotherapy with a discussion of its background, benefits and previous research relevant to its use in this study.

Bibliotherapy: What is it?

Bibliotherapy was conceptualised by Carolyn Shrodes, who had a background in cognitive behavioural therapy and psychology, and in 1949 measured the bibliotherapeutic process in relation to psychotherapy methods (Halstead, 2009). A review of the literature on the early use of clinical bibliotherapy undertaken with

children includes projects with counsellors and medical physicians. The outcomes of the research showed reduced anxiety and aggressive behaviour in children diagnosed with a chronic illness or disability (Bravender, Russell, Chung & Armstrong, 2010; Gregory & Vessy 2004; Herbert & Ferner, 1997; Manworren & Wooring, 1998; McCulliss & Chamberlain, 2013; Thomson, 2010). In a clinical trial conducted with children with high body mass, developmental bibliotherapy was utilised with structured group reading organised around subject-related material. The study findings reported weight loss and improvement in emotional and behavioural disorder intervention along with increased emotional awareness of the participants (Bravender et al., 2010; Harper, 2011). Another study that evaluated the impact of bibliotherapy for children of short stature and with diabetes showed positive results with engagement in dialogue about teasing and ways to deal with chronic illness (Amer, 1999). The benefits of bibliotherapy have been noted in the systematic reviews of Montgomery and Maunders (2015) (RCT trials only) and McCulliss and Chamberlain (2013), who concluded that the use of bibliotherapy offered a moderately positive effect on children's ability to express their thoughts and feelings.

More recently, educators and other allied health professionals have looked to developmental bibliotherapy as a way to help children who are experiencing issues and challenges that have the potential to disrupt their development (Rozalski et al., 2010). With the focus of this study based on the lived experience of school students, unlike clinical processes, developmental bibliotherapy does not require a trained mental health professional and moves away from the clinical characteristics applied in cognitive behavioural therapies (Catalano, 2008). As a shared reading experience, alignment can be made between developmental bibliotherapy and Cochran-Smith's (1984) text-to-life and life-to-text conceptualisation, a process that explains that through making intimate connections, both readers and listeners take the knowledge gained from a text and link this to personal experiences outside of texts. Developmental bibliotherapy is operationalised through two people reading the same book aloud, taking turns reading a few pages or paragraphs at a time (Wolverton, 1988, p. 3). Drawing on a Vygotskian approach, it is a shared reading co-relationship where the role of the adult as "the knowledgeable other" is to guide, model and collaborate (Robinson, 1997, p. 19). This can support the facilitation of comprehension and inference of meaning in text and provide greater support for less capable readers and also families with non-English-speaking backgrounds (Lucas & Soares, 2013; Rosário, 2004).

Within a developmental bibliotherapy framework there are 4 identified stages in the process that a reader engages with: identification, catharsis, insight (Catalano, 2008) and universalisation (Halstead, 2009). *Identification* is the reader making connections and relating to the characters in a non-threatening way (Catalano, 2008; Morawski, 1997). Heath, Sheen, Leavy, Young and Money (2005) suggest that identification occurs “once the story catches the students’ interest and as they begin identifying with the characters”; the reader moves through the narrative, making connections to their own experiences, and this enables them to connect to the characters, imagery and plots (p. 567).

Once a reader has identified with the characters, *catharsis* can take place and this is when emotional tension or anxiety is released. Morawski (1997) explains that catharsis can occur when the reader observes how a character works through a problem that releases emotional tension and “identification becomes further established” (p. 247). When the reader identifies with a character, they can “vicariously experience the character’s feelings” (Heath et al., 2005, p. 567).

Insight is the point where discussion and knowledge come together, often activated through follow-up discussions and activities based on the reading. Through thinking about and articulating what happened in the story and then applying it to their own lives, the reader can come to conclusions about themselves. It is at this stage that a perceived problem that was once overwhelming or unsurpassable is offered a solution or process to work through (Heath et al., 2005). Sullivan and Strang (2002) suggest that specific follow-up activities to support the reading and interaction include retelling, for example with the use of puppets, and writing or drawing tasks.

The fourth stage in the process is referred to as *universalisation*, when the reader considers or recognises “that our difficulties and sense of difference are not ours alone” (Halstead, 2009, p. 112). Universalisation occurs when the reader’s experience is transformed into an understanding that there are others who may have similar problems and that, like the characters, we are able use resources and skills to overcome difficulties (Heath et al., 2005).

Suvilehto (2016) suggests that bibliotherapeutic activities offer participants a way to learn how to self-reflect and develop cognitive processes that enrich self-awareness as they compare themselves to another's life experience. This high-level metacognitive skill has been suggested to create critical thinkers who are able to observe, self-correct and self-regulate and in turn gain a strong understanding of self. It has also been suggested that the narrative of a text provides a context for a pedagogic encounter for learning and transformation of the self (Goodson & Gill, 2014). Through exploring narrative texts, the reader is able to investigate the self in depth, with the possibility of a transformative potential.

The rationale for using developmental bibliotherapy in this study

The use of developmental bibliotherapy with children generally indicates positive effects in educative contexts (Heath et al., 2005). For instance, previous studies that focused on the home literacy environment have shown benefits in relation to children's literacy, wellbeing and quality of the reading encounter with parents and children (Guzman & Lippman, 2013; Hampden-Thompson & Halstead, 2009). Sullivan and Strang (2002) explain how schools can maximise the parental contribution by sending home books and follow-up activities that the children can complete.

The compelling case for home-based developmental bibliotherapy interventions is, as Sullivan and Strang (2000) explain, how schools can maximise the parental contribution. Parents, it has been suggested, are closely attuned to their child's present life-tasks and challenges, and are in a prime position to directly support them (Cantor, Norem, Niedenthal, Langston & Brower, 1987). For instance, Pilonieta and Hancock (2012) applied the developmental bibliotherapy framework when studying families' responses to literature and found that children responded well "socially to sensitive" narratives that addressed issues such as racism, parental incarceration, homelessness and immigration (Pilonieta & Hancock, 2012). The use of developmental bibliotherapy in this study offered a framework for the parents to explore and have conversations about life challenges (Pilonieta & Hancock, 2012; Suvilehto, Kerry-Moran & Aerila, 2019). Rizza's (1997) paper focused on parents using bibliotherapy with their children. Rizza presents a scenario where a parent read a book with their daughter after the death of a beloved pet. The bibliotherapy stages provided a way for the family to support their

child in coming to terms with the pet's death and working through her emotions (Rizza, 1997).

The 3 wellbeing focus areas

The 3 wellbeing focus areas in this research are body image, self-esteem and resilience. In this section the terms and definitions of body image, self-esteem and resilience are presented.

Wellbeing focus area: Body image

Previous research has indicated that negative body image and injurious eating behaviours are established in childhood and have described the long-term consequences for young children who display early symptoms of eating disturbance and negative body image (Damiano, McLean, Nguyen, Yager & Paxton, 2020; Slater & Tiggemann, 2016). Halliwell (2015) and Tylka and Wood-Barcalow (2015) explain that positive body image has several facets that include:

an overarching love and respect for the body that allows individuals to

- (a) appreciate the unique beauty of their body and the functions that it performs for them;
- (b) accept and even admire their body, including those aspects that are inconsistent with idealized images;
- (c) feel beautiful, comfortable, confident and happy with their body, which is often reflected as an outer radiance, or a “glow;”
- (d) emphasize their body’s assets rather than dwell on their imperfections; and
- (f) interpret incoming information in a body-protective manner whereby most positive information is internalized and most negative information is rejected or reframed (Tylka and Wood-Barcalow, p. 121).

Previous research tells us that children with poor body image experience associated risk factors such as teasing and fat talk by peers and parents leading to low self-esteem, low resilience and long-term health problems (Haines & Neumark-Sztainer, 2006; Haines, Neumark-Sztainer, Perry, Hannan & Levine, 2006). Ricciardelli, McCabe, Holt and Finemore (2003) present insight into how the psychosocial functioning of self-esteem

correlates to children's body dissatisfaction, revealing that children who reported higher levels of body dissatisfaction also showed low self-esteem and were dissatisfied with life, including school achievement. Halliwell (2015) proposes that body dissatisfaction or negative body image occurs when the natural orientation of a child's body image is influenced by societal pressures or challenged by exposure to external standards of appearance. Appearance-related teasing by parents and/or peers and exposure to media environments are identified as risk factors for body dissatisfaction (Paxton & Damiano, 2017). Sharpe, Naumann, Treasure and Schmidt (2013) note that unlimited exposure to these types of conversations and behaviours can predict increases in thin-ideal internalisation and body dissatisfaction.

Children's experiences of teasing and bullying are known to negatively affect childhood functioning (Copeland et al., 2015). Olweus, (1993) suggested that beyond weight-based teasing, bullying involves a range of forms of ongoing peer persecution including overt aggression, social exclusion and rumour-mongering (p. 1142). Haines et al. (2006) investigated the impact of weight-based teasing and found a prevalence among school-aged children and adolescents. Teasing, fat talk and appearance-related conversations are risk factors for body image concerns (Clark & Tiggemann, 2006). Kostanski and Gullone (2007) found being under- or overweight led to being teased, which in turn caused negative body image attitudes. It was found that both mothers and fathers engaged in teasing their children, yet social groupings were cited as having a far greater impact.

A body image issue that is not addressed in this study are the experiences of lesbian, gay, bisexual, transgender, queer, intersex, and asexual children. Children's books with LGBTQIA+ characters are a reasonably new genre in publishing with titles becoming more common from the 2000s (Capuzza, 2020). As Rego, (2019) explains "the use of queer theory in the field of children's literature is still in its infancy" (p. 11). Capuzza, (2020) conducted an analysis of published stories that included transgender protagonists and narrators noted a lack of intersectional diversity as most stories developed characters who were white middle class and parented by heterosexual couples. Capuzza, (2020) also found that many of the plots of the stories who used human rather than animal characters were about coming out and suggested that instead the stories should be more focused on "transgender characters doing what cisgender

characters do – be it going on an adventure, learning a moral lesson, or simply having fun” (p. 329).

Bean & Dunkerly-Bean, (2020) have also explained that elementary teachers can be reluctant to address “the identities of, and issues faced by, LGBTQIA+ children out of fear of parental or administrative pushback over the “appropriateness” of the topic, materials used” in their classrooms (p. 98). Other adversity has included librarians refusing “to shelve literary pieces that possessed evident queer content, especially if they were intended for young readers” (Capuzza, 2020, p. 11). To address heteronormativity in schools and communities Bean & Dunkerly-Bean, (2020) propose for queered pedagogy be included within teacher education programs.

The consequence of LGBTQIA+ children not seeing themselves reflected in the world around them it is that many experience personal challenges, social rejection and bullying (Capuzza, 2020). Bean & Dunkerly-Bean, (2020) have revealed that children who identify as LGBTQIA+ in kindergarten and primary/elementary schools can be stigmatized, and experience depression and self-harm. With an increasing number of primary aged children identifying as LGBTQIA+ demand for these books has increased (Capuzza, 2020) with authors and publishers broadening the scope of children’s literature that “normalize gender-neutral narratives” (Rego, 2019, p. 11).

Children’s literature that tells the story of LGBTQIA+ lives can be an agent of social change. One successful project that utilised children’s books this way is the ‘No Outsiders’. Carried out in the United Kingdom the project investigated heteronormative processes in primary schools (DePalma & Atkinson, 2009). The presence of the titles and topics generated discussions that would not have once occurred due to the “silence around sexualities in general” and impacted greatly on the school community (DePalma & Atkinson, 2009, p. 850).

Stories with queer narratives offer developmental bibliotherapy opportunities to challenge cultural assumptions relating to gender as well as introduce the use of gender-neutral pronouns. The developmental bibliotherapy process with these stories would support teachers and parents to enact open conversations and help children empathise first with characters in the stories and then to connect to others in the real world (Rego,

2019). Promote acceptance and understanding of LGBTQIA+ children and offer through ways to enhance children's efficacy and also effectiveness in prevention of internalizing and externalizing behaviours (Radis, Wenocur, Jin & Keeler, 2021). And finally, both adult and child readers could learn and better understand "gender identity development, and the relationship between cisgender and transgender people" (Capuzza, 2020 p. 324). Reading with our young can form and extend their knowledge of societal gender expectations, inform their own gender identities and contribute to attitudes about gender (Capuzza, 2020).

Wellbeing focus area: Self-esteem

Drawing on the work of Rosenberg, Schooler, Schoenbach and Rosenberg (1995), the Reading WELL study focuses on the development of children's specific self-esteem. Specific self-esteem is an individual's confidence level and the influence this has on the attainment of a specified performance level, goal or achievement. Rosenberg et al. (1995) note that specific self-esteem is directly connected to personal behaviour and emotions about ourselves, and they draw on the theoretical foundation underpinned by Bandura's (1982) concept of self-efficacy, which refers to a learner's perceived ability to learn or perform a certain action (Bandura, 1997; Rosenberg et al., 1995; Schunk & Zimmerman, 2007). Specific self-esteem can be gained through the interrelationship of a person's level of self-confidence and others supporting their ability to persist when trying something new or being faced with a challenge or adversity. Self-efficacy and specific self-esteem have an impact on the way in which we perceive ourselves and are strong determinants of personal success including reading and writing attainment (Schunk & Zimmerman, 2007) and therefore are required to support and promote children's positive development.

Wellbeing focus area: Resilience

With regard to the theoretical conceptualisation of resilience Ciarrochi, Gordon, & Jones (2019) explain how resilience can be conceptualised along a continuum, that starts with those with high-resilience who show "positive mental health and the absence of psychological problems" (p. 7). Aburn, Gott, and Hoare (2016) suggest how resilience can be explored through a social constructionist lens as "resilience can certainly be seen as a construct that is largely dependent on a situation including the

culture of the individual and society or community” (p. 995). Viewing resilience in this way, allows us locate the individuals “beliefs and world-views” and then to evaluate their resiliency in context to lived experience. To support this perspective, Aburn, Gott, and Hoare (2016) have established five key themes that previous research on resilience has demonstrated, these are “(i) rising above to overcome adversity, (ii) adaptation and adjustment, (iii) ‘ordinary magic’, (iv) good mental health as a proxy for resilience and (v) the ability to bounce back” (p. 991). It was also determined that there “no universally accepted way of defining, quantifying or measuring resilience” (Aburn, Gott, & Hoare, 2016, p. 994).

The Reading WELL is focused on supporting the development of children’s resilience. Taub and Pearrow (2013) and Greenberg (2006) propose that resilience is demonstrated in an individual’s capacity to adapt to change or attain developmental milestones while dealing with stressful events. Resilience is known to emerge and develop as a characteristic in children through the scaffolded support of families and school communities (Doll, 2001). The impact of having a significant other within our life who values and cares for us encourages resilience to emerge. Through scaffolding and interdependence, children are able to sustain resilient behaviours and attitudes (Doll, 2013; Greenberg, 2006; Greig, MacKay, Roffey & Williams, 2016; Roffey, 2015).

Conclusion

In summary, this chapter has introduced several important concepts for the thesis. First, it has outlined the research questions, aims and objectives, then presented the rationale for embedding eudaimonic wellbeing and the attributes of developmental bibliotherapy within the program. Definitions of the 3 wellbeing focus areas have also been presented.

The next chapter, the literature review, further situates the project by examining the literature on reader response theory, cultural literacy and how literacy is situated and enacted within family contexts and communities. It also explores how developmental bibliotherapy can support the social and emotional development of children thorough narrative, interaction and dialogue.

Chapter 3 presents the development of the Reading WELL home reading program and includes the research underpinning the key messages for each of the 3 focus areas – body image, self-esteem and resilience. The book selection process and the development of the bibliotherapy discussion prompts are also presented.

In Chapter 4 I outline the methodological rationale for the study in two sections. The first section introduces the initial theoretical framework, a mixed-methods design. This includes discussion of the methodological constructs including the sample size, recruitment and initial data collection plan. Then I describe the need to revise the project using a qualitative paradigm that has employed an interpretive narrative research methodology.

In Chapter 5 the analysis is presented. Undertaken in two stages, the first section locates the field texts using the classification of types of narrative analysis model (Tuval-Mashiach & Zilber, 1998). The second section presents the process I have used to re-story the field texts using Lieblich, Tuval-Mashiach and Zilber's (1998) thematic analysis and a modified version of Barkhuizen's (2008) story, Story and STORY model.

In Chapter 6, the discussion, I present the collective experience of the participants in their use of developmental bibliotherapy. The 3 wellbeing topics – body image, self-esteem and resilience – are explored as opportunities for the attainment of eudemonic wellbeing. The re-storied field texts within Barkhuizen's (2008) story, Story as the new Reading WELL narratives and STORY are also presented. It is here that the fiction-based research is presented with 10 new Reading WELL narratives that are positioned to provide opportunities for future research.

Then in the conclusion chapter I draw together the outcomes and my final comments about this PhD study. My insights about the project are expressed and the implications discussed. Of primary importance are the findings in relation to the research questions about the parent-child interaction induced during shared reading using developmental bibliotherapy in the home setting, along with the participants' insights into the 3 wellbeing topics and future possibilities in this area of research.

Chapter 2: Literature Review

In this chapter I review the interdisciplinary literature surrounding reading engagement, developmental bibliotherapy and cultural literacy. The first section of this chapter examines the emergence of reader response theory, which conceptualises reading as both an active and a creative process. I draw on Rosenblatt's (1994, 1968) notion of the reading encounter and how a transactional approach to reading is engaged through the reader stance of efferent and aesthetic reading.

I then examine the literature surrounding the concept of developmental bibliotherapy and the insights from developmental bibliotherapy and narrative absorption (Calarco, Fong, Rain & Mar, 2017). These are discussed as a set of tools to solve "personal difficulties that focused on how the emotions, ideas and feelings that are evoked during a reading experience can be utilised for personal nurturing and emotional development" (Forgan, 2000, cited in Moulton, Heath, Prater & Dyches, 2011, p. 12). I then contextualise literacy as a cultural practice and explore how, through the conceptualisation of literacy as an ideological practice (McCallum, 1999), literacy is situated and enacted within family contexts and communities, with an investigation of how fiction-based research can entrain lives lived.

Key ideas underpinning reading engagement and interaction with narrative

Reader response theory

In this section insight on reading engagement and the reading encounter is examined via the interactions and relationships with narrative. A body of research on reader response criticism theory has explored the triadic relationship between a text and a reader (Benton, 2006; Hunt, 2005; Iser, 2008; Lobo, 2015; Rosenblatt, 1988; Tompkins, 1980), focusing on how reading narrative is "central to the human experience" and acting as a "key site and intersection of language, thought and culture" (Robinson, 1997, p. 54).

The concept of reader response criticism theory originated to provide a counterbalance to the objective ideas of those who considered literary studies to be limited to reader author systems and who developed structuralism and formalism as the aesthetic value of a text (Benton, 2006; Iser, 2008; Tompkins, 1980). Reader response criticism theory is described by Tompkins (1980) as "not a conceptually unified critical position, but a

term that has come to be associated with the work of critics who use the words reader; the reading process, and response to mark out an area of investigation” (p. ix).

Central to the Reading WELL study is the theoretical work of Louise Rosenblatt, who in the 1930s proposed the transactional theory of reader response that articulates a triadic relationship between a text and a reader, and a transactional response model. Rosenblatt (1988) explores the reading encounter through a “reading transaction”, which she defines as an experience where a reader identifies or selects elements that are synthesised, analysed or blended into what constitutes the “meaning” of a text. This meaning of a text is determined through the interpretation of the reader, which occurs simultaneously during the literary transaction (Rosenblatt, 1988, p. 4), and in essence a transactional encounter offers a formula for understanding how a reader relates to a text. The aspects of the transactional encounter are the efferent experience and the aesthetic experience. In definition, efferent reading is reading for information where “the primary concern of the reader is with what he will carry away from the reading”, while aesthetic reading is experiencing a text “where the reader’s primary concern is with what happens during the actual reading event, the reader’s attention is centred directly on what he is living through during his relationship with that particular text” (Rosenblatt, 1994, p. 25).

The import of reader response criticism theory has over time generated a wide array of models that differ in perspectives and analogies about how the aesthetic reading process occurs (Tompkins, 1980). In its application some reader response theorists focus on the reader and the aesthetic reading process, and others on the text and its influence on the reader (Hunt, 2005; Lobo, 2015, p. 15). Norman Holland initiated the psychological reader response theory in the 1980s that positions the reader as being intertwined within the reading experience (Holland, 1980; Holland, Lachicote, Skinner & Cain, 2003). Holland’s (1980) psychological perspective incorporates insight into the psychological process of author and reader interaction (Holland, 1990), showing how reading can be considered an act or event that includes personal knowledge and social factors entering into the conditions. Holland’s psychological perspective focuses on what readers’ interpretations reveal about themselves and its inclusion has provided insight into and connection with the aims and applied use of developmental bibliotherapy within this project (Lobo, 2015).

A transactional approach to reading

A transactional approach to reading sees reading as an active and a creative process, where a reader is focused on the varying characters and what they know, combined with the practice of wandering back and forth between the memories of what has already been read and the reading of the moment (Sipe, 2007). Within this active interaction the reader becomes part of a performance with the text, like a dance that is not linear but a “deliberate, ongoing, and recursive transformation of evocations (initial ideas and impressions) into responses (more comprehensive, coherent, and satisfying formations)” (Faust, 2000, p. 15), a process that becomes second nature to a fluent reader. Then, acting as a feedback loop, the reader revises their memories while adding new information during further reading (Appleyard, 1990; Sipe, 2007).

Within the transactional process, there can be variances in enactment between individuals. For instance, Wolfgang Iser, whose work also aligns with Rosenblatt's, holds the view that when an author constructs a text, it is constructed in such a way that it is designed to engage with a reader's imagination but it is the reader who has the independent task to work things out as an individualised but spontaneous process (Iser, 1971). Known as Iser's theory of phenomenology, this view is that a text's reality is only revealed when a reader actively participates and makes connections through their own experience, in turn bringing the literary work into a co-existence (Iser, 1971, p. 8). Furthermore, the way people experience and make meaning is through “creating a dynamic nature of comprehension” where reading conjoins author, text, reader and the world (Freund, 2003, p. 147; see also Lobo, 2015). Offering a further variance on Iser's theory, McCallum (1999) builds on this insight using the lens of Mikhail Bakhtin's approach in that there are “a much broader range of narrative techniques, reading positions and interpretative strategies” available to readers to make sense of things (p. 17). This includes Bakhtin's ideas on the production of meaning from text in a cognitive, ideological and social stance which assumes degrees of both the activity and passivity of the reader (McCallum, 1999). The way a reader goes about the process is individualised and spontaneous, but will ultimately still engage them in a transactional response that promotes making meaning and emotional connections to text.

The reader stance: Efferent and aesthetic reading

Within the reader transaction, Rosenblatt fashioned the reader *stance* along with two terms, *efferent* reading for information and *aesthetic* reading where one experiences a text (Rosenblatt, 1994). The Reading WELL home reading program books provide opportunities for readers to take both aesthetic and efferent stances through the fiction and non-fiction books and discussion points that address the 3 focus areas: body image, resilience and self-esteem.

Rosenblatt notes that the stance a reader takes, whether efferent or aesthetic, is guided by 3 factors that inform the reading process and determine how reading occurs: (i) their expectations of reading; (ii) how the text is approached; and (iii) “the activities they carry out in relation to the text” (Rosenblatt, 1994, p. 27; also see Galda & Liang, 2003). For instance, non-fiction texts are most often approached through an efferent stance, as “readers are concerned with gathering information to use in some manner in the real world” (Galda & Liang, 2003, p. 269), whereas an aesthetic stance will most likely occur when a reader experiences a range of responses that enter into their awareness, selecting and weaving what is interpreted as a personal “literary work of art”; this happens more commonly when the texts are fictional or poetic genres (Rosenblatt, 1994, p. 27).

It has been argued that an aesthetic stance is the reader’s primary purpose, which is to pay attention to the experience, to absorb within their awareness the words, characteristics and symbols obtained through reading (Rosenblatt, 1994, pp. 27, 29). However, Rosenblatt counterargues that no reading encounter is purely efferent or aesthetic: “even the most scientific textbooks can be read with a more aesthetic stance by certain readers” and that readers will position themselves somewhere along an efferent–aesthetic continuum (Davis, 1992, p. 74; Rosenblatt, 2002, in McLaughlin & DeVoogd, 2004). Davis (1992) explains the two ends of the spectrum in that an efferent stance “gives more power to the text than the reader in the act of reading” where the reader is purely sourcing information, and an aesthetic stance encourages readers to “bring meaning to the text … to become aware of the process and experience of reading” (p. 74). Pertinent to this project, Davis (1992) calls for educators to support children to read in an aesthetic way as this will increase their ability to comprehend and

understand texts at a level where they also “become aware of the process and experience of reading” (p. 74).

Generating the aesthetic transaction through life to text – text to life

The aesthetic transaction as conceptualised by Rosenblatt generates meaning through an active interaction between the text and the reader; it is through the act of reading that the reader brings the text to life (Rosenblatt, 1994). Rosenblatt’s work with regards to the aesthetic nature of the connection and meaning-making to text that a reader creates is the core of the aesthetic experience (Faust, 2000).

To explain this in more depth, we can draw on Iser’s (1971) analysis of the reading process. Iser suggests how when a text is read for the first time, a reader may experience gaps or blocks in reading where something is not grasped or understood; these gaps offer a “free play of interpretation” where text to self and world connections are made (Iser, 1971, p. 11). These gaps are then filled when a reader connects the context to their own experience according to their imaginative capability (Iser, 1971, p. 55). Building on Iser’s activity in sense-making from gaps in text, a second or third reading becomes more innovative as the reader uses prior knowledge of the plot, opening up a freedom to explore other connections not perceived during the initial reading (Lobo, 2015). Langer (1995) phrases this as envisionment building: “through the interaction between the person and text the meaning created creates an envisionment of what the reader thinks, feels and senses at a given point in time” (p. 15). Envisionment can continue after reading via reflection and interpretation from both the text and world experiences (Langer, 1995, p. 16; Nestlog & Ehriander, 2019).

For this to be achieved a reader needs to firstly grasp the subject matter and then work through the process of comprehension and understanding of the author’s message. Nikolajeva (2014) explains how readers form a two-way interrelationship with fiction and that envisionment building is a:

cognitive engagement … a two-way process: life-to-text and text-to-life (or put in a more scientific way, practice-to-theory and theory-to-practice). We use our real-life experience to understand fiction, and we

gain experience from fiction to explain and understand the real world (p. 25).

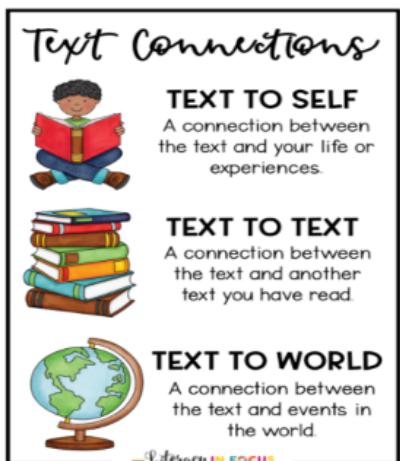
Nikolajeva (2014), Davis (1992) and Mantei and Fahy (2018) illustrate how Rosenblatt's aesthetic reader transaction can be activated through a reader's ability to make meaning in 3 interconnecting ways: (i) text-to-self or life-to-text, including connections to personal experiences that allow the reader to relate and identify to a text; (ii) text-to-text, which are connections or links made to other texts that may have similar characters, plots and themes (Davis, 1992); and (iii) text-to-world or text-to-life, where the reader is able to connect to events or experiences that have happened to others, extending their understanding of people, culture and society (Davis, 1992; Mantei & Fahy, 2018, p. 46; Nikolajeva, 2014).

With ongoing debate about how the readerly/writerly transaction occurs and particularly how meaning is gained from a text (Benton, 2006), this study is informed by Rosenblatt's reader response criticism theory in that when the reader reads, their interpretation and understanding are tied to their psyche, within the *how* and *what* they identify from the text, with connections made through themselves and their own experience (Freund, 2003). Holland et al. (2003) advocate that through making connections of “text to self” the reader takes a position within the text finding a balance between psychological conflicts and coping strategies supporting their way in the world” (p. 124). To enable a reader to engage in an aesthetic reader transaction, the use of *making connections* with text has been investigated. With the aesthetic reader transaction activated through a reader's ability to make meaning, text-to-text, text-to-self and text-to-world connections can be applied to support a reader's understanding and comprehension. Nikolajeva (2014) explains how when children are not engaged by books, it may be because reluctant readers may have limited book knowledge or life experience, which will affect their ability to process information in text form. Asking students to draw connections to other factual information, concepts and situations that they have come across guides them to engage in the process of constructing meaning, which incorporates strategies such as pausing to “recall and connect to prior experience, question the author, wonder what the author meant, read ahead, re-read” (Wilhelm, 1997, p. 73). Wilhelm (1997) found that *making connections* activities support reluctant

readers in how to envision scenes and literary characters, make life connections and anticipate the outcomes of events, which can generate high levels of engagement.

Supporting a reader's aesthetic relationship with the *making connections* sequence and use of specific questioning strategies encourages the articulated discussion of their experiences and emotions, revealing an interconnection between the reader and the narrative, characters and real-life scenarios (Cochran-Smith, 1984, p. 238). L'Allier and Elish-Piper's (2007), Mantei and Fahy's (2018) and Meek's (2004) research has all looked at the impact on readers through *making connections* posed as open-ended questions and in Meek's (2004) study of kindergarten children's shared reading process she observed "serious intellectual delight shown by children after being asked following a second reading a text-to-self question 'What goes on in your head when you look at pictures?'" (p. 314). To make sense within texts the *making connections* interactions are focused on applying the book information, meaning, message or theme to their lives (Cochran-Smith, 1984, pp. 172, 237).

To support and encourage readers to practise *making connections* Davis (1992) suggests the use of reader response journals for home and school use to engage children in a supported meaning-making process whereby they will discover connections to their own experiences with the journals, which act as a record of interaction with the text and others in discussion about the book. Robinson (1997) explains how this process illustrates the complexity of the teacher, parent and child roles as readers. The role of the support person (either teacher or parent) is as collaborator with the child, guiding the reading process as a shared experience. The image in Figure 2.1 shows examples of the *making connections* strategy that is referred to by the participating teachers in the focus group during this study. Given that the children were already accustomed to this cognitive skill, the use of the developmental bibliotherapy stages was easily adapted.



Literacy in focus (2019) Source Increase text connections with sentence-frames

<https://www.litinfocus.com/increase-text-connections-sentence-frames/>



Making Connections graphic organiser. Source Pinterest.

<https://www.pinterest.com.au/pin/358458451582303073/?d=t&mt=login>

Figure 2.1 Making text connection templates for classroom and home use

Transactional reader response theory and alignment to developmental bibliotherapy

There is existing research, although not common, that aligns developmental bibliotherapy with reader response theory; for instance, it is noted by Crago (2006) that only a “few advocates of bibliotherapy have had much knowledge of reader-response theory” (p. 180). Hynes (2019) and Cheu (2001) emphasise how both concepts are

explicitly focused on the act of reading and exploring the reader's interpretation of literature that is influenced by their personality. A point of differentiation is in naming bibliotherapy as a multidisciplinary interaction with the goals of human health and personal development, so in essence both work in tandem to support children's development (Cheu, 2001; Mihić et al., 2017).

Suggesting a complementary alignment, Nikolajeva (2014) posits that both reader response theory and bibliotherapy provide an impetus for children to acquire meaningful insights into the world around them through promoting an "understanding of themselves, including thoughts, emotions, beliefs, assumptions, intentions, and behavior" which is supportive of identity formation (p. 141). It is through stories that children are able to understand how our experiences can be similar and our struggles have a universal quality. Spufford (2002) also describes the connection, noting how reading can be a way to make sense of or maintain the balance of the real world through offering an escape or a way to cope. The nature of therapeutic narrative offers the ability to parallel real-world experience, providing a framework for a discourse (text-to-text) and providing a child with the opportunity to converse about what was previously unresolved (text-to-world) (Roberts, 2004). When stories are read, connections can be made to the characters and events and the reader's own life experience. This is coupled with varying levels of emotion depending on the attached experience (text-to-self). Through the sharing and discussion of reading encounters, hope and other options to solve problems become plausible pathways to consider (Roberts, 2004, p. 381).

Inquiry questions, discussion prompts and follow-up activities are central to the bibliotherapeutic process. These can occur before, during and/or after reading to draw out focused responses and to emphasise a character's thoughts and feelings, in turn contributing to the children's comprehension of the story (Britt, Wilkins, Davis & Bowlin, 2016). It has, however, been advised that any questions asked by adults that are directed towards a child's feelings and experiences should be constructed carefully to ensure they maintain an emotional distance (Davis, 1992, in Sullivan & Strang, 2002). The efferent or initial questions enable readers to gather information "to use in some manner in the real world" (Galda & Liang, 2003, p. 269) and should identify directly with the text; these "right there questions" will help children to understand the information and context of the story (Britt et al., 2016). Then the more aesthetic

interaction between the text and the reader generates meaning as the act of reading (Rosenblatt, 1994).

The following style of inquiry questions supports the reader in the bibliotherapy encounter with ways to identify themselves within the text and also to induce affective and cognitive responses through the use of aesthetic questions (Britt et al., 2016). The construction of such extension questions and prompts supports the discussion and this is considered to be important by Rosário (2004) and Lucas and Soares (2013), who have used the following question framework to inform the bibliotherapeutic encounter:

What is ... ? Where did ... ?, When ... ? Then, questions can become more open ended to promote personal discussion and inference How did you know that? Why ... ? Then questions aimed to find solutions What could happen if ... ? Where do you think that ... ? and then questions that exercise decision making How do you solve this problem ... ? Why? What would you do if ... ? (Lucas & Soares, 2013, p. 143).

The more aesthetic questions help students engage on a deeper level where they make text-to-self connections. This framework has been applied within the development of the questions for the books used in the home reading program for this study.

Evaluating the success of the bibliotherapeutic process has been considered by Carlson (2001), who suggests that success can be ascertained when a child has engaged with the narrative, related with the experiences of the characters within a story and then talked about their own perspectives. By engaging with narratives that have a moral, social or emotional context, children can first interact vicariously, through the relationship that is aligned to the text, then in discussions with a “more knowledgeable other” (Vygotsky , 1978) their subsequent behaviour more long term shows a positive change in emotional health and wellbeing. Gooderham (1997) explains that the “narrative relationships in texts are structurally powerful devices and can therefore be deployed with expectations about the readers orientation as s/he comes to the end of a text” (p. 70). Suvilehto et al. (2019) also argue that the goal of developmental bibliotherapy is to achieve optimum social and emotional development and through its use “healing, or a positive behavior change” can be achieved. Throughout the process a child can identify their own

emotions, reflect on memories and compare their experiences to others' vicariously via the characters in a story (Suvilehto, 2016).

Developmental bibliotherapy in educational contexts

Schools, it can be argued, are a part of the direct environment of a community and proactive measures can be implemented in schools to instil a eudaimonic perspective (Amerijckx & Humblet, 2014; McCarthy & Marks, 2010; Singh & Junnarkar, 2015). Schools have an increasing need to utilise programs that support children's mental health, as "a carefully designed mental health curriculum should also enable students to develop resilience and learn strategies for managing stress and anxiety" (Glazzard, 2019, p. 258). Through providing families with a form of proactive health education via schools to enhance their eudaimonic wellbeing, increased positive mental health levels that can be measured through a child's "sense of belonging, self-esteem, engagement, self-determination, quality of life" have been identified (Singh & Junnarkar, 2015, p. 86). This aim and use of eudaimonic wellbeing characteristics reflect the work of Cantarella, Borella, Marigo and De Beni (2017), who set out to develop an intervention with eudemonic approaches for older adults with the focus on improvement of a "person's coping strategies, resilience, optimism, emotional regulation and self-efficacy" (p. 263). This also aligns to Glazzard's vision of a wellbeing curriculum delivered as part of a whole-school approach that sets out to create a positive school culture as Glazzard states "Children and young people thrive when they experience a sense of belonging and when they can learn in safe environments which are free of bullying, harassment and other forms of discrimination" (p. 4).

Developmental bibliotherapy aligns well to an educational context and its use with a range of topics and themes can address and offer various improvements and outcomes in aspects of a child's social and emotional development. It is also seen as a "natural extension" of existing literacy practices by Suvilehto et al. (2019, p. 302). Through scaffolding meaningful conversations about texts with children, we can support the development of critical thinking and problem-solving skills, as it has been claimed that "students seemed to use these book conversations as spaces to negotiate their identities" (Clandinin, Pushor & Orr, 2007, p. 25; see also Moulton et al., 2011).

Other developmental bibliotherapy projects conducted in schools have explored experiences such as divorce with reported improvements in children's self-esteem and coping skills (Nuccio, 1998; Stringer, Reynolds & Simpson, 2003). Shechtman (2008) found that bibliotherapy is helpful in classroom programs to support children's social and emotional development, as it offers an indirect method for promoting cooperation with a guided approach to support the facilitator (p. 195). Previous developmental bibliotherapy studies with librarians and teachers also show how adults naturally carry out discussions with children as a way to address normal "developmental issues of adjustment and growth" (Halstead, 2009, p. 105; see also Lucas & Soares, 2013). For instance, Clandinin et al. (2007) discovered how children's books offered "openings for conversational spaces with children that encouraged tellings and retellings of their stories to live by" (p. 25). Lucas and Soares's (2013) paper on the benefits of bibliotherapy in education settings describes developmental bibliotherapy as "reading with reflection" where dialogue is used as a key factor to support, "enlighten and promote insight" and they support its use with teachers, librarians and parents (p. 139). Other benefits associated with developmental bibliotherapy include improved social skills; Teglasi and Rothman (2001) indicate that social and emotional skills can be taught in the context of the "story," as the structure offers connection to various components including circumstances, feelings, intentions, thoughts and actions.

Morawski (2008) applied a transactional approach to interactive bibliotherapy in a study with pre-service teachers in which the reader transaction was generated through the bibliotherapy stages and guiding questions before, during and after the reading, acting as prompts captured in student journal entries (p. 4). The study captured the participants' responses to text, both efferent and aesthetic, and showed how a graduating understanding of meaning and appreciation for the complexities of life occurred (Morawski, 2008). The suggestion is that interactive bibliotherapy seeks an instinctive response to literature, further deepened through the use of dialogue.

Narrative absorption through fiction – text, personal identity, experience and self

In this section the literature around narrative absorption and the exploration of self and identity through text is presented. Its purpose is to build on reader response theory and the aesthetic transaction to illuminate how the reading process is both interpretive and

reflective of the self and affordance in influencing the *who* we seek to become. When a reader makes a connection to narrative, they actively relate to the characters via their own personal experience and it has been suggested that “cognitive theory refers to this process as ‘misattribution’: we attribute our own emotions to those of fictive characters” (Sparkes, 2000, p. 276). Barone (1990) and Sparkes (2000) make the argument that narrative text enables readers to engage in the characters’ perspectives via actively partaking in and transversing the characters’ responses and forming a relationship to the text. Through this activity, young readers can come to understand emotional responses and motivations such as love, jealousy and guilt as the driving motivators of a story and they can then make connections to their own reality (Meek, 2012). This process is intentional in supporting the formation of our personal identity.

Our personal narrative, it has been suggested, is a process of discovery, an unfinished, open-ended, ongoing task of realisation (Coles, 1989; Polkinghorne, 1988). In essence, life is not merely a story text: life is lived and the story is told (Coles, 1989). Such a process serves to gather together what we have been in order to imagine what we will be and to judge whether this is what we want to become. Through reflecting on our personal narrative, we are offered a way to grasp our life experience (Langellier, 1999). It is through telling our own stories and also relating to others’ stories that “the future of personal narrative performance will be shaped by continuing to critically question how it embodies cultural conflict about experience and identity and renders it discussable” (Coles, 1989, p. 462).

Tied into various ideological frames of both cognitive and cultural factors, beliefs, assumptions and habits (McCormick & Waller, 1987), a reader enters a sphere of interaction with a text and in the act of reading they become “inextricably bound up with ideas about subjectivity” (McCallum, 1999, p. 3). The reading process therefore includes reflection on our personal selves and how we are positioned and viewed by a wider community or society (McCallum, 1999). Within the concept of subjectivity two intersecting lines can be drawn between “philosophical inquiry: epistemology (the study of how we know what we know) and ontology (the study of the nature of being or existence)” with both lines impacting on the way we perceive ourselves (Hall, 2004, p. 4). Subjectivity offers the reader an opportunity to discover and determine the self, our identity, through beliefs, personal traits and personality in defining our feelings,

opinions and personal preferences (Hall, 2004). The frames of ideological reading are “intrinsic to narratives of personal growth or maturation, to stories about relationships between the self and others, and to explorations of relationships between individuals and the world, society or the past” with our identities constructed in the real world through our relationships and cultural practices (Hall, 2004, p. 3).

I now explore this in relation to the experience of children when interacting with picture story books with insight into the interconnectivity between the text and the illustration, and the exploration that leads to understanding self and others’ perspectives.

Children’s picture story books: Narrative absorption through fiction

For children, the picture book is a common source of literature offering them a “highly sophisticated visual aesthetic experience” of both visual and written representations of everyday experiences for making connections to narrative (Sipe, 2007, p. 13). Sipe (2007) and Marantz (1977) posit that a picture story book:

must “tell a story” and that it is “much more a visual art object than a piece of literature” … two of the crucial criteria are that the picture book (1) is a unified narrative in some form; and (2) has a text (if it has a text at all) that would be incomplete without the illustrations (Marantz 1977, p. 14).

The interconnectivity between the text and the illustration forms a sequence, with the total experience of the picture book dependent on the interactions and transactions of the reader forming a triad between these elements.

Meek (1988) and Sipe (2007) both argue that the picture story book provides the reader with the required tools to navigate narrative texts and to make discoveries about how texts work; this is achieved through reading, re-reading and exploring the roles of the characters, plot, actions, conflicts and resolution. A range of research presented by Ewing (2020) also demonstrates how reading imaginative fiction offers a reader the opportunity to both “infer and empathise with others”, an exploration that leads to understanding others’ perspectives and in turn to a deeper self-knowledge where stereotypes can be “challenged and disrupted” by analysing our responses to the narrative (p. 100).

The process of reading fiction has been understood to be a complex one. As Nikolajeva (2014) explains, “fiction is a complex structure of arbitrary signs, signifiers, as opposed to refer-ents, the actual objects and phenomena that they signify” (p. 23). At the age of 8 to 10 years, the child reader is seeking information to make sense of their world (Appleyard, 1994). Their fiction preferences include a range of genres such as fairy tales, graphic novels, humour, mysteries and adventure stories with plots and themes that are uncomplicated; this “sameness is reassuring to the reader” and reflective of the Piagetian view of the concrete operational stage (Appleyard, 1994, p. 63).

Social in nature, the stories we find in fiction habitually detail human emotions and interactions between individuals, with realistic nuances of social situations portrayed, and what brings these situations about and how they are resolved provide provocation and connection to the text. Jerome Bruner (1990) discusses how the features of a narrative can be either “‘real’ or ‘imaginary’ without the loss of its power as a story” (p. 44). The ideas and concepts within narrative have the power to make the links between the exceptional and the ordinary, and to negotiate life’s meaning and wider intercultural understanding. The narrative and interpretations of the narrative explicate comprehension of the world around us; “the function of the story is to find and intentional state that mitigates or at least makes comprehensible a deviation from a canonical cultural pattern” (Bruner, 1990, p. 50).

The intentional experience of engaging with fiction extends to a phenomenological understanding of how lives are lived; without it we are left with an “individual vision of the human venture, but it may be limited by our external circumstances and internal repressions” (Greening, 2001, p. 179). Calarco et al. (2017) suggest that our interaction with narrative fiction has influence on “how we think, feel, and behave” (p. 293). Narratives that are particularly powerful will evoke strong emotions based on the characters and events in the story (Fitzgerald & Green, 2017, p. 54). Through this engagement we identify with the characters and also view the world from their perspective, deepening our ability to both infer others’ emotions and empathise (Calarco et al., 2017).

Reading fictional narrative elicits absorption and the degree of absorption a reader experiences is related to “the personal relevance” and identification (Calarco et al., 2017 p. 299). Greening (2015) shows us how fiction absorption offers a way to facilitate change; it conjures up emotional responses and offers the reader identification of our true selves, our identity, possible paths and consequences. This intentional connection is able to occur when authors refer to cultural and personal frames of subjectivity within their plots, relational in the fact that the author has crossed the same ground “inscribed with the values and assumptions of the culture in which it is produced and received” (McCallum, 1999, p. 9). The use of such texts allows us to explore possibilities about the *who* we can become, the literature engaging readers with a view into the minds of others via the narrative and characters (Nikolajeva, 2012). This process allows for access to a range of social experiences other than what we might encounter in our own lives. Through this engagement we expand our horizons, broaden our minds and enrich our understanding of others (Calarco et al., (2017).

Green, Tesser, Wood and Stapel (2005) and Fitzgerald and Green (2017) have identified a follow-on phase from narrative absorption described as the concept of narrative transportation theory. They explain this as “if you have ever encountered the phenomenon of being swept away by a story, you are among many others who have experienced narrative transportation, and just like those others, you likely returned somewhat changed by the experience” (Fitzgerald & Green, 2017, p. 49). Green (2004) also explains how “readers of compelling stories may lose track of time, fail to observe events going on around them, and feel that they are completely immersed in the world of the narrative” (p. 247) and this is a similar experience to flow (Csikszentmihalyi, 1990). Key to the change or transportation mechanism and influence on a reader’s attitudes and belief is a restorative narrative. Restorative narratives offer “moral elevation, a warm and uplifted feeling that occurs after watching an individual act with compassion or courage” (Fitzgerald & Green, p. 62). Fitzgerald and Green (2017) and Green et al. (2005) explain that those who experience narrative transportation are more likely to reflect, alter and change their behaviours and beliefs in response to their engagement with restorative narrative that they have read or watched. Outcomes include increased resilience and prosocial actions (Fitzgerald & Green, 2017).

When adults and children then engage in discussion about literature there are known instances where reading narratives entrains narrative transformation (McGee, 1995; Sipe, 2007). It is also known that interactive conversations allow child readers to make aesthetic connection to text in a most natural way (Eeds & Wells 1989).

Arts-based (re)presentation of narrative stories

Steeped in narrative and to support aesthetic knowledge transfer, this research also looks to disseminate knowledge using arts-based (re)presentation of narrative stories. Jones (2006) describes how performative works use detailed descriptive and interpretive information to recreate “meaningful local encounters” and enliven and infuse research with “creative and visual elements” (p. 67). Denzin (1996) also explains how the process of aesthetic knowledge transfer is an interpretive practice where we create specific re-representations that allow the researcher to connect to “systems of cultural discourse” including medicine, law or education (p. 248). In previous performative works Miller (1998) has used narrative accounts from surveys and interviews to create dramatic scripted research performances; in the re-representation of multivocal voices as narrativised research reporting the works, layering of stories within stories interweave “multiple voices, theories, statistics and accounts of the research process” (p. 70).

Literacy as a cultural practice

Within this section, the concept of literacy as a cultural practice is explored. Embedded in the Reading WELL program is the concept of literacy as a cultural practice that looks to Street’s (2001) definition that articulates literacy as “a socially constructed process rooted in conceptions of knowledge, identity and being” (p. 7). Enacted through the lives of people, literacy evolves from the way that reading and writing are addressed as Street (2001) explains “the situated nature of literacy” in people’s lives to show us “that literacy is not just a set of uniform ‘technical skills’ to be imparted to those lacking them – the ‘autonomous’ model – but rather that there are multiple literacies in communities and that literacy practices are socially embedded” (p. 2). Dependent on social class, structures, institutions and community relationships, “literacy practices are culturally constructed … [and] are as fluid, dynamic and changing as the lives and societies of which they are a part” (Barton, 2000 p. 13; see also Hall, 2008).

For the ideological model to be best understood, Barton (2000) suggests for researchers, educators and even families to carefully study their own and others' personal and everyday practices of literacy; this process not only supports knowledge but also offers a way to collect evidence about "the situated nature of literacy" within our lives (p. 165). Barton (2000) describes how this process also fosters shared understanding in families, between communities and also with the participants in research, describing how:

one student got her father to read a chapter of the course text book so that he understood a social view of literacy and the two of them could co-research their different home literacy practices. She reported in her assignment on her renewed dialogue with her father and how they reflected upon similarities and differences in their lives (p. 172).

Broader connections to culture and community can also be made; for example, when asked about personal literacy behaviours, the participants talked about their lives and showed that the reading and writing process of a community has common links and threads that can be drawn together (Sparkes, 2005). We all have specific events that we recall but over time even these lose detail yet are supported by artefacts such as photos (evocative) and souvenirs that are connected to specific experiences, acting as a summary; through these we create the narrative of our life experience, referred to as "integrative and holistic rather than discrete and atomistic" in supporting our coherent chronological existence (Bamberg, 2007, p. 2).

To further explain literacy as a cultural practice, Barton (1999) describes how within a given culture there are domains of literacies and "the home is often identified as a primary domain, then other activities undertaken in school or workplaces require other literacies" (p. 11). In taking this position, we attribute to parents a major impact and influence on their children's reading engagement and development within the home environment (Heath, 1983; Street, 2001, 1995). The enactment that Barton and Hamilton (2005) propose shows us how "literacy is best understood as a set of social practices" observed in daily events and mediated in written form (p. 9).

By understanding how families and communities culturally construct literacy within “situations as social practices” we are able locate “the way oral and written language is used” in the home context (Gee, 2004, p. 18). For instance, deSouza (2021) looked into the process that parents implement to generate conversation with their children about their lived experiences and found that children are mostly comfortable to talk about their daily experiences, which are most often school-related. Forming these discussions is an important aspect of everyday family communication and parents who show their interest in tracking their child’s daily experiences use this interaction to gain a deepened understanding of their child’s lived experiences outside the home because “they have incomplete epistemic access” (deSouza, 2021, p. 15). With this in mind, this project looks to connect school and home literacy practice through providing a supported way for reading engagement and development to occur.

This study applies the notion of literacy as cultural practice and adapts a framework originally used in designing a family literacy program: the ORIM framework (Hannon, 1995; Nutbrown & Hannon, 1997). The ORIM family literacy framework aims to identify how literacy development can be supported by parents in the home. The framework was initially implemented with success in early learning settings; however, the framework also lends itself well to primary learning contexts because of the clear articulation of parent engagement strategies (Emerson, Fear, Fox & Sanders, 2012; Hannon, 1995). Using the theoretical ORIM framework, the conceptualisation of the Reading WELL actively raises parents’ awareness of literacy strategies through providing them with specific activities to support their children. The ORIM framework and its application in the Reading WELL home reading are presented in the Reading WELL program chapter (Hannon, Morgan & Nutbrown, 2006).

The Four Resources Model

The four resources model developed by Luke and Freebody, (1997) informs the theoretical insight that supports the age and stage of the learners who are reading to learn (Rose, & Martin, 2012). Luke and Freebody (1999) posit how "literacy' refers to a malleable set of cultural practices that are shaped and reshaped by different, often competing, social and cultural interest" (p. 5). It is this concept that the four resources model was developed to address. The four resources model includes a framework that

comprises of 4 key roles. Through the interaction of reading and writing and effective and considered literacy instruction. They learn to break the code of texts, participate in the meanings of text, use texts functionally and critically analyse and transform texts (Luke & Freebody, 1999). Each role includes guiding key questions and subsequent supporting information for educators (Ludwig, 2003). Luke, (2017) explains that this is a heuristic model, that does not either “prescribe or normalize a specific teaching method or approach”. The framework is intended for use as a tool to think through “the emphasis and balance of your classroom curriculum” (p. 4) and encourages examination of students’ point of need, to inform goal setting, with consideration to developmental stages.

The ORIM Framework

Parent involvement is an expected part of a school’s strategic planning in Victoria. The promotion of the partnerships can include invitations to parents to participate in workshops, providing opportunities for adult learning within the school setting as well as encouraging parents to interact with their child and to support them to engage in their learning at home (Nutbrown, Hannon, & Morgan, 2005). This affordance offers many positives including opportunities for school teacher’s and leadership teams to gain an understanding and insight of the cultural differences between “parents and practitioners experienced when they entered each other’s worlds” (p. 20).

The ORIM Framework by Nutbrown, Hannon and Morgan (2005) was developed to support family’s early literacy development through providing opportunities, recognition, interaction and modelling. The ORIM was first developed and used by the Raising Early Achievement in Literacy (REAL) Project and has since been adapted and used in subsequent literacy work within a range of settings (Nutbrown, Hannon and Morgan, 2005, p. 182). Through evaluative studies it has shown that the most successful ORIM programmes set out to be collaborative, they “offer ideas, not instructions; the professionals who work with families do so not as distant ‘experts’ but as supportive ‘partners’; ideas and knowledge are exchanged between parents and professionals” (Nutbrown, Hannon and Morgan, 2005, p. 190). Most importantly this approach acknowledges parents as the key facilitator in the home learning environment.

The synergy between the Four Resources Model and the ORIM framework is notable in the way they approach literacy as a cultural conception. Children will develop literacy practices in context to their environment. Educators need to be in tune to the elements that are derived from these contexts to ensure the best learning opportunities.

Funds of knowledge

To locate an anthropological perception of this project, I looked at the early work of Carlos Vélez-Ibáñez in *Bonds of mutual trust* (1983); he engaged with practising teachers to theorise household knowledge and practices in a study group. Vélez-Ibáñez derived the theoretical concept of *funds of knowledge* to provide a context for teachers to engage with (Gonzalez, et al., 1995). Funds of knowledge are articulated as the essentials that a household needs to maintain wellbeing including literacy needs for economic, social and ceremonial interactions (Gonzalez et al., 1995).

Barton (2000) explains how this theoretical concept becomes more complex when “socially powerful institutions, such as education, tend to support dominant literacy practices” (p. 12). For instance, the funds of knowledge of children from higher social classes will include ready access to technologies, learning tools and purposeful support from parents, enabling them to “reach abilities that are of advantage for school more easily” (Feld, 2018). This is reflected in the top quarter of the Australian Index of Community Socio-Educational Advantage (ICSEA) listed on the My School website (ACARA, 2020). In contrast, for many first peoples and migrants from diverse linguistic communities an entanglement occurs when “pockets of populations in which the problem is not one of illiteracy, but one of literacy, in English” and their first language, and so they become compromised because of English dominance (Gonzalez, Moll & Amanti, 2005, p. 64).

In situations where literacy is required for interactions such as economic banking and law the dominant language is predominantly used (González et al., 2005) and Heath (1983) offers further insight into the funds of knowledge of communities through discussing the Trackton community, a working-class black community located in the Piedmont region North Carolina. Here, literacy is positioned as ideological and primarily attained through a “read to learn” involvement. Within this community

reading is a shared public/group event and seen as a social activity based on community needs. Text, a crucial component of literacy, is seen as a social component in their personal lives; for example, reading instructions, letters and prices in stores, and the collaborative negotiation of meaning among listeners when the evening newspaper is read aloud on the front porch (Heath, 1983, p. 196; see also Barton, Hamilton & Ivanič, 2000).

Co-construction of meaning through shared reading

Considering the mechanics of what happens during the shared reading process between parent and child, it is salient to consider why this has a lasting impact on children's reading enjoyment and academic attainment. In their theories of culture, Barbara Rogoff and Bruner positions the family unit as central and one where the child is immersed in a process of guided participation that scaffolds the learning of reading (Bruner, 1990; Rogoff, 1997). Bruner's narrative understanding of folk psychology further demonstrates how narrative is a key component of meaning-making in the reading process (Bruner, 1990; Hamston & Love, 2003; Lyle, 2000). The parental position as the "more knowledgeable other" supporting their children's reading aligns with Vygotsky's (1978) sociocultural theory. The "zone of proximal development" is defined as the distance between a child's current developmental level and their potential development that cannot be bridged independently without adult guidance (Vygotsky, 1978). Working within the zone of proximal development is an essential feature of learning and occurs when "the child is interacting with people in his environment and in cooperation with his peers" (Vygotsky, 1978, p. 90).

When reading with older children, the role of parents is not so much to teach children to read but, more importantly, to motivate, encourage and engage them with daily reading practices (Villiger, Niggli, Wandeler & Kutzemann, 2012). Parents can engage older children's reading motivation by sharing and discussing books they have themselves read. This purposeful parent engagement increases opportunities to develop older children's reading interest. For example, parental reading with adolescent boys benefits later adolescent reading interest due to the mutual involvement (Love & Hamston, 2003). When parents support their child's reading engagement and act as positive reading role models through reading aloud, talking and posing questions during and

after reading, they increase the social experience (Nagel & Verboord, 2012; Willingham, 2015).

It has been argued that interpretative literacy and the competence and skills needed to identify the signifiers and conventions that separate fiction from fact are developed through the support and encouragement of adults reading alongside the child reader (Nikolajeva, 2014). The interaction during shared reading also supports co-constructed meaning (McElvany & Artelt, 2009). Through shared reading interactions, opportunities are also created for children to practise and receive feedback on their reading skills, while also increasing the children's efficacy (Kalb & Van Ours, 2012). The benefits of parent-child engagement through reading include ongoing reading relationships that offer a mutuality of reading through "shared spaces, physical contact, emotional connection, intimacy, and appreciation of the worlds of others (Love & Hamston, 2003, p. 51).

Parental influence on children's reading engagement

Building on the funds of knowledge, there is a body of research that considers the influence and impact that parents have as role models on their children's reading motivation as achieved through engaging with their children during reading. The importance of fostering interactive reading activity is articulated by Merga (2017), who identifies that "little is known about older children's experiences of interactive reading" (p. 329), and Clark and Andreasen (2014), who report that relatively few middle-primary aged children are read to on a regular basis yet they actually want their parents and teachers to read to them. This section is included as these research outcomes informed the development of the Reading WELL study.

Within families where literacy practices are commonplace, it is "more than reading and writing ... books have more uses than reading and writing. They are also used for display, they are part of the furniture of the well-appointed living room and they can be evidence that children are being encouraged with their reading and writing" (Barton & Hamilton, 2012, p. 162). In support of this finding, Farrant and Zubrick (2013) revealed an increased risk for children of families who "have 20 or fewer children's books in the home ... with lower levels of parent-child book reading across early childhood [who]

are found to be two and a half times more likely to have poor vocabulary development” (p. 289). A parent’s personal perception of reading and their reading behaviour, regardless of ethnicity and socioeconomic status, also directly influence children’s “individual differences in attitudes toward reading and extracurricular reading behaviour” (Pfost, Schiefer & Artelt, 2016, p. 179; also see Colgate & Ginns, 2016; Lafontaine, Baye & Matoul, 2001; Sanderson, 2017).

When parents encourage their children’s reading engagement, there are significant benefits including academic achievement from the early years through to the secondary years (Clark, 2007; Gauvain, Savage & McCollum, 2000; Kalb & Van Ours, 2012).

Children’s early reading engagement relates positively to motivation to read in adolescence (Klauda, 2009; Klauda & Wigfield, 2012). This includes a lifelong interest in reading and positive wellbeing (Villiger et al., 2012). As an example, the home literacy practices of children from European, American and Hispanic families in the USA were investigated by Gauvain et al. (2000), who reported that regularly reading at home alongside another person who was actively engaged strongly related to school reading achievement. This is also reflected in the Australian National Assessment Program – Literacy and Numeracy (NAPLAN) data that indicates how children being read to by their parents often from an early age plays “an important role in the development of reading skills … We find that reading to children at age 4–5 frequently has significant positive effects on the reading skills and cognitive skills of children at least up to an age of 10–11” (Kalb & Van Ours, 2014, p. 20).

In relation to this, Lafontaine et al. (2001) advise parents to read any available material with their children including books or magazines as a daily enjoyable and valued activity, as the pleasure and enjoyment are extended when they share reading with others. Other strategies to increase the motivation for children’s leisure reading include bookstore and library visits, and giving books as gifts, as these will ensure that books for high interest reading are available (Klauda & Wigfield, 2012). When a child receives “culturally structured activities within the family such as bedtime reading, receiving books for gifts and watching parents and older siblings reading a range of texts” their school and home contexts are complementary and both prepared for continuous learning (Love & Hamston, 2003, p. 45).

Literacy-focused home reading programs

Previous home reading programs that involved parents through reading engagement within the home context have had positive outcomes and influences. Villiger et al. (2012) has found that parent support and engagement in their child's reading fostered reading motivation but the effectiveness was determined by the level and depth of commitment and participation of the parents and teachers. Most pertinent to this study is the work of McElvany and Artelt (2009), who recognised the benefits of fostering family literacy interventions. Reflective of the ideological model, McElvany and Artelt (2009) established 4 actions that come from family literacy promotion and are designed to support parents and children to interact in ways that engage learning:

- (a) the intensity of the one-to-one interaction between parent and child;
- (b) the opportunity to establish a strong tradition of positive reading behavior;
- (c) the possibility of direct feedback;
- (d) the positive role model that can be provided by parents (p. 81).

While these 4 actions identified by McElvany and Artelt (2009) are claimed to be effective, it is noted by Villiger et al. (2012) that studies with intervention programs aimed at connecting family and school settings through reading are rare. The reason is difficulty in accessing "opportunities to monitor and optimize the accuracy of home-based interventions" (Villiger et al., 2012, p. 90). In addressing this, Klauda (2009) indicates that data collection needs to be dynamic and as unobtrusive to parents as possible, suggesting methods where "researchers might ask parents or children to record experiences of reading-related social interactions in diaries as they occur" (p. 358).

Sanderson (2017) discovered from a study on parents' engagement with reading, that parents may have misconceptions on the impact their personal support and reading activity can have, noting that "many parents thought their input was not required and that those who valued reading generally had like-minded children" (p. 4). However, it is also known that once parents are trained in the reading process and provided with the skills required, their contributions as tutors are effective (Pagan & Sénéchal, 2014). For this study, I had the intention to increase parents' awareness so they can inspire their children to become "avid, independent readers" and through role modelling can provide "sufficient and effective reading support that promotes internalization of the value of

reading” (Klauda & Wigfield, 2012 p. 35). I also intend to provide opportunities for parents to learn skills to support their children’s wellbeing development. Through the guided interaction parents will see ways to positively influence their child’s social and emotional wellbeing. For instance, Glazzard (2018) explains how some parents “may exert pressure on their child to succeed academically which can subsequently result in the child experiencing stress and anxiety” through this program an opportunity to educate parents on how to best support their child’s wellbeing is explored (p. 87).

In conclusion, McElvany and Artelt (2009) established that children aged 8–10 years are suited to reading motivation interventions as most children by this stage are consolidating their reading skills and strategies. They are working towards developing the abilities to (i) “describe literal and implied meaning connecting ideas in different texts”; and (ii) discuss and interpret their literary learning (DET, 2017). They also identify and observe themselves as readers, and this acknowledgement is demonstrated in a meta-cognitive way (Meek, 2004, p. 314). Seeking reading-to-learn accomplishments, with more complex texts, their quest as readers is not only for entertainment but also to gather and organise information about their widening world, “learning about how their world works and exploring their inner world” and nurturing their identity (Appleyard, 1990, p. 59).

In summary, this chapter has situated the project through an examination of the literature on reader response theory. It has explored how developmental bibliotherapy can support the social and emotional development of children through narrative, interaction and dialogue. It has also considered cultural literacy and how the process of literacy attainment is situated and enacted within family contexts and communities.

Chapter 3: Creating the Reading WELL Home Reading Program

The conceptual design and development of the Reading WELL home reading program were a process completed via several stages. First was determining the theoretical underpinning and literacy taxonomy. This included Nutbrown, Hannon and Morgan's (2005) ORIM framework and use of the four resources model (Ludwig, 2003). The Reading WELL literacy taxonomy was developed using two elements: (i) the ORIM framework (Hannon & Nutbrown, 1997) focused on family literacy; and (b) the four resources model (Ludwig, 2003), which considers the capabilities required of an individual to be fully and functionally literate. The inclusion of both of these elements informed the theoretical underpinning of the literacy process and ensured that the research aims were able to determine:

- literacy engagement in terms of reading interaction of the children with their parents and use of the fundamental literacy skills required to read, including skills of vocabulary, inference and comprehension
- whether the Reading WELL is a sustainable program for parents and children to engage in as a regular form of home reading.

The development of the Reading WELL key messages process has created an evidence base for the program and also supported the book selection and development of the supporting resources. The procedure of how this was accomplished is now explained.

The opportunities, recognition, interaction and modelling (ORIM) taxonomy

The process of the application of the ORIM taxonomy in the Reading WELL home reading program is now explained.

The ORIM framework in the Reading WELL

The ORIM framework was used to construct the Reading WELL family literacy activities.

Opportunities: Parents were encouraged to share the book-reading process with their child and then support them with the discussion and completing the journal entry once a week.

Recognition: Parents were encouraged to provide their child with recognition of their reading and writing. Tips on how to do this were included in the Reading WELL journal and also in the video series that was available on The Reading WELL website.

Interaction: Parents were encouraged to interact with their child through shared reading and discussion. Suggested responses to each of the discussion prompts were included to guide the parents towards areas to explore in relation to the key messages and topic areas covered in the books and the developmental bibliotherapy framework.

Model: Through the shared reading process, the parents became role models in literacy.

The Reading WELL taxonomy adapted 3 of the 4 strands of the ORIM framework (Nutbrown, Hannon & Morgan, 2005). *Books*, *writing* and *oral language* were implemented, while the *environmental print* strand was omitted as it did not essentially lend itself to the project. Over the school term each child took home and read up to 10 Reading WELL *books* through a self-selection process. *Writing* was supported through the recording of the discussion based on the prompts and suggested responses developed for each book and recorded in the Reading WELL journal. Opportunities for *oral language* interaction occurred when each parent and child discussed the focus area of the book through the discussion prompts. See Table 3.1.

Table 3.1 The ORIM framework applied to the Reading WELL home reading program.

ORIM	EP <i>Environmental print</i> strand omitted	Books The Reading WELL collection	Writing	Oral language
Opportunities		Books are made available through home-school borrowing system for home reading over one school term. Children are required to read for 20–	The Reading WELL journal offers time for writing and supported activities that are recorded in the journal for each book.	The Reading WELL discussion questions offer opportunities for directed and also open discussion around the 3 focus areas.

		30 min per day at home (DET). The books have been specifically selected using bibliotherapeutic requirements.		Book literacy – discussion around vocabulary, the author, title.
Recognition		Acknowledgement of reading effort by the parent during and after reading a book is encouraged.	Acknowledgement and support of writing responses to the Reading WELL questions and activities are given.	Parents are prompted to acknowledge their child's effort and discussion about the books and knowledge of book literacy such as vocabulary and reading fluency.
Interaction		Shared reading calls for interaction; while reading the parent can prompt, ask questions and support their child with reading engagement.	There are shared experiences and time spent recording responses in the journal.	The shared discussion and follow-up tasks with the parent and child offer interaction and guidance around the 3 focus areas.
Modelling		The shared reading tasks allow for the parent to model good reading habits and support the child to develop reading skills linked to the four resources model.	The parent can also write responses/ summaries in the Reading WELL journal.	The parent can refer to the suggested answers for each question to support their child with the questions. Parents can also refer to the support resources and videos.

The four resources model

The four resources model designed by Luke and Freebody (1997) has been used to underpin the Reading WELL to ensure that the literacy strategies were scaffolded during the home reading process. Applied effectively to any pedagogy or theory of literacy education, the four resources model has a framework that comprises 4 key roles that include a guiding key question and subsequent supporting information that educators can use in planning and teaching to support learners (Ludwig, 2003). These roles or components are:

- (1) TEXT-USING resources or pragmatic practice, reader as code breaker

- (2) TEXT-PARTICIPATING resources or semantic practice, reader as text participant
- (3) TEXT-USING resources or pragmatic practice, reader as text user
- (4) TEXT-ANALYSING resources or critical practice, reader as text analyst

These roles can be used interchangeably, as each element is not a stage but a flexible, shifting process (Rush, 2004, p. 39). Embedding this framework meant that the participating children were able to practise literacy skills when they interacted with the texts and follow-up discussions with their parent. Table 3.2 presents the 4 roles with a summary of terms. The four resources model for the Reading WELL uses two perspectives: making sense of literacy (Ludwig, 2003) and the four resources model for reading and viewing (Luke & Freebody, 1997; State Government of Victoria, 2019), which is currently applied by educators in learning programs. The four resources model and its implementation with the Reading WELL home reading program demonstrate how its use supports the parent–child shared reading process as well as illustrating the pedagogical foundation and synergy of literacy learning through links to current practice.

Table 3.2 The four resources model key terms.

	Four roles	Guiding question	Summary
TEXT-USING resources or pragmatic practice	(1) Reader as code breaker	How do I crack this code?	Breaking the code of language is about recognising and using the features of written texts including: alphabetic knowledge, sounds in words, spelling, conventions.
TEXT-PARTICIPATING resources or semantic practice	(2) Reader as text participant	What does this mean to me?	Participating in the meaning of text involves understanding texts to make literal and inferential meanings – comprehension.
TEXT-USING resources or pragmatic practice	(3) Reader as text user	What do I do with this text?	Knowing and using social and cultural functions of reading and writing practices, understanding that text types are used for particular purposes.
TEXT-ANALYSING resources or critical practice	(4) Reader as text analyst	What does this text do to me?	Expressing preferences for different kinds of texts and suggesting alternative viewpoints to those presented. Viewing images and discussing how they can influence a reader's understanding.

The 4 aspects of the model are now explained in relation to the Reading WELL home reading program.

TEXT-USING resources or pragmatic practice, the reader as code breaker – Guiding question: How do I crack this code?

In Levels 3–4 (State Government of Victoria, 2019) readers use text decoder practices to read texts that contain varied sentence structures. They respond to a range of punctuation conventions and they learn to self-correct, re-read and cross-check based on what looks right. Readers also build on their sound-letter knowledge to include blending and segmenting of more complex words with less common graphemes. They understand and explain how language features, images and vocabulary choices are used for different effects and to engage readers. With the Reading WELL books the children can practise these pragmatic reading skills. They can discuss how words have meanings which can vary according to contexts, sounds, word parts and the ways in which words are arranged to form phrases or sentences. Further fluency can also be accomplished through reading aloud to their parent, with the use of rhythm, phrasing, intonation, naturalness and voice for different characters or moods.

TEXT-PARTICIPATING or semantic practice, the reader as text participant – Guiding question: What does this text mean to me? The reader participates in making meanings of text.

In Levels 3–4 (State Government of Victoria, 2019) readers use text participant practices when they connect parts of a text with both literal and implied meanings. Within this process they select information, ideas and events in texts that relate to their own lives. They also monitor meaning in texts by thinking about what makes sense. The emphasis with the reader as text participant is on comprehending and composing or making meaning from texts, which includes drawing on social and cultural backgrounds and prior knowledge to construct meaning. This process includes comparing social and cultural experiences with those described in a text. To achieve this, they may relate previous experiences to texts by seeing their own interests and lifestyles reflected in texts. They interpret using literal and inferential meanings (Ludwig, 2003). With the Reading WELL books the children can practise comprehension skills when they engage

in intentional problem-solving and thinking processes. The main strategies supporting comprehension include activating and using prior knowledge to make text connections, predicting, visualising, asking and answering questions, summarising, synthesising and thinking critically. The reader as text participant is demonstrated through the engagement with and discussion of the developmental bibliotherapy prompts that are then recorded in the Reading WELL journal.

TEXT-USING or pragmatic practice, the reader as text user – Guiding question: What do I do with this text? The reader reviews a texts functionally.

In Levels 3–4 (State Government of Victoria, 2019) readers use text-user practices when they recognise differences in text structure depending on the purpose and context of use. They learn to understand how language features, images and vocabulary are specific to different text types. They then use this knowledge to help them to understand when language is used persuasively, to state information or used imaginatively. The emphasis is on understanding the purposes of different texts including cultural and social functions and contexts and purposes both inside and outside school, and recognising text types have structures and features to convey meanings effectively. Through providing opportunities for reading, learners can explore and identify ‘What do I do with this text?’ Through interacting with literature, alone or being read to, children are able to respond to what they have read in the context of social, cultural and intellectual practices (Ludwig, 2003). This includes shared reading where the parent and child read the text jointly – reading aloud together or taking turns or doing independent reading – and the child reading the text alone, then the parent supports the discussion during and following the book using the bibliotherapy prompts.

TEXT-ANALYSING or critical practice, the reader as a text analyst – Guiding question: What does this text do to me? The reader critically analyses texts.

In Levels 3–4 (State Government of Victoria, 2019) readers learn to conduct text analyst practices; to do this they compare the ways authors represent storylines, ideas or relationships. They also learn to suggest alternative viewpoints to those presented. When analysing a text, the emphasis is on understanding that texts represent particular points of view and that the writer has a purpose in creating a text which may intend to

influence people's ideas, opinions, biases or points of view. The reader's understanding about how texts are crafted according to the values, views and interests of the writer is explored (Ludwig, 2003). As part of the analysis of the Reading WELL books, the parent and child discuss and respond using the bibliotherapy prompts located at the back of the book.

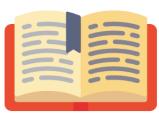
To share and express all the above points to parents, a *Tips for reading with your child* page was designed to support parents with the shared reading experience at home. This information was included in the Reading WELL journal and on the website. The tips were presented using the headings: before reading, during reading and after reading. The tips were also used as a focus for discussion in the Reading WELL video series. The *Tips for reading with your child* are presented in Table 3.1.

Table 3.3 Tips for reading with your child.

Tips for reading with your child

	<p>Before reading</p> <p>Look at the front cover – some questions to ask:</p> <ul style="list-style-type: none"> • What is the title? • What does the front cover picture suggest? • What do you think this book might be about? (prediction) • What is the genre? – fiction or non-fiction <p>Read the blurb at the back of the book: what does this tell us about the story and the topic we are considering? (self-esteem, body image, resilience)</p>
	<p>On the first reading</p> <p>You can read the book together.</p> <p>You can also focus on other reading skills such as vocabulary.</p> <p>Discuss how words have meaning and the way in which words are arranged to form phrases or sentences.</p>
	<p>After reading</p> <p>Once you have read the book:</p> <p>Refer to the questions – you may not cover all the questions today. Have your child respond to the questions – record the discussion in the journal.</p>
	<p>Acknowledge your child's effort after reading and your discussion. For example, you could say something like:</p> <p>I really enjoyed sharing the story.</p> <p>You showed good reading habits and concentrated well. I really liked the way you thought about the questions and how you feel when this happens to you.</p>

Second reading (this may be on the following day)

	<p>Before reading</p> <p>Go back through the main points of the book and also the conversation that you had when you last read. If you are reading a novel or a non-fiction book you might go onto the next chapter or section – talk about what you think might be coming up (prediction).</p>
	<p>During reading</p> <p>Read the book again. You can read together and focus on other reading skills such as: fluency – this includes the use of rhythm, phrasing, intonation, naturalness and voice for different characters or moods; accuracy – the number of errors compared to number of correct words read; and speed – the number of words read per minute.</p>
	<p>After reading</p> <p>On completing the book refer to the questions and discuss the meaning and wellbeing concept covered in the book. Record these in the Reading WELL journal.</p>

	<p>Acknowledge your child's effort after each reading session and discussion of the book. You could say something like:</p> <p>Thank you for reading with me today</p> <p>I really enjoyed sharing the story. I really liked the way you thought about the questions and shared your ideas and suggestions for what could happen when you are in this situation ...</p>
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The Reading WELL key messages

To provide an evidence base for the program, Reading WELL key messages were created for each of the topic areas: body image, self-esteem and resilience. The function of the key messages was to support parents and children with guiding language to use and engage with when discussing the stories during and after reading. This section presents the process and approach to developing the key messages for the Reading WELL.

First a search of literature on any previous research that included a school or home based program or used bibliotherapy was conducted. The search included: 1) evidence-based programs from research papers; 2) evidence-informed programs that had not been evaluated but were published in academic articles; and 3) some non-scholarly programs, also included as they are accessible to schools and focus on the broader perspectives of mental health and social and emotional learning. The search of programs included the following characteristics: target group; delivery mode; number of sessions; primary aims and objectives. The programs were then located, evaluated and the key messages of each intervention identified. The search terms for the programs included least one of the 3 focus areas and “schools”, “intervention”, “review”, “prevention”, “children aged to 12 years”, then specific terms were added to locate “body image program”, “self-esteem program” and “resilience program”. Throughout the search it was found that some of the studies, particularly the systematic reviews, did not publish the titles of the programs and therefore could not be used as relevant programs were unable to be located. After evaluating the titles and abstracts of a total of 23 studies reviewed, 8 programs were identified for the focus area body image, 8 programs supported self-esteem and 7 other programs supported resilience. This provided 23 programs to base the Reading WELL key messages upon.

A second search phase located evidence-informed programs that had not been evaluated or published in academic articles. This search included two websites, MindMatters tools and resources program guide and KidsMatter resources for schools. These websites focused on the broader perspectives of mental health and social and emotional learning, housing a range of programs available to schools. Since this search was conducted these websites have ceased operation and been replaced with Be You, an online mental health professional learning platform developed in response to the National Mental Health Commission's *Review of mental health programs and services* (Hoare et al., 2020).

Previous programs informing the Reading WELL key messages – body image

Eight body image evidence-based programs were identified with significant outcomes that aligned to this project and informed the Reading WELL key messages for this focus area. These are summarised in Table 3.6 Previous programs informing the Reading WELL key messages – body image.

Table 3.4 Previous programs informing the Reading WELL key messages – body image.

Programs – body image					
Authors	Intervention title	Session (number) duration	Age range	Program aims	Program key message
Diedrichs, Atkinson, Steer, Garbett, Rumsey & Halliwell (2015)	Dove Body – Confident Me	Five 45–60 minute sessions face to face	8–16	The program aims to address key topics, including the impact of society and social media. Addresses the unrealistic nature of societal appearance ideals, media literacy and appearance comparisons, conversations and appearance-related teasing.	Children need to have a sound awareness of the impact of social media, celebrity culture and advertising, and be skilled in how to reduce appearance-focused conversations and comparisons.
Bird, Halliwell, Diedrichs & Harcourt (2013)	Happy Being Me	Six 50-minute interactive sessions that are designed for	12–13	To reduce internalisation of the cultural appearance ideal. Develop skills for situations involving ‘fat-talk’ or teasing.	Targets specific risk factors associated with negative body image, internalisation of cultural appearance ideals, appearance-related

Yager, Diedrichs, Ricciardelli & Halliwell (2013)		classroom delivery		Reduce 'fat-talk' and appearance-related teasing. Develop skills for avoiding body comparison.	conversations, comparisons and teasing, incorporating a self-esteem component.
Damiano, Yager, McLean & Paxton (2018)	Achieving Body Confidence for Young Children (ABC-4-YC)	Three 1-hour sessions face to face		To improve children's body image and weight stigma. To target factors including weight stigma by encouraging children to celebrate differences in appearance and body shape and size (i.e. body diversity).	(A) Celebrating diversity in body shape, size and appearance; boosting body confidence. (B) Promoting an appreciation of each child's unique body and other special qualities; celebrating our brilliant bodies. (C) Recognising the functional qualities of the body beyond appearance.
McVey, Davis (2002)	Every Body is a Somebody	6 weeks 50 min sessions face to face	11–12	Designed to promote healthy body image, positive self-esteem and a non-dieting approach to eating on the following topics: media, family and friends; self-esteem and body image; healthy eating and stress-management skills; relationships skills.	To focus on self-esteem education to support body image satisfaction and prevent dieting by teaching health promotion strategies before the experience of stressors that might trigger the onset of body image concerns.
Franko, Cousineau, Trant, Green, Rancourt, Thompson & Ciccazzo (2008)	Trouble on the Tightrope: In Search of Skateboard Sam	6 modules of 15 min interactive game-based intervention	11–13	An animated computer program that covers 6 health topics: puberty, nutrition, physical activity, self-esteem, body image and peer relations.	Through the game the player discovers that that everyone matures at different rates and in different ways, but all develop unique characteristics and traits to explore and feel confident about.
Kater, Rohwer & Levine (2000)	Healthy Body Image – Teaching Kids to Love their Bodies too	10 separate lessons face to face	9–11	How biology cannot be controlled i.e. regarding body size, shape and hunger. Emphasis on factors that influence weight and body image, eating well to satisfy and nutritional needs embracing a balanced sense of identity such as	Explicit curriculum increases child knowledge to develop positive attitudes and healthful intentions relative to body image and body size and shape, hazards of weight-loss dieting and unrealistic media images.

				appearance and realistic role models.	
Haines, Neumark-Sztainer, Perry, Hannan & Levine (2006)	Very Important Kids (VIK)	Whole-school approach and after-school program	10–12	Aims to reduce teasing using a multilevel approach to influence both individual- and school-level factors around weight-related norms and behaviours.	Parent participation in school-based programs is critical to influence a child's weight-related behaviours. Changes to peer norms to reduce teasing in school activities.
Dohnt & Tiggemann (2006)	Shapesville	In-school curriculum Parents also engage with children through this book	3–12	This children's picture book is designed to promote positive body image in young children. <i>Shapesville</i> celebrates positive body image by encouraging self-acceptance and diversity. It is designed to generate discussions about body image, self-esteem.	Learning that appearance is not important promotes a decrease in thin-ideal internalisation and stereotyping on the basis of weight.

Previous programs informing the Reading WELL key messages – self-esteem

Four evidence-based programs were located that support specific self-esteem. Two school-based programs that supported social and emotional development and self-esteem were also reviewed. These were used to determine the Reading WELL key messages for this focus area. These are summarised in Table 3.5.

Table 3.5 Previous programs informing the Reading WELL key messages – self-esteem.

Programs – self-esteem					
Authors	Intervention title	Session (number) duration	Age range	Program aims	Program key message
King, Vidourek, Davis & McClellan (2002)	Healthy kids Mentoring Program	2 sessions per week 1.5 hrs	11	1) relationship building 2) self-esteem enhancement 3) goal setting; and 4) academic assistance (tutoring)	The mentoring program offers positive school, peer and family connectedness with an emphasis on building relationships, strengths and skill development between student and mentor.
Greenberg (1998)	Promoting Alternative Thinking	Whole-school program	5–12	To foster the development of emotional awareness, self-control, interpersonal	Encourages and facilitates a sense of self, creates strong bonds with peers, teachers

Weissberg & O'Brien (2004)	Strategies (PATHS)	30–45 sessions per year face to face		problem-solving skills and peer relationships.	and families to promote social skills and success in the classroom and community with long-lasting effects.
Weissberg & O'Brien (2004)	Skills, Opportunities and Recognition (SOAR)	School-wide initiative face to face	5–12	Aims to decrease problem behaviours among juveniles by working with parents, teachers and children.	Emphasis on capacity-building among students, teachers and parents including parent programs to achieve children's social skills, family life skills.
Dalgas-Pelish (2006)	Self-Esteem Enhancement Program (SEEP)	4 lessons face to face	10–12	To support children with awareness of things that influence their self-esteem and how to change it.	Positive self-esteem supports decision-making, managing emotions, making life choices. A sense of self of value helps us feel good about the world in which we live.
Non-scholarly programs – self-esteem					
Foundation House www.foundationhouse.org.au	Rainbow Program for Children in Refugee Families	7 weekly 2-hour sessions face to face	9–12	To make a positive contribution to the settlement of children from refugee backgrounds.	Establishes trust and a sense of belonging. Builds self-esteem and promotes a positive sense of identity. Explores ways to recognise, understand and deal positively with emotions – which helps to form relationships and deal with personal challenges in the settlement period.
Choose real campaign, Ruth Lewis-Jones http://esteemdesignz.com.au/	Esteem Designz	5 x 2-hour sessions, held weekly face to face	10–15	Provides coping strategies and opportunities for girls to discover more about themselves and to reinforce resilience and self-esteem, develop friendships and social skills, and promote unity and leadership.	Drawing on the principles of art and expressive therapy; emotional design; choice theory; reality therapy; usability; ergonomics; empathic design and a strengths-based approach to empower girls and teach them skills for life.

Previous programs informing the Reading WELL key messages – resilience

The 3 located programs that supported resilience were focused on two themes. The first theme supported diverse populations in developing skills and strategies to strengthen

resilience and positive cultural identity. The second theme focused on developing participants' friendships, social skills and assertiveness skills to stand up to bullying behaviour. Four school-based programs were located. These were used to determine the Reading WELL key messages for this focus area. These are summarised in Table 3.7.

Table 3.6 Previous programs informing the Reading WELL key messages – resilience.

Programs – resilience					
Authors	Intervention title	Session (number) duration	Age range	Program aims	Program key message
Mitchelson, Erksine, Ramirez, Suleman, Prasad-Ildes, Siskind & Harris (2010)	BRiTAs Futures Primary School Program	8 x 2-hour sessions 35 minutes face to face	9–12	Aims to strengthen resilience and find ways to live harmoniously in both culture of origin and Australia through strengthening protective factors such as positive cultural identity. Promotes self-esteem and good relationships with family, peers and community.	Promotes resilience and life skills for children who have culturally and linguistically diverse backgrounds, helping children to develop the social, emotional and academic competence they need to thrive within their two cultural worlds.
Polanin, Espelage & Pigott (2012) Evers, Prochaska, Van Marter, Johnson & Prochaska (2007)	Build Respect, Stop Bullying™	3 sessions software interactive program	8–12	Assesses students' current bullying behaviours and roles, and provides feedback to support students to change their bullying participation by comparing the individual bullying habits.	Raises awareness of bullying outcomes and knowledge of participant roles. Encourages active and prosocial behaviour with integrated adult and system-wide support availability.
Frey, Hirschstein, Snell, Edstrom, MacKenzie & Broderick (2005) Karna, Voeten, Little, Poskiparta, Kaljonen & Salmivalli (2011)	Steps to Respect Program	Face to face	8–12	With a focus on bullying and friendship the programs aim is to decrease bullying and build more supportive relationships.	To raise assertiveness skills by standing up for themselves when they are not treated with fairness, caring and respect.
Non-scholarly programs – resilience					
Gleeson, Kearney, & Dale www.opendoo.rs.com.au	Resilient Kids (Primary) On the Move	Face-to-face interactive software including a	9–12	Teaches students how to manage setbacks and failures through learning specific social and problem-solving skills, strengthening coping	Reduces the incidence of suicide through teaching children how to evaluate automatic thoughts and de-catastrophise. Teaches parents how to help their

		parent component		mechanisms and building a positive lifestyle.	children achieve self-esteem through personal mastery.
Bernard https://youcandoiteducation.com.au	You Can Do It! Education Program Achieve	Face to face Includes parent component	6–16	Supports and optimises the social, emotional and academic development of children through identifying the social and emotional capabilities needed to be successful in school.	Develops young people's social and emotional capabilities including: confidence (academic, social), persistence, organisation, getting along and emotional resilience.
Davidson & Orange info@bestprogram4kids.com	Highway Heroes – Smart Skills 4 Life	4 modules x 5 class lessons face to face	5–12	Develops children's proactive skills, thought/mood management and reactive skills, dealing with play refusals, friendship difficulties, teasing and bullying.	Helps children to flourish and function optimally in their peer relationships.
Cuylenburg	The Resilience Project	Face-to-face sessions and curriculum-based classroom sessions	5–16	Teaches positive mental health strategies to help people become happier.	Positive mental health strategies to build resilience and happiness, and understanding of the importance of practising and implementing key strategies to build resilience in a whole school community including teachers, students and parents.

The Reading WELL key messages

From the 23 reviewed programs, the main aims and outcomes were summarised and then combined to form the Reading WELL key messages used in this study. The key messages for each area are as follows.

Body image

The evaluated evidence-based programs focused on body image aimed to address positive body image through encouraging a friendship environment and promoting a peer-appearance culture that prevented the development of body dissatisfaction and disordered eating, instead encouraging sustained resistance to fat talk and appearance-related teasing. Positive body image and self-esteem were achieved through peer

communication, body confidence, improved media literacy skills and reduced appearance teasing.

Self-esteem

The evaluated evidence-based programs focused on self-esteem addressed the development of emotional competence. This included the explicit teaching of skills and the understanding and expression of emotions, as well as social problem-solving skills to promote self-regulation. Discussions encouraged and facilitated strong bonds with peers, teachers and families, and promoted social skills for success in the classroom and community with long-lasting effects.

Resilience

The evaluated evidence-based programs focused on resilience aimed to encourage active and prosocial behaviour with integrated adult and system-wide support. They raised awareness of the refugee experience and also of negative behaviours such as bullying along with knowledge of participant roles. With support from peers, teachers and discussion through books with families, they fostered a growth mindset to promote social skills and success in the classroom and community.

The Reading WELL key messages in plain language

The Reading WELL key messages were then reworded in plain language to ensure that the wording and phrases were easy for the children and parents to understand and also for use themselves during their discussions. An image for each focus area was also created to support the identification of the topics addressed in each book. See Table 3.6.

Table 3.7 The Reading WELL key messages.

Measure	Key message – plain language
Body image 	Body image – key messages <ul style="list-style-type: none">• Celebrate the diversity of our appearance• Promote functional achievements of the body (things your body can do)• Question/analyse messages' images in the media• Make no negative comments about appearance
Self esteem 	Self-esteem – key messages <ul style="list-style-type: none">• Understand and manage our emotions in a positive way• Talk about our feelings with our friends and adults• Be proud of our achievements

	<ul style="list-style-type: none"> • Focus on our strengths, not our weaknesses • Accept that you are you and that you are unique
Resilience 	<p>Resilience – key messages</p> <ul style="list-style-type: none"> • Talk with our friends and adults • Be responsible for ourselves • Face challenges • Focus on our strengths to create a growth mindset and rebound from setbacks (cope with ups and downs) • Be prepared to say no to others, especially if it is not the right thing to do • Don't be a bystander

Developmental bibliotherapy book selection

The next stage of the development of the Reading WELL program was the book selection process. The careful selection of books is essential to the success of the developmental bibliotherapeutic process, as Hynes (2019) points out “children are particularly resistant to examining anything that they feel is “boring” and their responses to a book will also take into account the style and presentation of the material, which impacts on the effect it has on them (p. 87; see also Heath et al., 2005). When making bibliotherapy selections, the recipient’s age, reading level, gender, background, cultural perspectives and interests are important considerations (Cartledge & Kiarie, 2001; Sullivan & Strang 2002) as is matched reading level and comprehension skills, and the books should also pair with the level of the student’s moral reasoning capacity (Narvaez, 2001). It has been noted that the story duration should be no more than 30 minutes and books should be able to be read within one sitting. The author’s message and context should encourage the reader to reflect discuss and empathise with the characters (Frogan, 2000; Lucas & Soares, 2013).

It has been argued that a picture story book with developmental bibliotherapy quality offers children the opportunity to engage with characters and identify with them in the same way they would in real life but in a non-threatening way (Mankiw & Strasser, 2013; Pardeck & Pardeck, 1998). This allows for children to identify and engage vicariously through the characters and observe how a problem is solved, enabling them to self-explore and reflect upon what they would do or might have done in similar situations, as noted in the catharsis stage (Carlson, 2001; Heath et al., 2005). Nikolajava notes that through fiction we can learn more about people and the way they behave, and “understand our own and other people’s ways of feeling and thinking, views, beliefs,

intentions, desires, motivations and decisions” – it is through fiction that we are able to do this vicariously (2014, p. 25).

It has been suggested that appropriate bibliotherapy books should promote emotional, social and cognitive development through discussing and analysing social situations (Rozalski et al., 2010). Books to avoid are stories with unrealistic plots, characters portrayed as superheroes or stereotyped characters and endings with simplistic solutions or ‘happily ever after’ endings (Heath et al., 2005). It has been argued that the bibliotherapeutic narrative needs to be based on realistic events, problems and solutions (Mankiw & Strasser, 2013; Pardeck & Pardeck, 1998). Appropriate literature will include problems and solutions that are realistic and feasible; for instance, including the story of a character who acts as a positive model and copes with challenges (Heath et al., 2005; McIntyre, 1999). Any conflict within a selected story should be uncomplicated for the reader to identify and understand; for instance, a character “wants to get something or do something, and an obstacle is in the way” (Womack, Marchant & Borders, 2011, p. 156). Catalano (2008) and Manifold (2007) also suggest looking carefully at the conclusions of picture books that the author and illustrator provide.

With support, it has been proposed how children can project and explain their emotional responses, feelings and perceptions of the scenario and, through the characters, articulate their own stories (Pardeck & Pardeck, 1998). For instance, each event within the story needs to offer an opportunity for social skill modelling where a reader is able to identify and take on the role of the character to practise social and emotional skills. Roberts (2004) advocates for a narrative to offer wisdom, an exposition of life problems and a method of approaching and solving them. Hynes (2019) also points out that developmental bibliotherapy is distinct from the goals of a classroom-based guided reading session, as the selected literature is used as a tool to help young people deal with issues at their stage of self-identity, independence and self-esteem. Through providing opportunities for reflection, discussion and the ability to feel empathy with the characters, the follow-up discussion and activities will support social and emotional growth (Lucas & Soares, 2013; Prater, Johnstun, Dyches & Johnstun, 2006).

The Reading WELL book selection process

To ensure that the shortlist included the most appropriate, relevant and meaningful books to achieve the project aims, the book selection process was completed through 4 stages:

- Stage 1: Book search conducted
- Stage 2: Article search on shortlisted books
- Stage 3: Alignment of shortlisted books to the key messages pertaining to the identified focus area
- Stage 4: Development of bibliotherapy prompts, suggested responses and follow-up activities for each book

Stage 1: Book search

First a search process took place to establish a shortlist of books for inclusion in the Reading WELL kit. This included: (i) articles that listed books used for bibliotherapy; (ii) bibliotherapy book lists including annotated lists of endorsed texts for a range of topics; and (iii) application of developmental bibliotherapy criteria from the above section to books not included in the first two criteria:

- The Premier's Reading Challenge (DET, 2018) book list is compiled and provided by the state government and made available to schools and families for children to register their reading.
- Reading Australia (Copyright Agency, 2018) is a curated website for educators that advocates the use of Australian texts and provides classroom resources designed to support teachers' implementation. A range of books selected are updated yearly by a panel of teachers and librarians.

Other internet sources and sites with suggested book lists such as A Mighty Girl (2018) were used to identify any other relevant books; for instance, the book compilation lists *Celebrating everybody: 25 body image positive books for mighty girls* (A Mighty Girl, 2018), *Children's books that teach empathy* (Coates, 2017) and *13 children's books that encourage kindness toward others* (BiblioCommons, 2018).

This process ensured that the books were age appropriate, of literary quality and with high-interest content and that they addressed a specific issue or problem in relation to the wellbeing topics (Halsted, 2009).

To record the review process, a table was developed for each wellbeing topic. The book titles and supporting details were added along with weblinks to the book being read online. Librarians and academics were also invited to suggest books with reference to the topics, with limited uptake. Once potentially relevant titles were identified and shortlisted, they were accessed online or from libraries or purchased, and read to ensure the appropriateness of the content by the PhD candidate and her initial principal supervisor. Books that did not adhere to the developmental bibliotherapy requirements, such as not being able to be read in one sitting, not having realistic outcomes or not supporting opportunities for discussion were eliminated (Forgan, 2000; Lucas & Soares, 2013).

A total of 65 books were identified and 37 made the final selection, with books of each topic available: Body image 13 titles, self-esteem 13 titles and resilience 11 titles.

Stage 2: Article search on the shortlisted books

Next an article search on the shortlisted books was undertaken to determine an existing evidence base for the book titles included in the Reading WELL. This process discovered a range of studies that used children's literature within various themes and focus areas. These are presented below under the 3 topic areas of body image, self-esteem and resilience.

Body image stories – previous research

Of the 13 titles of the Reading WELL body image books, 6 had been cited in previous research projects or addressed in articles that considered the benefits of stories to support the wellbeing development of children. These 6 titles are described below.

Shapesville by Mills and Osborne (2003) is a story that celebrates positive body image, self-acceptance and diversity by encouraging self-acceptance. This book was designed to generate discussion about body image, improve children's knowledge about the

unacceptability of teasing on the basis of weight and identify the unrealistic images of appearance presented in the media (Dohnt & Tiggemann, 2006). Dohnt and Tiggemann (2008) evaluated its effectiveness in addressing “the false belief that an ‘ideal’ body leads to happiness and success” (Mills & Osbourne, 2003, p. 24; see also Kater, 2016). Dohnt and Tiggemann (2008) established that *Shapesville* can improve children’s attitudes and awareness of the unacceptability of teasing on the basis of weight and also highlights the unrealistic images presented in the media. They reported a reduction (partially maintained at follow-up) in girls wanting to look like television and pop stars, being more aware of their special talents and learning that teasing is not okay, concluding that through reading and discussion, the potential to prevent early development of body dissatisfaction and disordered eating is increased (Dohnt & Tiggemann, 2008).

Your body is brilliant (Cresswell, 2015) was used in the Achieving Body Confidence for Young Children (ABC-4-YC) program (Damiano et al., 2018). Aligned to the Australian curriculum, the program uses the story in each session to facilitate a discussion through questioning of the key themes. The study indicated improved body satisfaction and reductions in participants’ weight stigma, internalisation of appearance ideals and appearance-based teasing in 5–8-year-old children (Damiano et al., 2018).

Stand tall, Molly Lou Melon (Lovell, 2001) was reviewed as an effective book to educate about bullying prevention and teasing as the context offers effective strategies for engaging in discussion (Entenman, Murnen & Hendricks, 2005; Esch, 2008). In addition, the Very Important Kids (VIK) whole-school program, designed to reduce teasing and unhealthy weight-control behaviours, used *Stand tall, Molly Lou Melon* as a book of the month (Haines et al., 2006). Within the VIK program all classes read a story about teasing followed by a discussion led by teachers using questions designed by the research team. Parent participation was also considered critical in influencing a child’s weight-related behaviours, changes to peer norms and reduction in teasing (Haines et al., 2006).

The colors of us (Katz, 2002) was reviewed by Harper and Brand (2010) in an evaluation of the effectiveness of multicultural picture story books in promoting comprehension and vocabulary strategies for educators. The story educates on the topics

of respect, identity and empathy towards self and others (Harper & Brand, 2010). Zakin (2012) also contributes insights into teaching tolerance and social justice through an arts-focused program, noting an improved emphasis on self-acceptance, awareness of diversity and sense of community.

Lastly, two book reviews, one of the title *We are all wonders*, a children's book version of the novel *Wonder* (Palicio, 2012). In a non-empirical evaluation Leary, Pillemer and Wheeler (2013) note how the story of *Wonder* represents a change in the portrayal of a character with a disability and a transformation of the world that surrounds him. A second review is of the title *Amanda's big dream* (Matz & Patch, 2015). Kater (2016) notes how the title supports discussion around the 'thin' ideal as the story highlights the pressures for young children undertaking a hobby where success can be dependent on achieving body standards. With a realistic ending, her parents help Amanda work through and resolve her situation with self-compassion (Neff, 2011).

Self-esteem stories – previous research

This section presents articles on the Reading WELL books used to support self-esteem. Of the 13 titles, 4 have been cited in previous research projects or addressed in studies that considered the benefits of stories to support the wellbeing development of children.

Britt et al. (2016) documented conversations during read-alouds and noted behavioural changes after the post-reading activities in a qualitative study using *How full is your bucket?* (Reckmeyer & Rath, 2009) and *The invisible boy* (Ludwig & Barton, 2013). The interactive read-alouds supported children in developing skills such as being sensitive to the needs of others and problem-solving, the authors noting how they helped children to learn to adopt positive attitudes, handle adversity and how to interact and treat others (Britt et al., 2016, p. 49).

Lopez and Bhat (2007) developed an intervention program to support students with incarcerated parents. For 4th and 5th grade children, the qualitative study consisted of 12 40-minute group sessions, session 3 with the picture book *I like myself* (Beaumont, 2004) was used to build self-esteem through positive affirmations. The book was read and students were asked what they liked about themselves; the group leader helped

participants focus on their inherent positive qualities through facilitated discussion (Lopez & Bhat, 2007, p. 148).

Smetana (2005) investigated the implementation of a collaborative storybook reading program designed to support parents and at-risk kindergarten children with 15 boys, 12 girls and parent volunteers who committed to small-group guided reading interactions. *The name jar* (Choi, 2001) was used in a collection of books and the results showed improvement in at-risk children's reading interest. *The name jar* can support children in the migrant experience, as multicultural literature has the capacity to foster children's understanding of and respect for their own cultures as well as the cultures of others (Baghban, 2007). Offering quality discussions on diversity, *The name jar* provides positive peer interaction, sense of self and identity, and other literacy benefits including oral language, vocabulary and comprehension development in young children (Harper & Brand, 2010).

Resilience stories – previous research

This section presents an evaluation of books used in the Reading WELL in the focus area of resilience. Of the 11 titles, 8 have been evaluated in articles that considered the benefits of stories to support the wellbeing development of children.

The titles *The little refugee* (Do, Do & Whatley, 2011) and *My two blankets* (Kobald & Blackwood, 2014) show how refugee themes in picture books offer connection to personal testimonies and resilience with the potential to teach topics, develop critical literacy skills and promote creativity (Dolan, 2013; Lilliss, 2013). These stories also offer potential to teach children ethics, responsibility and resilience (Dooley, Tait & Zabarjadi, 2016, p. 102).

Advocating the need for librarians and educators to promote and read books that present girls as physically active and athletic, Roper and Clifton (2013) suggest that books such as *Allie's basketball dream* have impact in contributing to the formation of positive self-image and self-identity, "serve to shape young people's perceptions of gender and behaviour" and are useful indicators of societal and cultural gender norms (p. 147).

An emerging genre of picture books in STEM offers the potential to develop children's critical thinking and analysis, including *Rosie Revere, engineer* (Beaty, 2013; see also Ciecielski, Nageldinger, Bintz & Moore, 2016; Davila & Graff, 2016). Critical thinking can be achieved through these titles through encouraging readers to question, challenge and explore discourses (Strachan, 2015).

In a qualitative study Ogunnaike-Lafe and McClain (2012) used *Those shoes* (Boelts, 2007) to support children in mindfulness and as a means to examine wants and needs, kindness and generosity. Through observations and interviews it was found that in providing time to listen, share and reflect on the experience, this story offers a method to support children to develop compassion (Ogunnaike-Lafe & McClain, 2012, p. 83).

Using bibliotherapy as a framework, Oppliger and Davis (2016) undertook a content analysis of a number of picture books. *The juice box bully: Empowering kids to stand up for others* (Sornson, 2010) shows how bullies and victims are portrayed and identifies coping strategies. These are useful for teachers and parents when it comes to supporting children with issues such as bullying (Oppliger & Davis, 2016).

Oh, the places you'll go (Seuss, 1990) is referred to in 3 studies that applied bibliotherapy. To complement play therapy, Carlson and Arthur (1999) found the story helped in solving interpersonal problems and promoted wellbeing conducive to self-awareness, growth and healing (p. 224). Using bibliotherapy with homeless children, this book was successful in "positively reframing transitional experiences as adventures" (Farkas & Yorker, 1993, p. 345). As a purposefully selected narrative *Oh, the places you'll go* provides opportunities to discuss and share emotions that cover various issues and serve as a catalyst for wellbeing, growth and development (Carlson & Arthur, 1999; Graham & Pehrsson, 2009).

A 15-week classroom-based program called STORIES using bibliotherapy was designed to reduce aggressive behaviour in elementary school students (Tegasi & Rothman, 2001). The study included 59 students from two 4th- and 5th-grade classes. Books including *Secret of the peaceful warrior* (Millman, 1984) were used to discuss situations of social conflict. The results indicated students who had completed the STORIES program had lower externalising scores with individual responses to

treatment that predicted favourable change between pre- and post-test measures of externalising behaviours (Teglasi & Rothman, 2001).

Stage 3: Alignment to key messages

For this stage, the shortlisted books were carefully read to determine if they aligned to the Reading WELL key messages within each identified focus area (refer to Table 3.7). Any stories that did not align were discarded. In doing this we believe that the final list of Reading WELL books promotes social, emotional and cognitive development.

The Reading WELL body image titles were:

Amanda's big dream

Body image and the media

Charlie's tales: Cassia and the fire dragons

Charlie's tales: Sylvie and the star tree

Little Miss Jessica goes to school

Messages about me – Sydney's story: A girl's journey to healthy body image

Messages about me – Wade's story: A boy's quest for healthy body image

Minnie and Max are OK! A story to help children develop a positive body image

Shapesville

Stand tall, Molly Lou Melon

The colors of us

We're all wonders

Your body is brilliant: Body respect for children

Key messages – body image

The body image books covered issues such as ethnicity, culture, health, traditional gender roles, ableism and identity with themes that covered teasing and bullying including aggression and social exclusion. The body image books included in this study address the relevant key messages to frame the discussions which were embedded in the discussion prompts in order to support children to: 'Celebrate the diversity of our appearance', 'Promote functional achievements of the body (things your body can do)', 'Question/analyse messages' images in the media' and 'Make no negative comments'

about appearance', all designed to encourage a safe environment that prevents the development of body dissatisfaction and disordered eating, instead encouraging sustained resistance to fat talk and appearance-related teasing. Previous research has noted teasing and bullying as significant risk factors for the causes of negative body image (Copeland et al., 2015; Olweus, 1993). To address this, the key message 'Make no negative comments about appearance' highlights the impact that teasing and bullying have on children's body image.

Another focused key message considers media influences and aims to address the risk factors noted in previous research that highlighted the negative impact that social media and media in general can have on influencing the body image of children as young as 8. The key message 'Question/analyse messages' images in the media' reminds children to be critical and aware of influences and messages they come across in the media. Stories that address media influences on children were difficult to source. The specialised selected books informed the children on how to question and analyse media influences. Two titles by Educate and Empower Kids (2017), *Messages about me – Sydney's story: A girl's journey to healthy body image* and *Messages about me – Wade's story: A boy's quest for healthy body image*, and the non-fiction book *Body image and the media* were sourced

The selected titles for self-esteem were:

Better than you

Bully busters and beyond: 9 treasures to self-confidence, self-esteem, and strength of character

Feel confident!

Have you filled a bucket today? A guide to daily happiness for kids

How full is your bucket? For kids

I can handle it!

I like myself!

I matter!

The invisible boy

The name jar

The thing Lou couldn't do

The wonderful things you will be

Unstoppable me

Key messages – self-esteem

The key messages for self-esteem were developed from a series of reviewed evidence-based programs that focused on self-esteem to address the development of children's emotional competence. Each self-esteem book included the relevant key messages to frame the discussions and were embedded to support children to: 'Understand and manage our emotions in a positive way', 'Be proud of our achievements', 'Focus on our strengths, not our weaknesses', 'Talk about our feelings with our friends and adults' and 'Accept that you are you and that you are unique'.

The Reading WELL key messages and discussions prompts placed emphasis on the modelling of skills and attitudes for school, home and community (Weissberg & O'Brien, 2004). The Reading WELL key messages also supported the explicit teaching of children's skills and understanding of the need to express our emotions in appropriate ways for success in the classroom and community, developing problem-solving skills and promoting self-regulation, and they aligned to specific self-esteem issues such as self-concept, self-compassion, empathy, confidence and personal growth.

Specific self-esteem knowledge was also demonstrated through the children's responses to the books that considered self-esteem and supported them to recognise and self-manage their emotions, achieve set goals, see the perspectives of others and make responsible decisions (Weissberg & O'Brien, 2004, p. 95). Issues such as self-acceptance crossed over the topic areas in that some of the body image stories also talked about celebrating how you look and that identity factors such as race, culture and skin colour make us unique.

The selected titles for resilience were:

Allie's basketball dream

Bounce back! (Being the best me series)

My secret bully

My two blankets

Oh, the places you'll go

Rosie Revere, engineer

Secret of the peaceful warrior

Thanks for the feedback, I think

The girl who never made mistakes

The juice box bully: Empowering kids to stand up for others

The little refugee

Those shoes

Key messages – resilience

The Reading WELL stories on resilience covered issues such as perfectionism, migration, gender, making choices, and teasing and bullying. The evidence-based programs that supported the development of the key messages aimed to encourage active and prosocial behaviour with integrated adult support. These programs included aims such as raising awareness of the refugee and migrant experience and also the impact of negative behaviours such as bullying with knowledge of participant roles. To support the development of children's resilience, the approach taken was to utilise shared reading so that parents could demonstrate and model through the discussion prompts developing or increasing their child's capacity to adapt and using their skills to change tack or attain developmental milestones while dealing with stressful events such as those that occur in the stories (Doll, 2013; Doll & Oades-Sese, 2011; Greig et al., 2016; Roffey, 2015; Taub & Pearrow, 2013).

The key messages supported the discussions through encouraging them to 'Talk with our friends and adults', 'Be responsible for ourselves', 'Face challenges', 'Focus on our strengths to create a growth mindset and rebound from setbacks (cope with ups and downs)', 'Be prepared to say no to others, especially if it is not the right thing to do' and 'Don't be a bystander'. Each book included the relevant key messages on resilience to frame the discussions and these were embedded to support the child's knowledge and understanding. In the titles *The girl who never made mistakes*, *Thanks for the feedback, I think* and *Rosie Revere, engineer* the children could explore the notion that through practice and perseverance they can rebound from setbacks and cope with life's ups and downs.

Stage 4: Development of discussion questions and prompts

With the book list confirmed, the discussion prompts and follow-up activities were developed using the 4 areas of bibliotherapy: identification, catharsis, insight and universalisation (Catalano, 2008; Morawski, 1997).

The body image discussion prompts were designed to support children with ways to cope with teasing, fat talk and appearance-related conversations (Clark & Tiggemann, 2006; Kostanski & Gullone, 2007) and to educate parents and children about the types of conversations they have and about refraining from any type of name-calling. Instead, the focus of the discussions was to celebrate body diversity and promote the functional achievements of the body (things your body can do). Emphasis on promoting a positive body image was also encouraged through parent-child discussions that initiated body confidence and improved media literacy skills.

The self-esteem discussions about the books were designed to promote and encourage strong bonds with peers, teachers and families.

The discussions on resilience were designed to access support from peers, foster a growth mindset and promote social skills and success in the classroom and community.

Suggested responses were also developed to help stimulate the children's ideas and to support parents' understanding in framing the discussion with their child. The supporting bibliotherapy questions and suggested responses are included in Appendix A. Through reading each story and engaging with the follow-up prompts, suggested responses and support from a parent, the children should be able to explain their feelings and perceptions of the scenarios that the characters articulated in connection to their real-life experiences (Pardeck & Pardeck, 1998).

Table 3.8 The Reading WELL book titles.

 Body image – key messages	<ul style="list-style-type: none"><input type="checkbox"/> <i>Amanda's big dream</i><input type="checkbox"/> <i>Body image and the media</i><input type="checkbox"/> <i>Charlie's tales: Cassia and the fire dragons</i><input type="checkbox"/> <i>Charlie's tales: Sylvie and the star tree</i><input type="checkbox"/> <i>Little Miss Jessica goes to school</i>
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<ul style="list-style-type: none"> • Celebrate the diversity of our appearance • Promote functional achievements of the body (things your body can do) • Question/analyse messages' images in the media • Make no negative comments about appearance 	<input type="checkbox"/> <i>Messages about me – Sydney's story: A girl's journey to healthy body image</i> <input type="checkbox"/> <i>Messages about me – Wade's story: A boy's quest for healthy body image</i> <input type="checkbox"/> <i>Minnie and Max are OK! A story to help children develop a positive body image</i> <input type="checkbox"/> <i>Shapesville</i> <input type="checkbox"/> <i>Stand tall, Molly Lou Melon</i> <input type="checkbox"/> <i>The colors of us</i> <input type="checkbox"/> <i>We're all wonders</i> <input type="checkbox"/> <i>Your body is brilliant: Body respect for children</i>
 <p>Self-esteem – key messages</p> <ul style="list-style-type: none"> • Understand and manage our emotions in a positive way • Talk about our feelings with our friends and adults • Be proud of our achievements • Focus on our strengths, not our weaknesses • Accept that you are you and that you are unique 	<input type="checkbox"/> <i>Better than you</i> <input type="checkbox"/> <i>Bully busters and beyond: 9 treasures to self-confidence, self-esteem, and strength of character</i> <input type="checkbox"/> <i>Feel confident!</i> <input type="checkbox"/> <i>Have you filled a bucket today?</i> <input type="checkbox"/> <i>How full is your bucket? For kids</i> <input type="checkbox"/> <i>I can handle it!</i> <input type="checkbox"/> <i>I like myself!</i> <input type="checkbox"/> <i>I matter!</i> <input type="checkbox"/> <i>The invisible boy</i> <input type="checkbox"/> <i>The name jar</i> <input type="checkbox"/> <i>The thing Lou couldn't do</i> <input type="checkbox"/> <i>The wonderful things you will be</i> <input type="checkbox"/> <i>Unstoppable me</i>
 <p>Resilience – key messages</p> <ul style="list-style-type: none"> • Talk with our friends and adults • Be responsible for ourselves • Face challenges • Focus on our strengths to create a growth mindset and rebound from setbacks (cope with ups and downs) • Be prepared to say no to others, especially if it is not the right thing to do • Don't be a bystander 	<input type="checkbox"/> <i>Allie's basketball dream</i> <input type="checkbox"/> <i>Bounce back! (Being the best me series)</i> <input type="checkbox"/> <i>My secret bully</i> <input type="checkbox"/> <i>My two blankets</i> <input type="checkbox"/> <i>Oh, the places you'll go</i> <input type="checkbox"/> <i>Rosie Revere, engineer</i> <input type="checkbox"/> <i>Secret of the peaceful warrior</i> <input type="checkbox"/> <i>Thanks for the feedback, I think</i> <input type="checkbox"/> <i>The girl who never made mistakes</i> <input type="checkbox"/> <i>The juice box bully: Empowering kids to stand up for others</i> <input type="checkbox"/> <i>The little refugee</i> <input type="checkbox"/> <i>Those shoes</i>

Stage 5: The Reading WELL program resources

In this final stage, the following resource materials were developed and the process is detailed below. Four Reading WELL kits of 38 books were sourced and prepared with discussion prompts and suggested responses for each book (see Figure 3.2).

Figure 3.2 The Reading WELL kits

The Reading WELL child journal

The Reading WELL child journal was developed; this process is discussed in the methodology chapter as it formed a part of the data collection. See Appendix B.

The Reading WELL teacher resources

The Reading WELL teacher resources were developed; this process is discussed in more detail within the methodology chapter as it formed a part of the data collection. The Reading WELL teacher resources included information about the project, the Victorian curriculum mapping, a copy of each book's discussion prompts and suggested responses, and links to other resources.

The Reading WELL – Victorian curriculum mapping

The Reading WELL is located in the Reading and viewing, Responding to literature and Literacy content areas of the Victorian English curriculum outcomes and how the Reading WELL aligns to the Victorian curriculum outcomes is presented in Table 3.9. The wellbeing aspects of the Reading WELL are located within the Victorian curriculum priorities of Personal and social capabilities and Health and PE content areas (VCAA, n.d.). This inclusion demonstrates how the Reading WELL focus areas relate to the curriculum. In general, the Health and PE and the Personal, social and community health curriculum set out to develop students' knowledge, understanding and skills by exploring factors such as identity and emotional responses. The Personal and social capabilities curriculum offers skill development for coping with difficult situations, skills that contribute to positive relationships with peers, school and community. The topics aim to address areas of wellbeing that children commonly encounter in an effort to increase personal wellbeing levels (Cahill, Beadle, Farrelly, Forster & Smith, 2014).

The topics also reflect the focus of the Victorian wellbeing initiatives and strategies that include the fostering, promotion and teaching of the prosocial values and behaviours needed to engage at school, with peers, teachers and learning (Department of Education and Early Childhood Development, 2009).

Table 3.9 The Victorian Department of Education and Training curriculum connections to the Reading WELL.

Level 3 English	Content descriptions	The Reading WELL
<p><i>Reading and viewing</i> By the end of Level 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They apply appropriate text processing strategies when decoding and monitoring meaning in texts, and use knowledge of letter–sound relationships, and blending and segmenting to read more complex words. They can identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts.</p>	<p><i>Responding to literature</i> Personal responses to the ideas, characters and viewpoints in texts Draw connections between personal experiences and the worlds of texts, and share responses with others Expressing preferences and evaluating texts Develop criteria for establishing personal preferences for literature</p> <p><i>Literacy</i> Texts on context Texts and the contexts in which they are used Identify the point of view in a text and suggest alternative points of view Interpreting, analysing, evaluating Comprehension strategies Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features</p>	<p>The bibliotherapy prompts within each book support the reader’s personal responses and making of connections to the text. The self-selection of reading material from the Reading WELL supports preferences for types of genres.</p> <p>The bibliotherapy prompts within each book support the reader with strategies such as comprehension and inference. The questions allow for the reader to establish the author’s message.</p>
Level 4 English	Content description	The Reading WELL
<p><i>Reading and viewing</i> By the end of Level 4, students understand that texts have different structures depending on the purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences and can describe literal and implied meaning</p>	<p><i>Responding to literature</i> Expressing preferences and evaluating texts</p> <p><i>Literacy</i> Interpreting, analysing, evaluating Comprehension strategies Use comprehension strategies to build literal and inferred meaning to expand</p>	<p>The bibliotherapy prompts within each book support the reader’s personal responses and making of connections to the text.</p> <p>The bibliotherapy prompts within each book support the reader with strategies</p>

connecting ideas in different texts. They express preferences for particular types of texts and respond to others' viewpoints.	content knowledge, integrating and linking ideas and analysing and evaluating texts	such as comprehension and inference. The questions allow for the reader to establish the author's message.
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Health and PE / Personal, social and community health	Personal and social capabilities	The Reading WELL
<p><i>Being healthy, safe and active</i> Examine how success, challenge and failure strengthen personal identities (VCHPEP088)</p> <p>Explore strategies to manage physical, social and emotional change (VCHPEP089)</p> <p>Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (VCHPEP090)</p> <p>Identify and practise strategies to promote health, safety and wellbeing (VCHPEP091)</p> <p><i>Communicating and interacting for health and wellbeing</i> Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092)</p> <p>Investigate how emotional responses vary in family situations and in friendship groups (VCHPEP093)</p> <p>Discuss and interpret health information and messages in the media (VCHPEP094)</p>	<p><i>Development of resilience</i> Identify personal strengths and select personal qualities that could be further developed (VCPSCSE017)</p> <p>Identify how persistence and adaptability can be used when faced with challenging situations and change (VCPSCSE018)</p> <p>Name and describe the skills required to work independently (VCPSCSE019)</p> <p><i>Social awareness and management</i> Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion (VCPSCSO020)</p> <p>Describe the ways in which similarities and differences can affect relationships (VCPSCSO021)</p> <p>Identify the importance of including others in activities, groups and games (VCPSCSO022)</p> <p>Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate (VCPSCSO023)</p> <p>Identify conflicts that may occur in peer groups and suggest possible causes and resolutions (VCPSCSO024).</p>	<p>The Reading WELL titles explore the content descriptions in all 3 areas: body image, self-esteem and resilience.</p> <p>The developmental bibliotherapy questions are carefully phrased to elicit safe and supported discussions.</p>

The curriculum mapping of the English and Health and PE areas from the Victorian curriculum in Table 3.9 was also included in the Teacher Reading WELL journal.

The Reading WELL parent resources

The Reading WELL parent resources including a website, Facebook page and parent support videos were developed; this process is discussed in the methodology chapter as it formed a part of the data collection.

The development of the Reading WELL home reading program was a process completed via a number of stages. First came the development of the Reading WELL key messages. This provided an evidence base for the program and also supported the book selection and development of the supporting resources. The process of how this was executed is now explained.

Chapter 4: Methodology

In this chapter I outline the methodological procedure for the study including insight into the original mixed methods approach, including the planned collection process, ethics and recruitment. My story as a PhD candidate is an experience of when research goes off the rails (Steiner & Sidani, 2011) and in providing the account of my methodological journey, this chapter encapsulates my unwavering motivation for conducting the inquiry. In the unfolding plot, the reality of my PhD research journey is a story I did not expect to tell. The problems I encountered that impeded the progress of the mixed methods design show not all that starts well will end well and often results in tears. I was inspired by the literature that explains how stories and research in storied form have an immense power to shape our reality and future directions (Barton, 1986; Barton & Hamilton, 2012, p. 165; Coles, 1989). A paradigm shift that looks to narrative as an interpretive methodology as a creative process is presented, as a lived re-storying process that emerged from personal experience.

The research questions

The questions that drove the inquiry were focused on exploring:

1. Does parent and child participation in the Reading WELL home reading program offer a viable way to support children's wellbeing and reading engagement?
2. In what ways does the Reading WELL home reading program enhance children's wellbeing in terms of body image, resilience and self-esteem?
3. How does the Reading WELL home reading program improve children's literacy engagement and enjoyment of reading?
4. What are the teachers and parents' perceptions in relation to the sustainability and accessibility of the Reading WELL concept, for parents and children to engage in as a regular form of home reading?

The initial candidature method

In the beginning stages of the project, as the main character I was enthusiastic, ready to learn and prepared take on the challenges of the PhD program. I worked closely with my initial principal supervisor to develop a project that aligned with my interests in literacy and children's wellbeing, and brought parents in as participants with the aim of increasing their awareness of the impact they have on their children's educational outcomes as a central part of the study design. Keen to extend my research skills, I believed the use of quantitative methods would make me a more well-rounded researcher. With much to learn including the most basic of statistical analysis, I participated in workshops and read various articles in the field. Starting at the very beginning, I will now articulate the mixed methods approach that was approved at the candidature stage, including the planned collection process, ethics and recruitment procedure.

Starting the process of conducting the mixed methods design included making informed decisions about: (i) the participants; ii) the participant recruitment process; (iii) the measures to be used in the questionnaires (these were linked to associated risk factors such as teasing affecting body image); (iv) the role of the participants; (v) the process of questionnaire delivery for (parent and child) participants, including the classroom order, with the intervention classes first and then the control groups; and (vi) the post-questionnaire.

Data collection – parents

For the parent data collection process, the parents were invited to complete a pre- and post-questionnaire that included consent for both parent and child, demographic information, questions about their family reading behaviour using an adapted Stony Brook Family Reading Survey (Whitehurst, 1993) and measures of self-esteem/self-efficacy taken from the Family Functioning Survey (Noller, 1992). Information about their existing knowledge and understanding of the 3 focus areas – body image, self-esteem and resilience – would be collected through questions developed around each topic that asked about their ability to communicate with their child about wellbeing. The parents were asked to complete the survey using Qualtrics software on a smartphone or web app. The options to complete the survey included during the school information

session or in their own time via an email and survey link sent to them through the school communication portal.

Parental interviews

All parents were invited to participate in a semi-structured interview to be held either by telephone or at the school site following the school term of engaging with the Reading WELL program. The parents were asked to share their perceptions of the reading experiences with their child via the school communication portal or by email if they provided this information on the consent documentation. After multiple attempts at contacting parents, two parent interviews from School 2 took place via telephone.

The Reading WELL parent support resources

To support the parents during the program, some further resources were made available. While these are not directly related to the data collection, they do show how the parents were encouraged to communicate and learn about the home reading process to increase the reading engagement of their child. These resources are described below.

The Reading WELL website and videos

The Reading WELL website included parent support and information about the program, and a video series for parents to support the home reading interaction. The short videos were:

- Video 1: The Reading WELL project overview that included information about developmental bibliotherapy and the 3 focus areas
- Video 2: What is developmental bibliotherapy?
- Video 3: Tips for reading with your child at home
- Videos 4 and 5: Demonstrations of a parent and child reading together

The Reading WELL Facebook page

A Reading WELL Facebook page was created for parents and teachers to follow. This page offered general and specific information for parents of children completing the Reading WELL program. The contents included information about the Reading WELL books, reading strategies and other information that supported parents in reading

interactions with their children. Other posts highlighted insights into the 3 focus areas including research and general knowledge. Participants could also make contact through the Reading WELL message inbox.

Data collection – children

The participating children would be recruited from the Grade 3 and 4 levels of the participating schools via the parental consent process. The children were invited to read and discuss a book with their parent from the Reading WELL once a week for a school term and complete a Reading WELL reflection in the Reading WELL journal after each reading.

As part of the data collection process, it was planned for the participating children to complete self-report measures pre-test, post-test and at 3-month follow-up. The surveys would be conducted in class, online using Qualtrics survey software and a class set of iPads, supervised by the researcher and the classroom teacher. The standardised measures included: Rosenberg Self-Esteem Scale (Rosenberg, 1965), Devereux Student Strengths Assessment-Mini (Naglieri, LeBuffe & Shapiro, 2011), Children's Body Image Scale (Tatangelo & Ricciardelli, 2015) and Body Esteem Scale (Franzoi & Shields, 1984).

Children who did not participate in the research study could still complete the program as they were still able to take home books and complete a journal, with no data collected. If a parent or child chose not to participate or opted out of the study once it had commenced, it was without consequence. Children also had the opportunity to decline participation even if their parents had consented to their involvement.

The Reading WELL journal

As I looked to capture the shared reading interaction between parents and children, I created the Reading WELL journal. The journal was used to record the child's responses to the discussion prompts for each book and the follow-up activity. The Reading WELL journal also included a list of all the Reading WELL books, information about the project and developmental bibliotherapy, the key messages, shared reading tips for parents and links to other resources and support services

including the researcher's contact details. The journals were collected as artefacts for data analysis. An example of the Reading WELL journal is included in Appendix B.

Data collection – teachers

Interviews

All the class teachers were invited to participate in a focus group at the end of the data collection phase at each school. This allowed for gathering of the teachers' observations and perceptions of the program and whether they considered the Reading WELL to be a sustainable form of home reading as a part of ongoing school practice. No quantitative data was collected from the teachers.

The Reading WELL teacher resource

Teacher support notes were developed and included mapping to the Victorian curriculum areas English, Health and physical education (PE) and Personal and social capabilities. The curriculum mapping showed teachers how the Reading WELL home reading program complements and supports aspects of the curriculum and also how the books can be applied in a classroom context. A teacher version of the Reading WELL journal included a full set of the list of questions and responses for each book, for reference and classroom use.

Refer to Appendix C for further details of the data collection and data analysis.

Ethics

Ethics applications to conduct the research were lodged with the Victoria University Human Ethics Committee (High Risk) and the DET. Black and Busch (2016) remind us of the ethical concerns in undertaking research that involves children and of the protocols required for researchers involving children in research that surveys or interviews children directly. Given the sensitivity of the topics being explored careful consideration was made to the approach of data collection. Firstly, parent information session about the project were held at both schools so that questions could be asked, and the nature of the research was clearly explained. Copies of the books, questionnaires and the children's journals were also made available for the parents to view. Parents were also provided with the researchers contact details if further information was required throughout

the program. A detailed list of What happens if guide and wellbeing support contact numbers were also listed in the journal as follows:

What if my child gets upset reading one of the books

Some of the themes and discussions about the book may prompt your child to become upset particularly if they have faced a challenge that is similar to the character(s) in the story.

At home - Support your child by acknowledging that the way they are feeling is okay and that they are safe with you. As the parent you we are best placed support your child in this circumstance and respond in a manner that is consistent with your family values. If they talk about something that is new to you encourage your child to share their feelings. Use the prompts to support them with ways to solve the challenges. If your child continues to be upset in a way that is distressing to you seek support from the ph numbers below.

It is also acknowledged that the content covered *Body Image, Self Esteem and Resilience* in the Reading WELL will mean different things to different cultural groups.

School – If your child has a negative response that is raised at school the teachers are best placed to support your child and will be advised to utilise existing referral pathways to follow up on anything that arises as a result of this project.

To respond any negative effects that may arise during The Reading WELL home reading program

parents to access

Kids Help Line – 1800 55 1800

Lifeline 13 11 14

See Appendix B for a full version of the Reading WELL journal.

Once ethics approval from the University and DET was provided, the school leadership, teachers and then the participants were approached.

Recruitment

I contacted schools that had a population of around 400 children to meet the required sample size of 240 participants. I also planned that there would be four Grade 3 and 4 classes with 25–30 children in each class, providing an estimated total of 16 participating classes and 25 students per class. The school recruitment was planned to draw on my existing literacy professional learning network located within Melbourne’s western suburbs. Schools in the network were approached via email to participate in the Reading WELL home reading project. I initiated the process of communication with schools by explaining the research project and questions and articulating how these were driven by my personal experience of growing up and working within my community, knowing their needs and obstacles to attaining eudaimonic wellbeing (Dwyer, 2017). I also explained to prospective participants the intended mixed methods design, which included an experimental evaluation of the program using a pragmatic controlled trial and pre-post data collection. However, with low interest received in Melbourne’s western suburbs, a wider scope was required. With a revised ethics application approved, schools located in wider Melbourne were approached.

Participants in the study

Two schools accepted to participate in the project and were recruited for terms 1 and 2 in 2019 (pseudonyms are applied).

School 1: Rose Primary School

Three participating classes were drawn from Rose Primary School, a government school located in central Melbourne. The school values of honesty, respect, achievement and resilience were practised explicitly through the whole-school wellbeing program. The school was strongly committed to family and community partnerships, which was a supporting reason for its interest in the Reading WELL. School 1 generated 21 parent and child participants.

School 2: Amyfield Primary School

Five participating classes were drawn from Amyfield Primary School, a government primary school situated within the growing corridor east of Melbourne. The school population was diverse with some families newly arrived in Australia. The school took

an interest in hosting the Reading WELL as it implemented restorative practices and the explicit teaching of the values of respect, cooperation, learning, trust, honesty, care and tolerance within the school-wide wellbeing program. School 2 generated 50 parent and child participants.

Another two schools located in the eastern suburbs of Melbourne then expressed interest in participating in the project later in 2019. These schools were:

School 3: English Hills Primary School

This is a government school located in the eastern suburbs of Melbourne. The school values are responsibility, honesty, pride and support. In the initial stages, two leading teachers who held the roles of literacy specialist and assistant principal (wellbeing) met with me to discuss the Reading WELL project. The school focus was to increase home and community partnerships.

School 4: Lynnestone Primary School

This is a government school located in the eastern suburbs of Melbourne. The student wellbeing program at this school aims to develop students' respect, personal responsibility and care to contribute positively to the school community. In the initial stages, the school principal expressed interest in being involved in the Reading WELL project.

The addition of these schools made up the required statistical numbers for the mixed methods project.

Communicating the project with the participating schools

Once the school principals of Rose Primary School and Amyfield Primary School had provided signed consent, the classroom teacher contact was initially made through the team leaders of the Grade 3 and 4 teachers in each of the schools. A time was made to attend a team planning session for us to meet and for me to introduce the project and answer any questions the teachers had. At these meetings, timelines were arranged and a date for a parent information session was set.

Parent information session

At the parent information sessions, I outlined the parent role, the data collection and ethics. The role of the parent, to read with their child and support them through the discussion topics using the suggested responses and prompts and complete a Reading WELL reflection in the Reading WELL booklet, was explained.

The parent information session at School 1 Rose Primary School was organised with the assistance of the participating class teachers, who had set aside some time for me to introduce the project during the start of school year parent information session. This allowed me to personally meet parents, introduce the project and answer any questions. I was also asked to remain after the session for parents to view the books and discuss any concerns. The consent forms were sent to parents electronically following the session. 50 parents attended this session and all augured well for the project, a feeling that was reinforced with the parent information session at School 2 Amyfield Primary School. A Reading WELL focused information session for parents to attend was arranged early in the year for invited parents advertised through the school communication portal. 15 parents attended the session, during which they completed a printed copy of the consent form.

Parents who did not attend the school information sessions were emailed a summary of the project and a link to the consent form and survey by the classroom teachers via the school communication portals. The survey link also allowed them to opt into an interview to be carried out after the project. It took some time for the consent forms to be filled out by parents via Qualtrics.

After I had met with parents and communicated the project, initial consent secured 71 participants.

When the method doesn't go to plan – the demise of the mixed methods design

The recruitment process and securing of parental consent took much longer than expected. This delay disrupted the following planned steps of the project:

- (a) the procedure for the home reading classes, which was planned for each class to begin at the start of each school term
- (b) the preorganised swap-over of 4 Reading WELL kits that contained the curated sets of books. The pre-planned data collection timeline for Schools 1 and 2 was mapped and included a scheduled swap-over of kits for each of the participating classes so all participating classes had access to all resources. This planning allowed for the 4 Reading WELL kits to be dispersed across the two schools and required taking one kit from School 1 (which had 3 participating classes) at the end of term 1 for use in School 2 (which had 5 participating classes).
- (c) the planned timing of the intervention groups completing post-surveys at the end of each term.

With the occurrence of the above delays, I missed the opportunity to conduct the post-surveys that were designed to measure the outcomes for the intervention groups before the control groups had started with the Reading WELL kits.

Then, as it came time to begin the recruitment process for the second round of schools, further problems occurred with Schools 3 and 4 with both schools communicating via email that they were no longer able to commit to the project. With Schools 3 and 4 not available for the study, the planned participant numbers now would not be met, jeopardising the intended statistical analysis.

With the delays, the control group error and two schools withdrawing their availability, the planned mixed methods design was not able to proceed. As this realisation hit me, tears flowed accompanied by emphatic questions about my self-worth and ability to act at the expected level of a PhD program. From this very emotional period I have learnt that the research process can be planned but a research reality is one that is best described by Law as: “slippery, indistinct, elusive, complex, diffuse, messy, textured, vague, unspecific, confused, disordered, emotional, painful, pleasurable, hopeful, horrific, lost, redeemed, visionary, angelic, demonic, mundane, intuitive, sliding and unpredictable” (2004, p. 6). Like any good story, a problem is a central part of the narrative, problems are integral in engaging and entralling a reader, but in research

they are rarely acknowledged and not usually included in the published work, in that challenges are often remain hidden in the drafts, cut from the final piece (Cook, 2009). Including the narrative about how my research went off the rails offers transparency. Bochner and Riggs (2014) note how sometimes our stories do not reflect the ideal and explain how we may “find ourselves in stories we would rather not be living”, yet we are also able to “construct new storylines to help us exert control over life’s possibilities, ambiguities and limitations” (p. 216).

Putting the research back on track

Would it be possible to come back from this? This was a question I repeatedly asked myself as I pondered how the project could move forward. Those who have adopted narrative within their research accounts speak of the messiness of not always knowing how to move forward in the research story (Greening, 2001; Josselson & Lieblich, 2001; Vicars, 2017). Cook (2009) offers support for my experience, explaining how research is often “concerned with unpicking and illuminating how and where changes in understandings and practice occur within the research process” (p. 277). Through the tears and devastation, a researcher can turn things around using “ingenuity, flexibility, resourcefulness, and – most of all – the love of research. Projects may have been derailed, at least for a while, but the researchers weren’t” (Streiner & Sidani, 2011, p. v). The process for me was a true illustration of how research work is an undulating terrain, revealing itself as “not a smooth, paved superhighway leading from the idea to the proposal, through the funding agency, the execution of the plan, and ending in eventual publication” (Streiner & Sidani, 2011, p. v). Through questioning the frameworks of knowledge and working within the 4 concepts of “contestability, challengeability, uncertainty and unpredictability” (Barnett, 2000c, p. 415) I was able to make sense of things.

I have subsequently learnt throughout this transition the necessity of resilience, the use of a growth mindset and the need for both academic and emotional support of others. Facing such a serious methodological challenge, my supervisors, who possess both wisdom and expertise, offered the instrumental advice and guidance that cannot be found within the chapters of methods textbooks. Some of the options discussed with my supervisors included looking at further recruitment in the following year (2020), which

was feasible but would put pressure on the expected PhD progress timelines. In hindsight and with the 2020 COVID-19 disruptions that included closing of schools and remote and flexible learning that occurred for a number of months, it is fortunate that I did not journey down this path. During this time School 2 contacted me to ask if it could continue with the Reading WELL into term 3 as it wanted more time to complete the expected number of books. This was fortunate and offered an opportunity to conserve the qualitative focus.

I reflected back on my early conversations with my initial principal supervisor and my insistence about undertaking a PhD using a mixed methods approach. My belief was that using mixed methods would reveal a more well-rounded researcher, although knowing I am naturally more comfortable within the qualitative paradigm, my humanist theoretical philosophy offering a clear alignment to qualitative methods. I wondered about why I had entertained the notion of a mixed methods study, which in turn showed in the obvious errors I had made. Dwyer (2017) requests the researcher to carefully consider the methodological questions, “including the underpinning theoretical drivers”, as these and the researcher’s position will have influence on the study (p. 3). I feel now that as stressful and overwhelming as it was at the time, the errors I made have drawn me back to where I should have positioned the work; like a homecoming, I looked forward to the possibilities offered by working within a qualitative methodology.

The re-envisioning of the project as narrative research

I now present the drastic scene shift away from the initial research design and methodological focus to a qualitative research narrative case study approach. This revision also resulted in an adjustment of supervision roles between my primary and co-supervisor due to their respective expertise in the field.

Coming to case study

Shifting my thinking to a qualitative paradigm involved reflecting on how I could begin to tell a different methodological story. With a new principal supervisor appointed, I undertook further research in order to relocate the work, the case study and narrative research became the most appealing approach. Using a narrative research lens, I could re-engage in a type of research that seeks to provide an interpretation of the social world

(Spector-Mersel, 2010). This in essence is part of the narrative turn that informs research which considers individuals' and groups' narratives and stories of lives lived (Polkinghorne, 1988). Narrative and storytelling as part of the narrative turn are a research methodology in which literature plays a role in renewing and transforming lives. The process of narrative interpretation occurs through a sociocultural model of sense-making (Meretoja, 2014, p. 2) that advocates for a reflexive and interpretive approach when working with narrative case data.

Case study is an established qualitative approach and holds its own as a well-known and accepted framework in various research fields (Thomas, 2013; Yin, 2003). Etherington and Bridges (2011) explain that applying a narrative approach to case studies offers a technique to explore and represent the “rich layers of information and understanding about the particularities” (p. 21), which in this context are the shared reading interactions taken and interpreted from the participants’ point of view. Case narratives look to make meaning of lived experience, seeking to understand the significance of the events and scenarios described in the field texts such that essentially “we gain entrée to various dimensions of therapeutic process” (Brandell & Varkas, 2001, p. 297).

Case narratives are also able to integrate theoretical perspectives using constructivist approaches. Through constructivist principles, the case study narrative illuminates and reveals the narrative detail (Riessmann, 2008), forging a way to understand and learn about the encounters of the participants. This approach bridged my personal humanist theoretical position and what I believe and value as a nascent researcher who is open to the offerings of the narrator’s personal stories and focusing on the voices within each narrative with awareness of the content in the telling and the told (Josselson, 2011; Josselson & Lieblich, 2014). Through an intensive examination of family interaction and connection to the wider school community (Brandell & Varkas, 2001; Gilgun, 1994) my role as the narrative researcher working within case study is not only to paint a picture, but also to reproduce the lived experience of the participants for others to connect with (Stake, 2005). The realignment of this project has provided a means for the participants’ stories to be heard (Bochner & Riggs, 2014). The teachers, students and parents are the storytellers and the characters in their own and others’ stories. The Reading WELL field texts act with the intention to make meaning of what has been encountered. With the methodological shift from mixed methods, the opportunity to

redefine the research using a narrative lens allowed for exploration of the participants' perspective that may not otherwise have occurred.

Narrative research as an interpretive methodology

The revised narrative case study methodology situates narrative as central to the idea of interpreting and shaping reality through the stories we tell. With a focus on creating stories, narrative researchers use methods that are essentially qualitative; the differentiation is in how the field notes are employed and the way in which the evidence is interpreted, forming the fundamental part of the narrative methodology (Spector-Mersel, 2010).

When people tell stories about their life experiences, the listener is helped to think, understand and interpret their personal and others' actions and reactions (Coles, 1989; Ollerenshaw & Creswell, 2002; Polkinghorne, 1988). As Deleuze and Guattari (1987) posit, "we believe that narrative consists not in communicating what one has seen but in transmitting what one has heard, what someone else said to you" (p. 76). This shows us how narrative researchers have found purpose in the intention of assigning meaning through storytelling; the act of storying lives shows value through a rerepresentation of lives lived (Kohler Riessman, 2002; Sparkes, 2005). In other words, narrative research methodologies provide us with access to people's identities and personalities (Lieblich et al., 1998).

The significance of implementing narrative research in this study has been to bring into conversation theoretical ideas and align them to our humanity, with the methods enacted able to capture people's experiences (Connelly & Clandinin, 1990). As a researcher working in the paradigm, I have noted that to be "comfortable with ambiguity, the researcher should be able to reach interpretive conclusions – and change and recharge them, when necessary, with further readings" (Lieblich et al., 1998, p. 9) and also have no predetermined theory or hypothesis about the research outcomes. Through sharing the key aspects of participants' experiences (Smith & Monforte, 2020) we draw on our own or others' narratives to make meaning to support the interpretations of previous events and also to forecast future possibilities (Bauer et al., 2008; Kohler Riessman, 2002; Spector-Mersel, 2010). When applied to the work undertaken with the Reading

WELL, this suggests a way of intimately working with children that offers “a form of symbolic action linking the construction of reality with the formation of identity” (Nicolopoulou, 1997, p. 180). This can include talking and sharing about sensitive and hard-to-articulate experiences, initiated through a narrative identity or a life story enacted.

From a sociocultural perspective, narrative and storytelling are regarded as an interpretive approach aligned with epiphanic research moments (Denzin & Lincoln, 2001). The claim is made that to make sense of lives, the researcher makes connections to the lived experience, supports an autobiographical memory or forms a sociocultural foundation for meaning, purpose and understanding of self (Bauer et al., 2008). With attention to the everyday life experience, this study can also be aligned with small-story research and a wider range of social settings that were once more commonly presented in conversation and discourse analysis (Andrews, Squire & Tamboukou, 2013, p. 8). Small-story situations are authentic natural interactions, conversations and social connections that are “closer to the action and enmeshed within the interactive, especially conversational, dynamics of social life” (Freeman, 2007, p. 156). For a small-story researcher, the focus is on informal daily interactions and conversations as a source of meaning-making (Georgakopoulou & Bamberg, 2005).

The context of families is suited to small stories, with the collection of conversations through everyday routines (Bamberg, 2020; Georgakopoulou & Bamberg, 2005; Gordon, 2015; Spector-Mersel, 2010). For example, parents tell stories of their experiences with their children’s schooling to illustrate an understanding of the complexity of school landscapes and the positioning of parents within those landscapes (Clandinin et al., 2007, p. 30). Children’s age and developmental stage can also mean that some evidence, or small stories, will be simple with short sentences, rather than long monologues or discourses (Tsai, 2007).

It is important to note that due to the complexities of listening to life, as narrated in field texts, this has its challenges and predetermined outcomes, and sometimes the whole story is not obtainable. Our experiences do not always easily transfer or map into a discourse, as “experience or subjectivity such as anxiety, or desire, may fall outside narrative” (Andrews et al., 2013, p. 10). Based on John Locke’s work, Heersmink

(2018) establishes that our memories of life are often not direct but carry connections from our past. Therefore, parents can have an important role and carry the influence of memory in children's self-narrative. Supporting their children with the preservation of life events and discussing life's moments with them provides a framework for creating and recalling memories (Bamberg, 2007).

The narrative evidence

Within the narrative field, raw data is referred to as field texts and these are the evidence upon which claims are made (Clandinin & Connelly, 2000). In narrative research there are broad possibilities and types of accepted field texts, including stories, scripts, interviews and journals, along with mediums that can be captured through speech, film or audio (Dwyer, 2017; Polkinghorne, 1995). The field texts can be storied or non-storied, the latter being storied in later parts of the research process (Clandinin & Connelly, 2000 p. 116).

For this study, the participants were asked to record their responses to reading literature (picture story books) in a Reading WELL journal. The Reading WELL journals were completed by participants in the home setting, forming naturally occurring data (Dwyer, 2017, p. 4). The Reading WELL journals viewed as creative field texts can be seen as a powerful way to gather accounts of experiences written by the participants and constructed in real time. The other types of narrative evidence drawn upon in this study are the transcripts of the two parent interviews and the focus groups held with the teaching teams from each school. Through this process they provided us with insights into their lives while also showing how an interactive reading experience has common links and threads that can be drawn together (Barton & Hamilton, 2012; Sparkes, 2005) and also offering a means for the researcher to grasp an insight into the participants' lived experience (Keats, 2009).

Re-storying through narrative

"One of the primary ways in which human beings come to understand themselves and the world in which they live is by making meanings in storied forms" (Bochner & Riggs, 2014, p. 210). The narrative study generates its outcomes from "quantities of accumulating material, on the one hand, and the interpretive nature of the work, on the

other” (Lieblich et al., 1998, p. 7). Through evolving a story, the narrative researcher’s role is to make meaning through presenting a sequential structure (Tamboukou, 2008). A re-storying approach offers opportunity for the creation of interpretive works which becomes a “story about stories” (Bochner & Riggs, 2014, p. 110; see also Smith & Monforte, 2020). By obtaining a deeper understanding of the research questions and aims, the aim of re-storying is to increase the value and quality for the audience (Mulholland & Wallace, 2003). Riessman (1993) explains how this is established through storytelling.

As an interpretive process “the re-storying quality of narrative” (Dwyer, 2017, p. 9) is noted as one of the most difficult of all qualities to capture in writing and the researcher needs to return again and again to the field texts to rewrite the story. The re-storying process is a complex one because field texts are not obtained in storied form; instead a narrative analysis is conducted with the aim of presenting stories as the research outcome (Polkinghorne, 1995). Making interpretive decisions in narrative work requires self-awareness in the ongoing examination of text against interpretation and vice versa.

Nardi (2016) explains how we need to look to the data to identify the stories told out of the participants’ experience in order to create a newly constructed story of the data and the researcher’s insight is “interwoven in the construction process” (p. 4). Bochner and Riggs (2014) suggest that such a process is dependent on “empirical, conceptual, and theoretical issues with which the analyst is engaged” and then this is enacted through the use of a “toolkit of methodological resources” (p. 212). As I worked through the analysis, the participants’ experience, were revealed locating the situations and places (Ollerenshaw & Creswell, 2002).

Polkinghorne (1995) refers to this form of narrative analysis as the search for pieces of information that collectively contribute to a story and provide an explanatory answer to the research question. Enacted within the narrative research process, the analysis intends to discover themes and alignments that “unify the story and the disparate voices that can carry, comment on or disrupt the main themes” (Josselson, 2011, p. 226). The re-storying of data can only occur once understanding is fully determined via a thematic analysis that sets out to identify themes and patterns across the content universe

(Josselson, 2011). Through illuminating the concepts and collective responses, we are enabled to make informed judgements across the content (Sparks, 2005).

The story, Story and STORY model

For this study, re-storying has been conducted through the analysis of qualitative evidence from generated narratives from the Reading WELL journals and interviews. This included analysing key elements using the 3-dimensional space approach (e.g. time, place, plot and scene) and rewriting the account of the participants' lived experience as a new composition (Nardi, 2016, p. 16; Ollerenshaw & Creswell, 2002, p. 332). The applied models of analysis include Lieblich et al.'s (1998) categorical content analysis, Barkhuizen's (2008) story, Story and STORY model and Ledger and Edwards's (2011) creative methodology.

Barkhuizen's (2008) story, Story and STORY model consists of 3 dimensions that "lie along a continuum and are therefore not distinct but very much interrelated" (p. 105). Acting as contextual spaces, the story, Story and STORY dimensions support the researcher to look within and "beyond the immediate contexts" such as teachers who work within their classrooms (story), within a broader community (Story) and within an education system (STORY) (Barkhuizen, 2017, p. 662). The 3 dimensions of story, Story and STORY are defined by Barkhuizen (2008) as follows:

story the individual's story it is "personal, and embodies the inner thoughts, emotions, ideas and theories".

Story illustrates a wider context, beyond the personal level such as the school or workplace "in this Story are consequences of decisions typically made by others in the work environment, as well as their attitudes, expectations and prescriptions".

STORY "reflects the broader socio-political context in which teaching, and learning takes place... STORIES include language-in-education policy, imposed curriculum from Ministries of Education, and socioeconomic circumstances in a region. The use of capital letters to refer to this level of STORY merely signifies a wider, macro context and the power often associated with it" (p. 235).

An example replication of the story, Story and STORY model was applied by Yucel and Iwashita (2017), who created interconnected narrative accounts of student stories obtained through interviews; the analysis process included coding and categorising the interview data to identify themes and patterns “for each individual and then across the whole group” (p. 214). Then, using the framing of Clandinin and Connelly’s model of the 3 dimensions of temporality, sociality and place, and Barkhuizen’s (2008) 3 interconnected stories, a narrative account for each participant was developed and verified by the participants (Yucel & Iwashita, 2017). The applied framework enabled the authors to gain a perspective on the participants’ experiences to be “told in the socio-cultural context in which they occurred” (Yucel & Iwashita, 2017, p. 221).

In this study, a differentiation in the replication of Barkhuizen’s (2008) work occurs in the applied version of Story. With integrity in the modification, I reiterate the words of Barkhuizen (2016) in calling for narrative reporting to be innovative and creative but still not without challenge in the research context.

Creativity within the narrative field

Narrative researchers are encouraged to explore the possibilities of creative field texts and to use alternative methods of data representation such as re-storying of field notes and interview transcripts (Clandinin & Connelly, 2000; Dwyer, 2017). Where creativity is called upon to answer research questions, we need to be informed but not bound by existing methods; instead, within the expectations of ethical practice, we should look to manipulate and challenge existing methods to develop new approaches (Kara, 2015; Mumford et al., 2010). Kara (2015) and Kennelly, Ledger and Flynn (2017) advocate for us to experiment and be creative in developing ways to rerepresent research to recreate the narrative data. McDonough (2018) and Carroll, Dew and Howden-Chapman (2011) have both termed the creative re-representation of evidence as an artful-science. Artful science is defined by Brady (2004) as “new ways to do some of the old things, new ways to do new things, and to assess the value of old ways for doing some of the new things” (p. 623).

When enacting the creative interpretation of field texts, we are actively looking for the magic within the analysis, enabling us locate patterns and understanding, an integral

part of the meaning-making process (Hunter, Lusardi, Zucker, Jacelon & Chandler, 2002). Within a qualitative data analysis, the more creative the strategies for making meaning, the more magic will happen and ultimately reveal novel conclusions on the participants' lived experience (Hunter et al., 2002). While this offers a flexibility in method, the lack of rules and process creates a complexity for the decisions of a researcher looking to adopt an approach (Dwyer, 2017; Spector-Mersel, 2010).

To guide the process, we can look to creative forms of data representation such as that of Jones (2002), who conducted torch singing as an autoethnographic performance. The re-story in doing and undoing the act of research revealed cultural and social contexts that evoked emotions from readers and audiences. Other studies that have engaged in various creative sources applied poetry to present their research findings (Carroll et al., 2011; Kennelly et al., 2017; Ledger & Edwards, 2011). The interpretive poetic methodology used by McDonough (2018), Edwards (2015) and Furman (2007) was designed to support the audience to engage in a more emotional way and offered the reader opportunity to recognise themselves in a poem. McDonough (2018) enacts this process in presenting the tensions of mentoring pre-service teachers. In using poetic representation of data, McDonough (2018) identifies codes and categories which illuminated consistent themes and patterns within the participants' responses. The final works were shared with the participants for content-checking, comment and feedback (McDonough, 2018; see also Howden-Chapman, 2011).

The new Reading WELL narratives (Story)

When I engaged with making meaning and development of Story, I tapped "into the creative, magical self" (Hunter et al., 2002, p. 395) through enactment of the 4 steps of creativity: insight; saturation; incubation; and verification (Sadler-Smith, 2015; Wallis, 1926). In the creation of interpretive works, the incubation step is identified as a critical period when the researcher lives and breathes the data. This is a process undertaken with both conscious and subconscious thought, where we apply curiosity, wonder and playfulness to the field texts (Hunter et al., 2002). This fits in well with Kara's (2015) notion that creativity is a process of recreating something from existing elements, the outcome revealing novel concepts, new knowledge and contributions to the field.

Creative writing in research was traditionally set apart from academic writing, yet more recently researchers have been exploring its use as a methodology to tell research stories (Kara, 2013). Both Inckle (2010) and Kara (2013) have developed fictionalised narrative accounts within their research and found that the writing process, while portraying real-life situations within a conventional academic framework, supported the anonymised experiences of the participants.

In this study, the Story writing process was carried out by evaluating and interpreting the narrative elements of the interview transcripts and Reading WELL journals via thematic analysis (Riessman, 2002). These are titled the new Reading WELL narratives, and the knowledge and insights gleaned from the coding of the content categories were interwoven into the newly constructed (re-storied) narratives (Nardi, 2016). The new Reading WELL narratives form 10 interconnected stories that address the 3 focus areas of body image, self-esteem and resilience, with embedded supporting key messages. The writing process for each narrative used situations and places (Ollerenshaw & Creswell, 2002) with consideration of the child audience including the children's age and developmental stage.

The 10 new Reading WELL narratives reflect the developmental bibliotherapy model with the intent "to create a story that promotes interaction between a caregiver and a child" (Holmes, 2004, p. 40). Intended to be read with an adult, they are designed to facilitate conversations that help children to understand and cope with problems through content that not only engages but also offers emotional and cognitive support through the developmental bibliotherapy process. When writing the new Reading WELL narratives, the most essential feature was to convey messages of help and hope through realistic solutions or plausible ways to overcome challenges (Holmes, 2004; Hynes, 2019). Through the interaction, the child and adult readers were encouraged to initiate conversations and discussions, and children were encouraged to use a growth mindset in finding ways to overcome difficulties. Along with the embedded stages of bibliotherapy, as noted discussion prompts, suggested responses and follow-up activities were developed and incorporated into the narratives (Hynes, 2019).

Other aspects of the planning and writing of the new narratives included linguistic considerations of lexical density used in the text with consideration of age-appropriate

vocabulary and sentence structures supporting readability and comprehension (Holmes, 2004). The short stories are also designed to be read and discussed within a 20–30-minute sitting (Hynes, 2019). Several readers of the Story drafts provided invaluable insights and feedback, with the teachers, parents and children who participated in the interviews invited to read and review the new Reading WELL narratives (Holmes, 2004).

The plots for the new Reading WELL narratives are based around the daily lives of the characters, who experience challenges that are common for this age group and reflect the lived experience of the participants in relation to the 3 focus areas of body image, self-esteem and resilience. Presented in Chapter 6, the new Reading WELL story narratives are set in a local suburban Australian school with a diverse population and the characters in each of the 10 titles are children aged 8–10 in the same Grade 3/4 class with their teacher, Eve. Eve is reflective of my persona; her humanistic teaching approach fosters relationships and child wellbeing.

The child characters also mirror some of the children whom I have taught and are now successful and accomplished young adults including a US-based semi-pro basketballer (Ethan), an Indigenous athlete living in Cairns (Alice) and a degree-qualified business owner (Aisha). Their lives started at a school within a low socioeconomic suburb in Melbourne. Some of these children came as refugees and their stories are forever a part of my being. One such story is of a child from Burundi who told me about his experience on arriving at the airport in Melbourne. On entering the toilets, he and his father were surprised at how the lights came on automatically and were even more astounded when they washed their hands and the running water was hot. So different to home, where they needed to navigate around snakes when they sourced water from the well each day. Their resettlement in Australia was not without challenges, from learning English to dealing with trauma, and the school curriculum needed to respond with wellbeing strategies to cater for not only his learning but also the family's welfare. The school became a central hub for local services, our multipurpose room a church on the weekends.

The ethics of re-storying the evidence

The central work of a narrative researcher, it has been suggested, is to best represent the people in their study through gathered evidence on the research topic. Narrative research “acknowledges the way individuals are situated in social contexts” (Dwyer, 2017, p. 9) through observing their social interactions to view how individuals respond to the broader community and societal beliefs (Barton & Hamilton, 2012). Narrative research approaches are inclusive of the participants’ experience “of subjectivity and analyzing both its personal and its sociocultural elements” in presenting both what is studied about the experience (the phenomenology) and also the researcher’s interpretation of it (Josselson & Lieblich, 2014, p. 7). When we work in narrative we look to interpret “detailed stories drawn in some way from participants” in order to reveal how people view and understand their lives (Josselson, 2011, p. 225). Previous work undertaken in psychology and sociology see self-narrative acting as a window into our identity, personality and reality: “stories imitate life and present an inner reality to the outside world … the story is one’s identity, a story created, told, revised, and retold throughout life” (Lieblich et al., 1998, p. 7).

Part of the role of the researcher in presenting others’ stories is to be honest in the production of narrative texts in that they are not only realistic but also flow in relation to a narrative structure (Denzin, 2003). Ellis (2000) asks the narrative researcher, in wanting the story to engage and immerse them in the world that the story portrays, and in an authentic way, to consider what the readers will take from the story; how will it offer support to others through their own experiences to cope in their own worlds? The narrative must be true to the events with authenticity in relation to the evidence (Denzin, 2000).

The features of realistic narrative need to focus on the culture of a group who have commonalities; the author’s description includes the “observed (or nearly observed) cultural practices” yet the realistic tale must include the obvious absence of the researcher (narrator) and be “uncontaminated by personal bias, political goals or moral judgements” (Van Maanen, 1988, p. 45). To create a narrative work that is true to the facts and aesthetic in nature, a mastery of literary writing is required (Denzin, 2000). The caution for the researcher is that the interpretations made need to offer accurate and true accounts of perspectives while they also acknowledge the need for interpretation

and welcome creativity in the selection, addition and emphasis of interpretive work (Lieblich et al., 1998). Vicars (2017) explains that the validity of the researcher's role is within the reflexive frame that requires position-taking within the levels of analysis, interpretation and representation of views and perspectives, citing Lather (1993): "where making valid[ity] is a relentless process that requires ongoing reflection and deconstruction, in contextual and intertextual ways" (p. 199).

Informed decisions about how the field notes were to be examined and how the interpretation would occur were enacted to ensure "integrity and coherence of the story and the context in which it was told", honouring, and with respect to, those whom the stories belonged to; "as analysts, we must remain vigilant and mindful of our obligations to storytellers and to the parts we ourselves play in producing formulated narratives for analysis" (Bochner & Riggs, 2014, p. 213). To achieve both authenticity and anonymity, Ledger and Edwards's (2011) and McDonough's (2018) use of creative interpretive methodologies was reviewed. McDonough's (2018) use of interview transcripts to create poetry found the process allowed for participant voice with single or multiple voices within the one poem, also providing anonymity as a collective experience.

Methodology and the research design summary

The discussion of the methodology and the re-envisionment of the research design shows awareness of my position in the research and is an illustration of how reflective practice acknowledges the real-life experience of the PhD program. With transparency comes the narrative and practice of how problems present themselves to practitioners. Through explaining the process of shifting the paradigm and presenting the revised qualitative methodology, I have demonstrated how when research goes off the rails, all is not lost.

The re-envisioned method aligns to the thesis as a whole and I have explained how case study and narrative research are aligned with its application in this study. This is articulated with a qualitative methodology including the data collection and foundation of narrative analysis presented. By providing an insightful picture of how the use of the child journals and interviews formed the evidence of the practice of developmental

bibliotherapy by parents and children in the home setting, the analysis and translation of recommendations for wider practice are presented in the following chapters.

Chapter 5: Analysis

In Chapter 4, I provided an account of the need for the revised methodological paradigm and the subsequent implementation of a case study approach and turn to narrative research. Reconceptualising the study away from mixed methods and shifting the focus towards an interpretive methodology continued to throw up challenges to my thinking and writing and also in rehoming the work. I problematised how to clearly articulate the complex process I have undertaken. Hanging onto the skirts of what I had previously planned has haunted the drafts and redrafts of this chapter. In shifting the focus, I was mindful to reflect on my transition and the challenges of retrofitting the design. I questioned what I was holding onto and reassessed what I needed to let go of. This task proved at times overwhelming and it felt like I was mending holes with putty, with the initial planned analysis contoured by a rigid and demanding structure that did not suit the path I was taking; it was no longer going to work. Back to the drawing board.

This chapter is presented in two sections. The first section explores how I relocated the field texts using Lieblich et al.'s (1998) classification of the narrative analysis model. I then explain how a categorical-content analysis was conducted with the field texts. This process involved 4 steps: Step 1 selection of the subtext; Step 2 definition of the content-categories; Step 3 sorting the subtext material into categories; and Step 4 drawing conclusions from the results – a thematic analysis. The second section presents the analysis undertaken for re-storying the narratives, which employed Barkhuizen's (2008) story, Story and STORY short-story analysis. Then the process of analysis for writing the new Reading WELL narratives using Ledger and Edwards's (2011) creative modes of representation is presented.

Preparing for the analysis

The methodological process of the home reading program involved the children taking home one book per week from the Reading WELL collection for a school term (with up to 10 books read by each child). The children read their selected book with a parent and responded to a series of developmental bibliotherapy discussion prompts included at the back of each book. They then recorded their responses to the discussion prompts in their Reading WELL journal along with a follow-up activity that was created to consolidate

their understanding. The journals were collected at the end of the term and served as the primary field texts.

The Reading WELL journals were a naturally occurring source of data completed in the home setting (Silverman & Silverman 2007). The other source of evidence (interviews) was limited, with only two parents agreeing to meet with me. The transcripts did, however, offer triangulation and valuable links to the experience that closely reflected what was captured in the journals. This, coupled with the insights from the teachers from both schools, who provided opinions on the structure of the program along with observations and feedback, offered invaluable validation and converging evidence. For instance, some initial alignments made between the transcripts and journal responses could be made. Both parents who were interviewed shared that their child did not complete all 10 Reading WELL books due to other commitments and the child's level of reading interest. This also was mentioned in the teacher focus groups and supports the broader reason that the maximum of 10 books were not read by a number of children. This, however, did not affect the quality of the evidence, as there was abundant data to work with when the analysis was conducted.

To begin the analysis process, an initial review of the 54 collected journals took place. This included my consideration of the quality and depth of information of the recorded responses by the parent/child completed in each journal. On reviewing each journal, a rating was given on a value scale 1–5, with 1 given to journals that had responses that were not in context of the discussion prompts and others that were difficult to read and could not be included as evidence given a 0–1 rating. A 5 was given to journals that were thorough in detail and provided insight and context to the discussion questions. This process was useful in that it helped with gaining an insight into the quality and amount of data I had to work with.

The data sources are listed in Table 5.1 and include a total of 54 journals collected: 14 from School 1 and 40 from School 2.

Table 5.1 Data sources

School 1: Rose Primary School
<ul style="list-style-type: none">• 21 parents agreed to participate in the program• 14 journals were collected at the end of the data collection process• No parents agreed to an interview• Teacher focus group

School 2: Amyfield Primary School
<ul style="list-style-type: none">• 50 parents agreed to participate in the program• 40 journals were collected at the end of the data collection process• 2 parents agreed to an interview• Teacher focus group

To de-identify the journals, each journal was numbered; the number coding made it easier to relocate the insights for further context in the journal responses during the analysis. Then I constructed a matrix of the Reading WELL book titles and total reads. This matrix listed the book titles within the 3 topic areas – body image, self-esteem and resilience. I entered the coded numbering against each title read. For example, with *Amanda's big dream* School 1 – children 1 and 2 read this book and in School 2 children 15/16/17/18/19/20/21 read it. The total number of reads for each book was also recorded in a column for each school. In total 9 children self-selected this title. This information was helpful in providing an overall picture of the number of times each book was read. See Appendix D.

Positioning the narrative

Insistent on positioning myself in this study as a researcher/storyteller, I intended my research writing to communicate to the reader a sense of reliving the participants' experiences (Sikes, 2005). To achieve this, I looked to narrative analysis to reconstruct meaning from the field texts. Riessman (2008) explains that narrative analysis is a "systematic study of narrative data" that is achieved through a series of complex qualitative methods including transcription, interpretation and reproduction (p. 6). This detailed process sets out to examine, critique and interpret the participants' lived experience (Smith & Monforte, 2020).

However, it has been suggested that the problems narrative researchers face are more often ethical dilemmas, with a struggle in relation to how to separate themselves from the field and in the represented text (Sikes, 2005). With the Reading WELL journals

and interview transcripts as the main source of data, the challenge for me was in knowing how to negotiate this dilemma when I was not in the landscape, with the majority of evidence written and recorded by the participants without my presence. I decided the initial step in moving forward would be to start classifying the field texts.

Classification of the Reading WELL field texts

For this I drew upon Lieblich et al. (1998), who developed a classification model that can be used to classify various modes of narrative analysis. The purpose of classification is to draw connections and meanings between the personal, social and cultural systems of both the researcher and the participants (Clandinin & Connnelly, 2000). Broad in design, this model has 4 intersecting but independent modes that serve as a way to organise a narrative analysis. These modes are outlined as follows:

1. Holistic content – The focus is the interview as a whole and specific narrations within it are interpreted with regards to the whole interview.
2. Holistic form – The focus is on the structure and the plot of the whole interview.
3. Categorical content – The narrative is structured by categories and the contents of categories are analysed and compared.
4. Categorical form – The analysis focuses on discrete stylistic and linguistic characteristics of defined units of narrative (Lieblich et al., 1998)

Bochner and Riggs (2014) suggest that these 4 modes serve to organise narratives-under-analysis research and can position field texts such as recorded diaries and conversations obtained through interviews. On reviewing the 4 modes, I decided the interview transcripts and Reading WELL journals were located in mode 3, categorical content. Often known as content analysis, categorical content is where categories are defined and text is identified, classified and relocated into the newly categorised groups (Lieblich et al., 1998). With a large number of journals to be analysed, the categorical content modes offered a process for organising the data from multiple sources. Patton (2015) points out that the fundamental aspect of case study analysis is defining a process that refines the data in order to connect the pieces of the research puzzle together. The categorical approach suits investigations of a shared phenomenon. The analysis in this mode takes the original sources and dissects and redistributes them to

defined categories that form new texts that belong to several narrators (Andrews et al., 2013; Lieblich et al., 1998). Through the classification model I was able to employ a narrative analysis that worked across the cases (Polkinghorne, 1995). This also involved a thematic analysis that identified key words, phrases and sequences (Miles & Huberman, 1995).

An applied example of a categorical-content analysis was conducted using the field texts of participants who read therapeutic stories in reading groups (Walwyn & Rowley, 2011). This analysis involved 4 steps that started with Step 1 selection of the subtext, selecting and highlighting text extracts that had relevance to the research topic and questions (Lieblich et al., 1998; Walwyn & Rowley, 2011). Step 2 was definition of the content-categories. Categories are themes or perspectives that cut across the selected subtext and provide a means to classify units. Step 3 was sorting the subtext material into categories. In this stage, separate sentences or utterances are assigned to relevant content categories (themes). Step 4 was drawing conclusions from the results – thematic analysis. The sentences in each content-category were considered by frequency and in accordance with the research aims, questions and researcher's preference (Lieblich et al., 1998, p. 113). In mirroring Walwyn and Rowley's (2011) approach, the steps are explained as follows through a demonstration of the 4-step process that was enacted with the Reading WELL journals and interview data.

Categorical content analysis of the Reading WELL field text

Step 1: Selection of the subtext

Selecting subtext from the Reading WELL journals

To support the selection of subtext, a data entry process via a matrix was formed for each book title. Each matrix included the discussion questions that were asked by the parent after reading and the suggested responses, presented in a left side column. I then went to the Reading WELL journals and began highlighting text extracts from the child responses. This highlighted subtext was then entered into each book's matrix. When this process was completed, I was able to view the collective responses of each participant who had read each book (Lieblich et al., 1998). The subtext is the first stage of developing the content universe that will be used to formulate a picture of the

participants' experience (Lieblich et al., 1998). The subtext also offers the first opportunity to view the collective insights of the child and parent shared reading experience. Figure 5.1 is an example of the subtext entered from the journals into the matrix titled *Amanda's big dream*. A further elaboration on the selection of subtext process is included after this figure.

<p>Title Amanda's Big Dream Watch and listen on The Reading WELL website</p> <p>Author Judith Matz</p> <p>Summary It's not always kids who make other kids feel bad; sometimes, adults can say mean things, too. Amanda's skating coach makes a negative comment about her weight. Amanda loses her confidence and starts to let go of her dream. She turns to her parent for support who instill courage and self-confidence.</p> <p>Main messages</p> <ul style="list-style-type: none"> • Celebrate the diversity of our appearance • Promote functional achievements of the body (things your body can do) <p>No negative comments about appearance</p>						
Questions	Suggested responses	20	19	18	16	15
What is Amanda's parents main advice at the start of the story?	For Amanda to do what she loves and try her best. To follow her dreams	Follow her dream	Follow her dreams and never give up	To keep on trying and trying		To follow her dreams and try her best
	21	17	1	2		
	Their parents told her to follow her dreams no matter what	To follow her dreams helps to achieve her goals	Do what you love and keep trying	For her to do what she loves and follow her dreams		
Questions	Suggested responses	20	19	18	16	15
Amanda's coach also offers positive advice and encourages her to practice – practice is important for us to perfect our skills – is there anything that you practice regularly? Is there something that you really love to do....	Talk about sports/music/reading / find out how your child feels about the activities they are involved in. Talk about realistic time spent on practice. What activities make them feel happy.	Practice drawing		I do singing lessons and I practice every week, singing makes me feel happy	I really love to play basketball it is very mean to speak to someone's weight she cries	I practice my handstands everyday
	21	17	1	2		
	I like playing basketball and riding my bike	I love to do gymnastics activities and practice well to perform	Gymnastics makes me feel happy	Basketball shooting a 10ft rings		
Questions	Suggested responses	20	19	18	16	15
Amanda's coach says that she is the strongest skater but that if she would lose weight she could have even better chance for a solo... What do you think about this coming from the coach?	Her coach shouldn't have said anything about Amanda's weight – she can say that she is strong and fit but not comment on her size.	Not comment on her size and shape	The coach should not have said anything	The couch shouldn't say things like that, she should be making positive comments		I am shocked that the coach said that
	21	17	1	2		
	Losing weight can make you fast. Amanda was very sad when the	Coach shouldn't mention body	she should have kept that to herself	It sounds rude she should only say things about her skills, strengths		

		coach told her to lose weight Weight loss in children is a sign that something is wrong			without talking about her weight	
Questions	Suggested responses	20	19	18	16	15
What is the emotions Amanda displays when her coach says this?	Amanda is shocked and very upset it was like a bubble had burst	Shocked and upset	Amanda loses hope and gets worried	Amanda felt sad and hurt		She felt like crying and very upset
		21	17	1	2	
			Amanda was worried and sad	That she is fat, and she has to lose weight fast	She is shocked upset and angry	
Questions	Suggested responses	20	19	18	16	15
Has something like this ever happened to you – when someone you trusted has said something you didn't expect such as about the way you look – How did you feel? What did you do?	Ask if this has happened to your child. Encourage discussion about their feelings Reassure them that physical activity is for everyone, it doesn't matter what size and shape you are to realize your dream.	Never happened	No one has said that	One of my swimming teachers made me feel this way		I was called an alien I felt very sad and spoke to my teacher
		21	17	1	2	
		No one has put me down	If this happened I would feel annoyed but make a way to feel better		Yes, someone said I was too emotional I felt upset I stood up to them	
Questions		20	19	18	16	15
Have a look at Amanda's Big Dream website and Facebook page – link on the Reading WELL website 10 Steps to Help Your Child Develop a Healthy Body Image Create a 5 facts poster about positive body image		Not allowed	Not allowed to		Never give up / Exercise is important /Everyone is unique /Respect / Never to mean to someone and say they are big See parent notes We discussed appearance today	Body Image poster Love yourself / positive talk / no name calling / have a role model / take care of yourself
					<i>and that it doesn't matter what you look like if you have a dream persist and follow it. 16 first comment was – you should never comment on someone else's weight it is rude</i>	
		21	17	1	2	
		Weight loss in children is a sign that something is wrong When a girl asks if she is pretty say yes Kids who diet can cause problems		Eat healthy food Do exercise Stay off social media Be happy in yourself Make your friends feel good with yourself		

Figure 5.1 Example of subtext collected for the title *Amanda's big dream*

To elaborate, I now explain how the selected subtexts from the child journals was entered into the matrix titled *Amanda's big dream*. The matrix incorporates each discussion question that was asked after reading. For instance, the first question was *What is Amanda's parents' main advice at the start of this story?* The matrix shows the entered subtext collective responses to this question. The subtext shows that the children answered that Amanda's parents told her to follow her dreams, to try her best and to do

what she loves. The second discussion question asked the participants to share activities that they practise regularly and to think of activities that they love to do. This question links to the Reading WELL key message ‘Promote functional achievements of the body (things your body can do)’. The discussion question asked them to think about how *Amanda’s coach offers positive advice and encourages her to practise – practice is important for us to perfect our skills*. The subtext entered from the journals shows a range of activities that the children love to do and practise such as drawing, singing and playing basketball.

In the third discussion prompt, which links to the Reading WELL key message ‘Make no negative comments about appearance’, the children were asked to think about how they felt when *Amanda’s coach says that she is the strongest skater but that if she would lose weight, she could have even better chance for a solo*. The selected subtext from the journal entries showed that the children had connected with the key message and showed their understanding that the coach’s comment was inappropriate. The following subtexts are examples of this:

- Not comment on her size and shape.
- The coach should not have said anything.
- The coach shouldn’t say things like that, she should be making positive comments.
- Losing weight can make you fast. Amanda was very sad when the coach told her to lose weight.
- Weight loss in children is a sign that something is wrong.
- Coach shouldn’t mention body.
- She should have kept that to herself.
- It sounds rude she should only say things about her skills, strengths without talking about her weight.
- I am shocked that the coach said that.

The following discussion question asked the children to think about the emotions Amanda displays when her coach says this. The subtext from the journal entries shows

how they all answered that Amanda was shocked, upset and hurt by the coach's comment.

The final discussion question was designed for the children to reflect on their own life by asking them to think about if something like this had ever happened to them or if someone they trusted had said something they didn't expect such as about the way they looked – *How did you feel? What did you do?* The selected subtext illustrates how this had not happened to 3 children; of the other 3, two shared a response that showed they had sought support from an adult.

The example of subtexts from *Amanda's big dream* shows how recording the subtexts offered a snapshot of the responses and discussion by the children who read this book. As I reviewed all the subtexts that came together through the matrices for each book, as the narrative researcher I became emotionally connected to their lived experiences. I also felt grateful to the children and their parents who had invested their time to read and discuss the Reading WELL books.

Selecting subtexts from the interview transcripts

Then transcripts of the two parent interviews and the two teacher focus groups were prepared. For Step 1, I highlighted subtexts and located comments and mentions around the shared reading experience. I looked for sentences and patterns in the text that linked to the Reading WELL key messages and knowledge of the wellbeing topic areas. I then located their opinions about the program in general. See Appendix E.

Step 2: Definition of the content-categories

Defining the content-categories required locating recurring themes and perspectives that cut across the selected subtexts. The role of the content-categories was to provide a means to classify common units and to house the subtexts (Lieblich et al., 1998; Suvilehto, 2016). To enact this process, I read and re-read the subtexts to discover text relationships, aligning ideas and sections that could be identified as like data (Dwyer, 2017; Lieblich et al., 1998; Polkinghorne, 1995). To order to track my thinking, I developed concept maps and made running notes. These helped me to first define and then make sense of the recurring patterns.

During this process it occurred to me that the recurring patterns, text relationships and aligned ideas echoed the pre-existing Reading WELL key messages. I was able to make sense of this because the key messages were developed to underpin decisions for the program such as the book selection and they also informed the creation of the discussion prompts. Using the key messages as pre-established categorical content-categories enabled: (1) the subtexts to be allocated to 15 themes; (2) the analysis to be specific to the research aims and questions; and (3) further insight into the theoretical and conceptual underpinning of the program. Lieblich et al. (1998) also explain how “a large number of broad categories” can deal with a breadth of content (p. 17). The 15 categorical content-categories (The Reading WELL key messages) that emerged from the subtexts are presented in Table 5.2.

Table 5.2 The Reading WELL Key messages as categorical content-categories

Topic area	Categorical content-categories
Body image	<ul style="list-style-type: none"> • Celebrate the diversity of our appearance • Promote functional achievements of the body (things your body can do) • Question/analyse messages’ images in the media • Make no negative comments about appearance
Self-esteem	<ul style="list-style-type: none"> • Understand and manage our emotions in a positive way • Talk about our feelings with our friends and adults • Be proud of our achievements • Focus on our strengths, not our weaknesses • Accept that you are you and that you are unique
Resilience	<ul style="list-style-type: none"> • Talk with our friends and adults • Be responsible for ourselves • Face challenges • Focus on our strengths to create a growth mindset and rebound from setbacks (cope with ups and downs) • Be prepared to say no to others, especially if it is not the right thing to do • Don’t be a bystander

Step 3: Sorting the subtext into the categorical content-categories

The next step was to assign the subtexts to the 15 content-categories (themes). This involved constructing another matrix. The categorical content-categories formed the headings, placed in a left-hand-side column. The categorical content-categories were then used to align topics and themes, recurring patterns, text relationships and associated ideas from the subtexts. As I moved through each of the 15 categorical

content-categories, I entered any matching subtext into the corresponding matrix. Because each categorical content-category had text entries from multiple books, I also added subheadings and short summaries, which supported any single sentences and provided context and clarity to the subtexts.

In this step I also began to make initial observations about how the aligned subtexts revealed new patterns in the data that either coincided or contrasted with each other. Ultimately, this process revealed an even clearer picture of the content universe.

The same content-categories were applied to subtexts in the interview transcripts where the parents and teachers referred to the children's experience of reading in connection to the 3 topic areas.

Step 4: Drawing conclusions from the results – thematic analysis

The approach taken to draw conclusions from the results involved a thematic analysis. Lieblich et al. (1998) explain that the point of thematic analysis is to collate the subtexts collected in each category and use these to “descriptively to formulate a picture of the content universe” (p. 113). During this step the sentences and sections of subtexts in each content-category were considered by frequency and in relation to the research aims and questions (Lieblich et al., 1998). This was achieved through reading and re-reading the subtexts in each content-category. The process provided a means to articulate, explain and interpret the collective meanings and experiences of the participants.

To conduct the thematic analysis I actively identified, organised and interpreted the recurring themes, (Clarke, Braun & Hayfield, 2015). For example, Figure 5.2 shows the subtexts gathered in the body image content-category ‘Celebrate the diversity of our appearance’. A further elaboration of the process of drawing conclusions from this content-category is given after the figure.

Key messages as content categories	The information collected in each category is the ordered by frequency, collated within each category and used "descriptively to formulate a picture of the content universe" in relation with the research aims and questions (p.2). The subtext was assigned to the relevant the content categories (the key messages) within each of the three focus areas.
Body Image	
Celebrate the diversity of our appearance	<p>Identified with the characters in the BI stories I enjoyed it when she grew horns out of her nose – it looked funny I liked the part when her hair went everywhere but she didn't care, I like her with crazy hair I like how the book rhymes; she didn't care what other people said I enjoyed the parts where she was thinking about herself My favourite part is the inside, outside upside down from head to toe and all around. <u>Pinky dotted lips</u></p> <p>SELF LOVE Love yourself / take care of yourself I enjoyed the parts where she was thinking about herself We had an excellent conversation about this little girl and her happy personality. <u>Makayla</u> is relating so much to her character especially how she is loving herself, she believes that she is able to achieve her goals with such a strong mind. I love my life I like myself <u>bc</u> I am good at <u>basketball</u> and fishing</p> <p>ACCEPTING OURSELVES AND OTHERS APPEARANCE Themselves They identified that they looked like other people in their <u>family</u> and they liked certain features about themselves I think I look good; I like my body hair colour, eyes Thick hair and <u>smallness</u></p>

	<p>The children were aware that their skin <u>colour</u> represent the <u>culture</u> that they have come from, that it represented cultural differences to be proud of. It means everybody is different My skin is light brown I am happy that I am, this colour it means I am unique and belong to a culture My skin is an organ that keeps my blood in My skin colour is a light brown and it doesn't mean anything to me because I think we are all the same I am from Pakistan, but I am made up of peach, white, and a hint of brown <u>apparently</u> I am Turkish, Indian, Australian and much more. I've got light skin <u>bc</u> my parents are fair I was born in America – it is a part of my parents' culture My skin colours mean I am Indian and different My skin colours <u>means</u> I am special to have this colour</p> <p>Appreciate all that you body can do / Do something nice for yourself/ Surround yourself with positive people / Remind yourself that "true beauty" is not simply skin deep / Look at yourself as a whole person</p> <p>Be happy in yourself / Make your friends feel good with yourself</p> <p>Others Everyone is unique / <u>Respect</u>/</p> <p>The children were very clear that it was okay to look different and mentioned that we need to value and accept their bodies as they are We are all different and unique so matter what we look like short and tall. It's okay to look different to accept and value what we are Yes, <u>bc</u> our bodies are all special and different (We discussed someone who is different may be able to do something you can't and visa versa (parent note)</p> <p>Three children noted others with differences in their class and showed an understanding that they needed extra support to learn. Yes, <u>bc</u> some kids need extra helpers Emily has curly hair / Thomas is in a <u>wheelchair</u></p> <p>Parent note – We discussed how everyone is different we talked about asking people about their differences and that can be a good way to make friends. We talked about when people are different to</p>
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us it can make them feel uncomfortable bc we don't know why or what it means we discussed that one way to understand is to ask in a nice way(relates to AF)

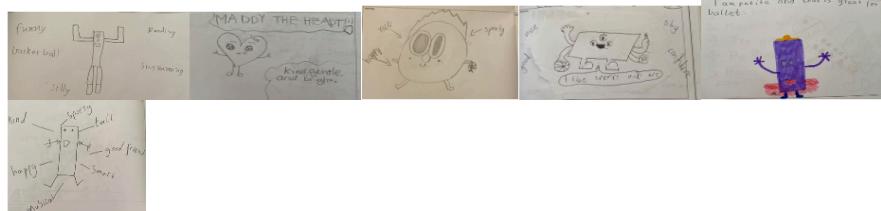
Daisy was most like them being smart, enjoying reading and having a good heart were the reasons they listed.

Then Robbie, the green Triangle and Tracy were also suggested

In relation to the quote "It's not the size of your shape, or the shape of your size, but the size of your heart, and that deserves first prize. So be proud of your body, any size or shape will do. Be proud of your body because YOU are a STAR too!"

See images in Shapesville

Some of the children drew themselves as a shapesville character in the Reading WELL journal – What are your strengths and qualities that make you YOU! Add some words that describe you.



School 2 is located within a diverse community and the responses to the question If you walked around your neighbourhood, like Lena in the book, what different skin tones do you think you would notice reflected this. The descriptive words that the children used to describe the skin colours was thoughtful and creative for example

In my neighbourhood/class I would see lots of different colours. There is cinnamon, chocolate, honey, toffee coffee and butterscotch different types: Butterscotch, tan, light the colour of ginger and chilli powder

Captured through their responses on why Lena's mum take her on a walk of the neighborhood to notice all the different skin tones they all recognized that everyone is different that things like skin colour make us unique and special.

Her mums takes her to show her the types of brown and to show her all the people. To see different types of skins

So that Lena could see all the colours and shades. She wants her to see that lots of people have differ skin colours and we are all special. To see that everyone is different colours. Looking around to show her the different skin colours and different countries people come from

So Lena can understand that there are many types of colours

See images colours of us in the raw data

They explain what they think Auggie means when he says, "People just need to change the way they see." And their inference is very enlightened in the sense that they realize its other people's perceptions that will help Auggie

This means they need to look past his difference

People need to change their perspective

People need to expect differences

It means people need to stop judging how they look and focus on how he is unique

He means that people should be nice

Don't judge people by their looks

They see that he is different

They change bc they see people and what they look like

People should look for other people's positives should get to know people and not worry about what they look like

Figure 5.2 Body image content-category 'Celebrate the diversity of our appearance'

The interpretive work that was taking place is illustrated in Figure 5.2 The body image content-category 'Celebrate the diversity of our appearance' included me making inferences about the described situations and scenarios gleaned from the book responses. I found myself making connections between the participants' ways of thinking. For instance, the first subtitle *Identifies with the character in the body image (BI) stories* includes sentences and all the examples of identifying with the characters

listed underneath. Within this categorical content-category there are 6 instances where the children showed how they identified with the character in the story:

- I enjoyed it when she grew horns out of her nose – it looked funny.
- I liked the part when her hair went everywhere but she didn't care.
- I like her with crazy hair.
- I like how the book rhymes; she didn't care what other people said.
- I enjoyed the parts where she was thinking about herself.
- My favourite part is the inside, outside upsidedown from head to toe and all around.
- Pinky dotted lips.

Then the subtitle *Self-love* includes all the subtexts where the children recorded comments about liking/loving themselves or the characters that showed this. This showed me that the children were able to identify with the characters. It also highlighted that the children were able to interpret the key message within the book and then articulate how this message related to them in their daily life. Other sentences located in the content-category were placed under the headings *Self-love and acceptance* and *Self and others' appearance*. The commentary within these headings includes how they identified that they looked like other people in their family and how they liked certain features about themselves see Figure 5.3 Example of subtexts and added commentary. I also provided context to the captured descriptive words that the children used to describe the skin colours.

The children were aware that their skin colour represent the culture that they have come from, that it represented cultural differences to be proud of.
It means everybody is different
My skin is light brown I am happy that I am, this colour it means I am unique and belong to a culture
My skin is an organ that keeps my blood in
My skin colour is a light brown and it doesn't mean anything to me because I think we are all the same
I am from Pakistan, but I am made up of peach, white, and a hint of brown apparently. I am Turkish, Indian, Australian and much more. I've got light skin bc my parents are fair I was born in America – it is a part of my parents' culture
My skin colours mean I am Indian and different
My skin colours means I am special to have this colour

Appreciate all that you body can do / Do something nice for yourself/ Surround yourself with positive people / Remind yourself that "true beauty" is not simply skin deep / Look at yourself as a whole person

Be happy in yourself / Make your friends feel good with yourself.

Figure 5.3 Example of subtexts and added commentary

The subtexts in this category also provided insight into how the developmental bibliotherapy prompts supported the parent–child discussions; a summary comment that was entered by a parent is shown in Table 5.3.

Table 5.3 Parent Summary

Parent note – We discussed how everyone is different we talked about asking people about their differences and that can be a good way to make friends. We talked about when people are different to us it can make them feel uncomfortable bc we don't know why or what it means we discussed that one way to understand is to ask in a nice way.

I also looked closely at the various perspectives and strategies such as problem-solving. I was able to identify participants' insight into processes and experiences about celebrating the diversity of their appearance as described in their participation in activities and events. I also noted their relationships with others including the connections they made with the book characters. To provide context to the subtexts the short commentaries highlight the contexts and insights of the shared responses. An example of a summary is given in the final section of Figure 5.3, where I gave context to the responses of children from School 2, who live in a diverse and multicultural part of Melbourne. The summary mentions how School 2 is located within a diverse community and how the responses to the question *If you walked around your neighbourhood, like Lena in the book, what different skin tones do you think you would notice?* reflected this. The descriptive words that the children used to describe the skin colours were thoughtful and creative; for example: *In my neighbourhood/class I would see lots of different colours. There is cinnamon, chocolate, honey, toffee coffee and butterscotch different types. Butterscotch, tan, light the colour of ginger and chilli powder.*

A further summary then explains what they thought Auggie means when he says, “People just need to change the way they see.” Their inferences were very enlightened in the sense that they realised it is other people’s perceptions that will help Auggie:

- This means they need to look past his difference.

- People need to change their perspective.
- People need to expect differences.
- It means people need to stop judging how they look and focus on how he is unique.
- He means that people should be nice.
- Don't judge people by their looks.
- They see that he is different.
- They change bc they see people and what they look like.
- People should look for other people's positives, should get to know people and not worry about what they look like.

The complete thematic analysis with the 15 categorical content-categories is provided in Appendix F.

The process of conducting the thematic analysis provided insight into the children's understanding and interpretation of the key messages, and consolidated their understanding and knowledge of the 3 topic areas of body image, self-esteem and resilience. The thematic analysis also revealed their personal experiences and connections in reading the Reading WELL books.

With the 4-step classification of the narrative analysis model completed (Lieblich et al., 1998), I evolved a rich understanding of the story the data was telling. I was now ready to undertake a further layer of analysis that was conducted to enable the re-storying of the narrative evidence. This process is explored in the next section.

The analysis: Re-storying the participants' experiences

Re-storying is an interpretive process that aims to obtain a deeper understanding of the research questions and also increase the value and quality of the narrative for the audience (Mulholland & Wallace, 2003). To prepare for this stage, the thematic analysis was filtered into Barkhuizen's (2008) story, Story and STORY short-story analysis. A short-story analysis examines in more detail the content – *what storytellers say* – and identifies *what the stories are about* (Barkhuizen, 2017, p. 102). The focus of a short-story analysis is to determine the context of the content of each story and to make

decisions about how these will be interpreted and reproduced. This process is intended to help researchers to grasp the lived experience of the participants (Barkhuizen, 2017).

story, Story and STORY short-story analysis

Barkhuizen's (2008) story, Story and STORY short-story analysis considers a 3-dimensional 3-scale narrative space. The specific features of these dimensions are *who*, *where* and *when* and are defined as:

Who, or the characters in the story, their relationships and their positions vis-a-vis each other. The following question guides the analysis: Who is in the story and what happened/will happen together?

Where, or the places and sequences of places in which the story action takes place. The following question guides the analysis: Where does the action in the story take place and what happened/will happen there?

When, or the time in which the action unfolds, past, present and future. The following question guides the analysis: When did or will the action in the story take place and what happened/will happen then?

(Barkhuizen, 2017, p.106).

To illustrate how this 3-dimensional, 3-scale narrative space works within the 3 levels of story Barkhuizen (2017) created a visual representation. See Figure 5.4.

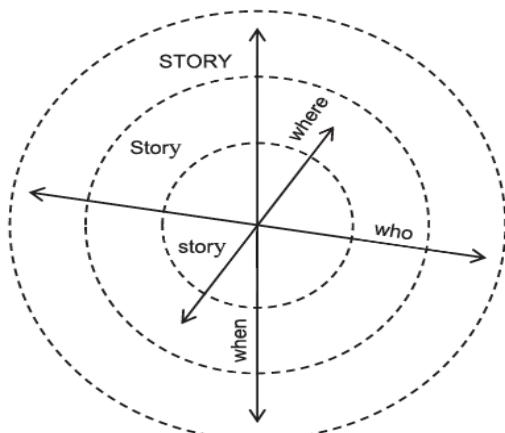


Fig. 1. A three-dimensional, three-scale narrative space.

Figure 5.4 Three-dimensional, 3-scale narrative space (Barkhuizen, 2017)

Looking to arrange the evidence of storytelling, I reviewed the thematic analysis to create a narrative logic (Chenail, 1994). This required me to look for ways to locate and order using the dimensions of who, where and when within the 3 aspects of story, Story and STORY. As explained in the methodology Story has been modified with the use of Ledger and Edwards's (2011) creative methodology. I now present the short-story analysis in the following section.

story – short-story analysis

To conduct a short-story analysis, the first dimension *story* includes an analysis that identifies the aspects of short time scales (when), small scales of place (where) and (who) scales. These are personal and intimate interactions (Barkhuizen, 2017, p. 106). To conduct the *story* analysis phase, I was focused on identifying the individual's personal story. To achieve this, I used the parent interviews and the teacher focus group transcripts, along with thematic analysis, to locate the features and dimensions of *who*, *where* and *when* along with direct times, places, personal interactions and relationships (Barkhuizen, 2017). Refer to Table 5.4. The short-story analysis supported me to locate the specific narrative evidence required for story. As I examined the transcripts, I located the participants' insights that were pertinent to reading engagement and reading encounter and to the 3 topic areas. In connecting to the aims of the study as the narrative researcher, I located the rich details of the participants' lived experiences (Ollerenshaw & Creswell, 2002). These sections of the transcript displayed the individuals' personal experience, inner thoughts and emotions, and underpinned the primary source of story (Barkhuizen, 2008).

Table 5.4 Transcript subtext that underpins story

Parent interview 1	Parent interview 2	Focus group school 1
Yeah I was thinking about this this morning. I don't know if you can relate this directly to the books but it's just her experience, that she is at school, one of the main challenges I think is related to body image. Yep.	Okay so umm with just from thinking about some of the things you talked about with the body image, resilience and self-esteem, is there anything you might have noticed as far as Elijah picking up new skills or being able to deal with problems or his own self-confidence through the story? ...	Teacher from start Mmm I have a little boy in my class whose mum had come to us to let us know that he wasn't having a really good time from early in the year, to tell us that he wasn't having a good time in the yard and wasn't enjoying coming

<p>Is for her being a Muslim girl wearing a hijab.</p> <p>Yep.</p> <p>And not many girls wear hijabs at her school.</p> <p>Yep.</p> <p>So when she first started she was very worried about her body image, I would say.</p> <p>Yes.</p> <p>But I noticed that these kinds of feedbacks coming from her are very rare recently, she rarely talks about this topic recently.</p> <p>Yep.</p> <p>Err yes I think absolutely I can relate some of this to the Reading WELL but I am not sure if all of it came from the Reading WELL or just part of it.</p> <p>Yeah.</p> <p>That's one of my observations, definitely, definitely an observation actually. That's a very interesting observation and one that could be related to the books, or it could also be her developing more confidence about herself and getting that little bit older, like, you know, or it could be a combination of all of those things.</p> <p>Yeah that's really fascinating.</p> <p>And that would be for a child going into a new setting and maybe not with so many Muslim children in the</p>	<p>Is there anything that stood out or ...?</p> <p>Yes well there was one thing ... When we went to church last week, there is a parishioner who has a disability and the boys sometimes stare and have a giggle at this person, and they have responded inappropriately so I have to talk to them, but last week I was able to use the book that Elijah had brought home that week that was about being different.</p> <p>Wow, yes.</p> <p>It was a really good way to raise issues and to talk to him about what is appropriate when we come across people who are different in looks and features. I was able to draw connections to the character and the person they see at church.</p> <p>Yes, great ...</p> <p>The story was great because I could help them make connections to real life and also to provide ways to respond appropriately when you might feel uncomfortable in these situations.</p> <p>Yes.</p> <p>But also about how people can feel. So the book was really useful and applied beautifully to a real-life context. That's what I really liked about it.</p> <p>Yes, that's so important.</p> <p>Then the other book was a basketball one which linked to a bit of competition in sport and that was</p>	<p>to school and things like that, so she signed him up for the Reading WELL. And our principal came to us probably a couple of weeks ago just to say that the mother had been in contact with him just to say what a great program this was and that it had kind of turned his thoughts around. And that type of thing, so yeah some of the work that we've been doing with the kids as well and a combination of this had really helped him and he read the one about <i>The juice box bully</i>. And they had a kindness kindness pact and one of the questions was do you think that this would be helpful to have something like this in your school? And he was like, no we don't need the promise because we have the values of our school, our school song and our values, and he wrote them all out. It was like he could see how it would help but could see that we have all these really great things in place in our school too.</p> <p>Yep that's really nice, that's amazing, so great that he was able to make a connection to what was already in place.</p> <p>Yes yes that's right, yeah and that he realised that he has things to help him if he has a problem, that type of thing, so yeah it's great.</p> <p>Oh well that's so good. I'm having an emotional response to this, really emotional, that he would be able to cope like that.</p> <p>It was really nice and the fact that his mother went and spoke to our principal cos he's in my class and I was worried about it. But this would be helpful and his mum is really quite into doing this with him, I guess, them working</p>
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<p>population that she would feel quite umm visible in the yard.</p> <p>Yep correct, yes</p> <p>And how am I going to perceived by the other children?</p> <p>Right yes.</p> <p>Even by her teacher, like you know, what does that mean, you know, coming into a Western population where you stand out as different? Yeah, yeah you're right yeah.</p> <p>Yeah, so that's great, that's great that you're not noticing that as much.</p> <p>Yeah correct and that has obviously affected her self-esteem and I guess even her resilience. Yep, umm so yeah.</p>	<p>really useful because we could make connections to a situation like the characters did.</p> <p>Yes, yes that's so great ... They're both really fantastic examples. We talk about text-to-world and text-to- life here so you know you have used the ideas and scenarios in the story and then related them to examples in Elijah's life and what is happening in his experiences by linking it back to the characters.</p> <p>Yes exactly.</p> <p>So if you can talk through the characters it can often take the pressure off the child, so rather than trying to point something out you are, you know, you can use a character to [laugh] say oh well how do you think such and such felt in the story? ... and then kind of softly move over to the real-life implication.</p>	<p>together, it's all really come out really well for them. And probably really perfect timing for this to come into his life at this age. So that was a nice one for my class.</p> <p>Yeah that's just so, so great. Thank you [laughter].</p> <p>No worries.</p>
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story – narrative

Three re-storied story narratives aim to present the participants' lived experiences of the Reading WELL home program (Dwyer, 2017). In writing the story narratives, the participants became the characters acting as the parent(s), children and teachers (pseudonyms are applied to all characters in each story to ensure participant confidentiality). Within each narrative, the situations and places (Ollerenshaw & Creswell, 2002) are the settings in the homes, where the characters enacted a shared reading scenario using one of the Reading WELL books. The narrative also revolves around the school and classroom setting, where the teachers supported the students and parents (Nardi, 2016). For this study, story acts as an interpretation of the authentic insights shared by the "actors in the field", in this case the children, parents and teachers (Riessmann, 2008, p. 194). The 3 story narratives are titled *Lida*, *Ethan* and *Max* and are included in the next chapter.

Story – narrative

The next dimension is Story and as discussed in the methodology chapter Story has been modified from Barkhuizen's (2008) model and guided by Ledger and Edwards's (2011) approach to a creative interpretive methodology. This process involved a short-story analysis (Barkhuizen, 2008) working with the themes that were "analytically derived from the research evidence" (Dwyer, 2017, p. 18). These themes were integrated and reinterpreted as 10 new re-storied Reading WELL narratives. The approach taken to writing these narratives is explained in the methodology chapter. The Story narratives are presented in the next chapter.

The evidence for the Story analysis was taken from two sources: (1) the thematic analysis; and (2) story. The analysis included revisiting the thematic analysis, and reviewing the story narratives and the interview transcripts. Then a process of emplotment saw me gathering descriptions and actions from the recorded events and using these to create the new narratives. As I reviewed and reflected, I used insight and creative interpretation to re-represent the personal and social lived experiences of the participants within the 10 new Reading WELL narratives (Clandinin & Connelly, 2000; Ollerenshaw & Creswell, 2002).

First, I created colour codes that identify the analysis that underpins each narrative. For example, *Aisha wears a hijib* is identified with yellow highlights and the acronym AH. Table 5.5 shows the colour codes for each title. This figure shows the colour coding used in the coding for Story from the content categories and also the sources for each Story.

Table 5.5 Thematic analysis colour coding

Story title	Developed from source		Colour code
	story	Categorical content-categories, interview transcripts	
<i>Aisha wears a hijib</i>	Y	Y	AH
<i>Max and the Pokémon club</i>	Y	Y	MP
<i>Aleksander's new friend</i>	Y	Y	AF
<i>Felicia sings</i>		Y	FS

<i>The girls' soccer team</i>		Y	GS
<i>Alice running free</i>		Y	AR
<i>Camille's birthday party</i>		Y	CB
<i>Noah and the love bank</i>		Y	NL
<i>Study buddies</i>		Y	SB
<i>Cindy's perfect mistake</i>		Y	CP

The colour coding was applied to the sections of the thematic analysis that were drawn from to write the narratives. To illuminate this process, I created a series of 10 tables, one for each narrative, and one is presented below (see Appendix G for each analysis). Each table includes a synopsis of the narrative, the Reading WELL books linked to the narrative and the key messages. I have also entered the coding taken from the thematic analysis. This analytical process demonstrates how the re-storied narratives were conceived and illuminates the connections to the thematic data.

Coding of thematic analysis of Story *Aisha wears a hijib*

To develop the re-storied narrative *Aisha wears a hijib* the thematic analysis and the story *Lida* were used to develop the plot, theme and scenario. Table [number] shows how the thematic analysis coding occurred for the Story *Aisha wears a hijib*. The table illustrates where and how the thematic analysis was reinterpreted and re-storied from within each of the 3 topic areas. The linked key messages and Reading WELL books are also listed to show the synergy with the re-storied work and the home reading program. The Story narrative *Aisha wears a hijib* is presented in the next chapter.

Table 5.6 Colour coding Story *Aisha wears a hijib*.

Synopsis of narrative	<i>Aisha wears a hijib</i> is written from the story Lida and the thematic analysis. In this narrative, the main character Aisha is bullied and teased by 3 older girls at her school because she wears a hijab. When her teacher Eve notices that Aisha is avoiding being outside at recess and lunch, she talks with Aisha along with her friend Asal. Aisha then finds that others have also been bullied. Her teacher Eve and the school principal help fix the problem.		
Topic area	Body image	Self-esteem	Resilience
Reading WELL books linked to the re-storied narrative	<i>Minnie and Max are OK! A story to help children develop a positive body image</i>	<i>My two blankets</i> <i>Bully busters and beyond: 9 treasures to self-confidence, self-esteem, and strength of character</i>	<i>Secret of the peaceful warrior</i> <i>My secret bully</i> <i>The juice box bully: Empowering kids to stand up for others</i>

Key messages within this Story	<ul style="list-style-type: none"> - Celebrate the diversity of our appearance - Make no negative comments about appearance 	<ul style="list-style-type: none"> - Understand and manage our emotions in a positive way - Talk about our feelings with our friends and adults - Be proud of our achievements - Accept that you are you and that you are unique 	<ul style="list-style-type: none"> - Face challenges - Focus on our strengths to create a growth mindset and rebound from setbacks (cope with ups and downs) - Be prepared to say no to others, especially if it is not the right thing to do
Coding – AH of the thematic analysis	<p><i>Self-love</i> Love yourself / take care of yourself In the story when Aisha tells her teacher what is happening to her at school self-compassion is focused on through the need to look after your own needs and wellbeing</p> <p><i>Accepting ourselves and others' appearance</i> Aisha's culture and religion are represented as a main theme of this narrative where cultural differences and diversity are celebrated. The school has a no-tolerance policy which is enacted in the narrative through the restorative practice approach also presented in STORY.</p> <p>Be happy in yourself /Make your friends feel good with yourself Aisha's friends and family support her when she talks to them about the bullying that happened in the school. Her friend's support was critical in the recovery process as the shared understanding and experiences gave Aisha opportunity to identify and confidence to speak up.</p>	<p>The children were asked to identify with Cartwheel and think about a time when they may have felt left out/alone/scared before or if they had made someone new feel welcome. The children talked about feeling scared and alone in new experiences and how making new friends really helped them cope. Aisha has come to Australia from another country, she misses her old friends and family members. She also has new friends from her school.</p> <p>They were asked to think of a time that they have felt how Unhei felt. Some children had moved to a new country, others had changed schools before or been to places that were new. They said they felt nervous, scared but also a bit excited about a new experience. Aisha misses her old friends and extended family, they keep in contact via social media.</p> <p>The children were able to identify situations that have happened in their lives which were quite traumatic such as moving countries, grief and injuries. They were able to see that they could stay in touch with friends and family when they move away. To leave your country</p>	<p>Cartwheel left her old home due to a war, the children were asked to think about how they feel towards Cartwheel. The prompt response asked parents to talk with their child about what you know about what it would be like to leave a country that is at war and to come to a new place like Australia to live. The children also provided responses that showed they could relate to Cartwheel and they felt scared, sad for her and also happy that she was out of danger. I feel sad and proud for Cartwheel. She left her country and became lonely. This narrative is taken from story where the child read My two blankets. Aisha has come from another country to Australia.</p> <p>They were also able to interpret: “When nights are black and days are grey. You'll be bright and brave so no shadows can stay” with some quite mature interpretations. It means that sometimes life can be hard but we can get through these times with help</p>

	<p>So that Lena could see all the colours and shades. She wants her to see that lots of people have different skin colours and we are all special. To see that everyone is different with different colours. Looking around to show her the different skin colours and different countries people come from.</p> <p>The concept of migration is presented in this narrative.</p> <p>Parent note – We discussed how everyone is different, we talked about asking people about their differences and that can be a good way to make friends. We talked about when people are different to us it can make them feel uncomfortable bc we don't know why or what it means, we discussed that one way to understand is to ask in a nice way.</p> <p>Aisha is bullied for wearing a hijab as a part of her Muslim religion.</p>	<p>I try to keep in contact with my friends and family.</p> <p>Aisha reflects the experiences of some of the children in the study who have migrated from another country or changed schools.</p> <p>They could see that being teased at school would be upsetting for Minnie. The children agreed that if this happened to them they could tell an adult: parent, teacher.</p> <p>Aisha was bullied for wearing a hijab. She didn't tell anyone for a while but it was affecting her health and wellbeing, she didn't want to go outside at recess. Her teacher, family and friends supported her through the problem.</p> <p>They could also see that by telling her mum, this helped her to deal with the problem.</p> <p>She told Monica to be brave and tell Katie about it.</p> <p>Parents and teacher/principal – restorative practice</p> <p>The children had a range of responses as to what they were proud of about themselves.</p> <p>Aisha is proud that she solves the problem.</p> <p>They all noted that Amanda's parents were supportive and encouraged Amanda to do what she loves, to follow her dreams and never give up on achieving her goals.</p> <p>Aisha is proud to be Muslim</p> <p>Parents played an important role in most of the narratives, they acted as role models and provided advice to their children, they pointed out the</p>	<p>and support – we need to believe in ourselves and solve our problems.</p> <p>Aisha wears a hijab, this makes her different and a provocation for the bullies.</p> <p>Daily challenges</p> <p>They all noted that Amanda's parents were supportive and encouraged Amanda to do what she loves, to follow her dreams and never give up on achieving her goals.</p> <p>The children could see that when Monica faced her problem and stood up to Katie and everything changed after that – they listed the strengths that Monica showed including resilience, confidence and bravery.</p> <p>Aisha felt alone and afraid when she was being bullied and didn't tell anyone about being bullied for wearing a hijab.</p> <p>Aisha is showing negative effects from bullying. Once Aisha's friends and teacher know what's happening, they stop it.</p> <p>Inner glow was referred to within this story as a way for children to understand the strength they have within themselves to face problems and challenges. The children understood this concept well and responded that their inner character and strength will help them believe in themselves when others are</p>
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		<p>things they were good at and what made them special and unique.</p>	<p>negative and that their character is reflected in their behaviour. The children identified their inner glow with skills and qualities that are part of their value system. I think I have a very positive mindset which is important in life.</p> <p>Aisha was able to overcome the bullying incidents with the support from her friends, family and teacher. She faces her problem and the bullies.</p> <p>The children were asked to discuss what it means to them to feel invisible. They were all able to provide a description about what this meant to them around exclusion and feeling isolated, lonely and ignored. No-one includes them, they're not friends.</p> <p>They were also able to identify that Katie's reactions such as not wanting to go to school and her stomachaches were directly linked to Katie's teasing.</p>
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STORY – short-story analysis

Analysis of the final dimension STORY looks for instances that are of broader significance, such as global or systemic contexts, but also remain significant to the lives of the participants (Barkhuizen, 2017). To develop STORY, I re-examined the interview transcripts and looked to identify wider perspectives of the participant experience in relation to the research questions. Within this process I made connections between the who, where and when (Barkhuizen, 2016). Barkhuizen (2016) says that STORY analysis requires interpretation by the researcher as the field texts may not necessarily tell about a particular event with reference to the broader context, so the researcher needs to make these more abstract correlations.

STORY – narrative

The following analysis identifies aspects of the transcripts that refer to the below 4 items:

- (1) The program's effectiveness and improvement of child and/or parent knowledge of the wellbeing topics explored in the books, follow-up discussions and conversations
- (2) The wider context such as school wellbeing policy and linking the Reading WELL program to the school curriculum and values (Dwyer, 2017; Barkhuizen, 2008, p. 235)
- (3) Aspects of parent and child connections to schooling with a view of socioeconomic circumstances
- (4) The sustainability and accessibility of the Reading WELL concept for parents and children to engage in as a regular form of home reading.

These formed the basis of STORY, which is presented in the discussion chapter.

Table 5.7 STORY analysis.

Global or systemic context	<ul style="list-style-type: none">• The program's effectiveness for improvement of child and/or parent knowledge of the wellbeing topics explored in the books, follow-up discussions and conversations
	Transcript subtext that underpins STORY
Parent 1	<p><i>Siobhan</i> So did that help frame a conversation about her experience of moving to this country?</p> <p><i>Parent 1</i> Absolutely yes absolutely.</p> <p>Yes she is a very good adaptor, she, Layla, she adapted very quickly</p> <p>It is fitting, you know; you can't be inside their heads, you don't know what they're thinking. She probably looked really settled, she probably gave you all the information that everything's fine, but just being able to talk about it.</p> <p><i>Siobhan</i> Okay, so the books themselves sort of covered three topic areas, so these were with body image, which is how children see themselves, resilience, how a child feels about problems and challenges, and self-esteem. How they feel about themselves as far as confidence and things like that, sort of their own sense of self? Did you notice anything about when she was reading the books or with her discussions or any of that? Like was there a strength area or anything like that or was there something that you thought that she needed to develop a bit more?</p> <p><i>Parent 1</i> Yeah I was thinking about this this morning. I don't know if you can relate this directly to the books but it's just her experience that she is at school, one of the main challenges I think is related to body image.</p> <p><i>Siobhan</i> Yep.</p>

Parent 2	<p>Parent 2 He brought home books about resilience, self-esteem and one on body image.</p> <p><i>Siobhan</i> Right, so was the content easy for him to engage with?</p> <p>Parent 2 Yes, for sure the content was age-appropriate so he could relate to it straight away. I also found the questions really supported the story. He was willing to sit with me and read, I really liked that part of it.</p> <p><i>Siobhan</i> Oh that's so great.</p> <p>Parent 2 It was pretty engaging as far as topics that he brought home.</p> <p>Right yes, and did you find that you could get a bit more from him through using the questions, look, I don't know, he might talk all the time or he might be reserved or ...?</p> <p>Parent 2 Well his personality is really suited to this kind of program.</p>
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Global or systemic context	<ul style="list-style-type: none"> The wellbeing policy and linking the Reading WELL program to the wider school curriculum and school values (Dwyer, 2017; Barkhuizen, 2008, p. 235). <p>Transcript subtext that underpins STORY</p>
School 1	<p>Teacher We have to agree with that because that's often what we find ourselves.</p> <p>Yeah and we also do the resilience project here back to school.</p> <p><i>Siobhan</i> So that would be another thing.</p> <p>Teacher Yeah it offered a really nice link.</p> <p>Exactly yes, so it was familiar to them when they brought the books home, even things like the vocabulary with something that they already knew.</p> <p><i>Siobhan</i> Yep yep that's great, thanks, they're able to make those connections.</p> <p>Teacher Yes yes that's right.</p> <p>Teacher And even things like <i>Have you filled a bucket today?</i> we use that all the time so when you have the books it's something that they immediately related to and then that made that great for home as well because the children could help and talk to parents and that gets that consistency, like the kids want be on my bucket list it today and the parents are like, what do you mean, what's that all about?</p> <p>And now that they've done the book that's really good.</p> <p><i>Siobhan</i> Yes yes that's great, that makes perfect sense.</p> <p>...</p> <p>Teacher It would be a different part, maybe a different lesson, yeah I've just wondering where it would fit as far as classroom use as well as at home.</p> <p>Mmm mmmm I see what you're saying.</p> <p>Yeah right, well some of the shared reading that we use like <i>The little refugee</i> that links perfectly with the topic so yeah, that way we will already be reading that next term as a shared reading that links to our topic And that supports our enquiry topic, maybe like as part of resilience we can read a book and then do a follow-up activity.</p>
School 2	<p>Teacher Yes mmm, well yeah but I think that it linked really well with our SEL [social and emotional learning] program and stuff, that early learning in SEL as well, so that was good.</p> <p>Yep agree.</p> <p>Yeah.</p>

Global or systemic context	<ul style="list-style-type: none"> Aspects of parent and child connections to schooling with a view of socioeconomic circumstances <p>Transcript subtext that underpins STORY</p>
Parent 1	Parent

	<p>Yeah yeah correct yeah, I think that one of the books she read was very related to her experience as a foreign student.</p> <p>Siobhan Aha.</p> <p>Parent Coz we just moved to Australia a year ago.</p> <p>Siobhan So you're new arrivals?</p> <p>Yes.</p> <p>Siobhan Can you remember the name of the title?</p> <p>Parent No I can't, I've been trying to remember the title, the main character was a girl as well, she was a student around the same age.</p> <p>Siobhan Oh I know, it was <i>My two blankets</i>.</p> <p>Parent Was it ... What was it again?</p> <p><i>Siobhan My two blankets.</i></p> <p>Parent Oh yes yes yes. Was it chosen on purpose?</p> <p>Siobhan Ah well, my background is working in schools with newly arrived families.</p> <p>Parent Ah right.</p>
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Global or systemic context	<ul style="list-style-type: none"> The sustainability and accessibility of the Reading WELL concept for parents and children to engage in as a regular form of home reading <p>Transcript subtext that underpins STORY</p>
Parent 1	<p>Siobhan With our first question just really interested to know whether there was a level of enjoyment with you and L doing the reading, you know, comparing that to other previous activities, like she might already be um a sort of active reader anyway, but just to get some feedback on what you thought this project was like.</p> <p>Parnet Yeah absolutely, so it was enjoyable for both my daughter and myself. I also noticed that my daughter loved reading these books and having this activity and it really helped me when reading with her. It gave her more interest in reading.</p> <p>Siobhan Okay and comparing it to the normal home reading that Layla is doing now, what do you think? Do you think there is a value in this kind of program coming home more regularly?</p> <p>Parent Yes, I think there is, there is absolutely more focus on this type of reading.</p> <p>Yep.</p> <p>Umm as compared to the other reading she does really, it is more focused as the other reading is more random.</p> <p>Siobhan Yep.</p> <p>Parent I have to wait as she reads a book from school then she writes a reflection, passage on each reading every day.</p> <p>Siobhan Yep.</p> <p>Parent On the other reading I have to wait for that, whereas the Reading WELL was not like that.</p> <p>Siobhan So you were more engaged?</p> <p>Parent Yes, correct yeah.</p> <p>Siobhan Okay.</p>
Parent 2	<p>Siobhan So could you give me umm some information about your overall feeling of the program itself, whether he enjoyed reading time and whether that was the same or different to reading at home before this?</p> <p>Parent I really enjoyed it, my son looked forward to reading each day. He was keen to read each day and he looked forward to the Reading WELL books. Once I knew there were structured questions to follow and overall it was a really good experience.</p>

	<p>Siobhan Okay, so what did you find about the books he was selecting to bring home? Did they follow a theme from what he was selecting? Were they kind of different or was there a thread to what he was choosing?</p> <p>Parent It faded over time with camp and everything else.</p> <p>Siobhan Yep, that's understandable for sure.</p> <p>Parent Umm so his motivation did drop off a bit over the term.</p> <p>Siobhan Hmm.</p>
School 1	<p>Teach her We got these out of the books in the room as well so umm we also read them because they're just such a lovely selection and they're topics that we know we need to discuss and it's often hard to find an in with things like that so with the picture books, it's lovely, so with that and your questions at the back we certainly made use of them.</p> <p>Siobhan Oh that's amazing, well done, fantastic, so great to hear! So was that informal or something that you planned?</p> <p>Teacher No, informally. And I found that really valuable.</p> <p>...</p> <p>Teacher Yes that's right because I had to catch you in some way so the journal did that for me, worried it might be too laborious for them to have to write after each book. I didn't want them to think that they were having to do homework, that wasn't what it was, but I needed it to be captured somehow.</p> <p>Siobhan Yes yes exactly, that make sense. In a real-world day-to-day setting it really lends itself to discussion and conversation.</p> <p>Teacher Yes yes you're right, that's right.</p> <p>Yeah that's what they got. I know that some parents talked about how the kids were tired. They were doing the questions but they didn't really record much physically as far as writing them down.</p>
School 2	<p>Teacher They enjoyed it.</p> <p>Yeah I reckon they got a lot out of the books.</p> <p>They did, yeah definitely yeah.</p> <p>Cos they'd come to me and they'd be like "Can we get our new Reading WELL book now?"</p> <p>Think they also just enjoyed writing in their own journal entry.</p> <p>Siobhan They did.</p> <p>That was something that I was a bit worried about with asking them to write, maybe they won't want to write because it's sort of an extra on top of reading at home.</p> <p>Teacher I suppose some might think that, but we get them to write something after their reading anyway.</p> <p>Siobhan Yeah.</p> <p>So you mean when they're doing a literacy activity?</p> <p>Teacher Yeah and like also in their home reading diary, so they would do a connection text-to-text, text-to-self and text to the world.</p> <p>Yes sure, so they would do a connection text-to-text, text-to-self and text to the world.</p> <p>Siobhan Wow the only reason I asked is I have just written up a whole section in my literature review that works off the research based in this.</p> <p>Oh my god ... [laughter] when research and interview come to life.</p> <p>And they're supposed to do that every night?</p> <p>Teacher Yep.</p> <p>So I think that writing something wasn't unusual.</p> <p>Siobhan Yeah okay, great.</p>

Teacher Yes so they were expecting to write something anyway.
Yeah they were.
Yeah like they used to read and write something down. So it probably wasn't too much more for them responding to organised questions.
Like a lot of my kids when I said it was time if they hit their 10 journal entry. They got quite like upset like "Can I do more?" "I wanna to keep doing it."
Siobhan Really?
Teacher Yeah! and I'm like "Oh you've done ten, that's amazing."
Siobhan That's fantastic.
Teacher Yeah I agree, but some of them did and some of them didn't.
Some of my boys got a little (naw naw) "Do I have to do it again?"
Siobhan Yep yep.
Teacher Then there were some who wanted to read more. They took them home, even if they didn't put the responses in, they definitely read them.
Siobhan Okay that's good to know, so they were interested in the topics even if they didn't complete the journal entry.
Teacher Yep yep that's right, definitely.
...
Teacher Well when my group stopped doing it I had one parent come and ask "Oh ... that's disappointing I wanted it to keep going." I'm like "If he wants to he can go and take the books from the next room" ... He never did.
[Laughter] ...
His sister is in K's grade so I think she would have read it with both of them anyway cos they were doing it in different terms so I think she took it upon herself to keep going with both kids.
Siobhan Okay that sounds great ...
So it sounds like most of them have gone home and read with a parent not just on their own.
...
Siobhan So from your opinion do you think it would be something that is sustainable as a classroom-based program if there were other kits of books, topics, things like that?
Teacher I reckon, it could replace our home reading.
Yeah.
Like even if they did it like once a week or something.
Yeah that's how I'd do it ...
Yeah [all voices].
Well we did it once a week.
Yeah we did.
But like it just ties in with all the stuff that we are learning with SEL so they could go home and apply the knowledge that they learn in SEL.
The kids enjoyed it and I think the parents liked it as well.
Yeah yeah.
So they could have those conversations with their kids at home.
Yep.
...
Siobhan Well with that did you find there was enough of them to select from?
Yeah so yeah I got them to choose and bring back books each day so there was always books that were being replaced and taken throughout the week.

Conclusion

This chapter has been presented in two sections – classification and analysis – and shown how I positioned the field texts within a qualitative paradigm using Lieblich et al.’s (1998) classification of narrative analysis model. I have then demonstrated the categorical-content analysis that involved a 4-step process: Step 1 selection of the subtext; Step 2 definition of the content-categories; Step 3 sorting the subtext material into categories; and Step 4 drawing conclusions from the results – a thematic analysis. The second section has presented the analysis undertaken for re-storying the narratives using Barkhuizen’s (2008) story, Story and STORY short-story analysis. The analysis for writing the 10 new Reading WELL narratives using Ledger and Edwards’s (2011) interpretive modes of representation has also been explained. With the story, Story and STORY analysis complete, the writing of the re-storied narratives took place. These are presented in the next chapter.

Chapter 6: The Reading WELL story, Story and STORY

This chapter presents the re-storied narrative titles in story, a modified Story with presentation of 10 new Reading WELL narratives and STORY using Barkhuizen's (2008) story, Story and STORY model that consists of the 3 dimensions acting as contextual spaces that look within and beyond the research contexts. story presents the participants' lived experience of the Reading WELL home reading program. Story as discussed in the methodology chapter is modified from Barkhuizen's (2008) model and guided by Ledger and Edwards's (2011) approach for a creative interpretive methodology and presents the new Reading WELL narratives. STORY presents the broader context of the Reading WELL.

story

story illustrates how the parent and child interaction through the shared reading experience allowed for discussion and knowledge to come together. This process occurred through the follow-up discussion prompts, questions and activities based on the reading of the original text and the consolidating of the learning experience. The open discourse allowed for further exploration, identification and self-reflection of the themes explored in the books. Through knowing their children intimately and being so closely attuned to their child's strengths, needs and emotional challenges, the parents were able to directly support social and emotional development, identify strategies that support changes in behaviour, provide acknowledgment of strengths and positive use of language about self, and support future opportunities and emotional connections in real-life contexts (Cantor et al., 1987).

Three re-storied narrative titles, Lida, Ethan and Max, form story. These story narratives are interpretations of the lived experiences drawn from the interviews with parents and teachers, the thematic analysis and the key messages acting as categorical content-categories. The three re-storied story narratives Lida, Ethan and Max offer a demonstration of a parent and child engaged in the developmental bibliotherapy discourse and present the participants' lived experience of the shared reading process (Dwyer, 2017) through an interpretation of the authentic insights of the children, parents and teachers drawn from the field texts (Riessmann, 2008, p. 194). Within each

narrative, the situations and places (Ollerenshaw & Creswell, 2002) are reconstructed lived experiences (Nardi, 2016).

Lida

The story title Lida explored the reading of the book *My two blankets*, which considers migration and refugee themes (Dolan, 2013; Lilliss, 2013). *My two blankets* provided opportunity for the character the character Lida to remember her experience of migrating to Australia and her concern about wearing a hijab to school. The discussion she had with her father allowed for self-reflection and opportunity to share experiences. When Lida shared her feelings about moving from her country to Australia, she said that she was scared and felt she was different to the other children at school because she wore a hijab. In supporting her, the following key messages are attributed to her growth. Her father was very pleased that she could talk to him for the first time in this way. Through the story and discussion her father noticed that she became more confident and at ease about wearing a hijab at school. Through this experience she felt proud of herself and could accept her unique qualities and her difference being in a school where not everyone was Muslim. She also felt safer at school. Lida faced the challenge of finding her confidence to learn and grow in Australia.

Key messages – body image, self-esteem and resilience

The self-esteem key message ‘Understand and manage our emotions in a positive way’ supported Lida in accepting that she was unique and that through the book she could look at her own story and be proud of her achievement in settling in a new country. The resilience key messages ‘Face challenges’, ‘Talk with our friends and adults’ and ‘Be responsible for ourselves’ were also addressed and the body image key message ‘Celebrate the diversity of our appearance’ supported Lida to understand that we can work through our feelings by talking with others.

Ethan

In the story title *Ethan* the book *We’re all wonders* is read and offers opportunities to explore ableism, diversity and inclusion. The guided discourse offered Ethan and his mother a process for reflecting and reframing the way Ethan had responded to a disabled man they saw at church. Based on the parent interview, the story title *Ethan*

and he and his mother reading *We're all wonders* through the story, Ethan's mother found that she could talk with him about a time when he and his brother were inappropriate in the way they had responded to a disabled man attending their church.

Key messages – body image, self esteem and resilience

In their discussion Ethan and his mother talked about his own perceptions of his body in relation to playing basketball. The body image key messages addressed in their discussion consider 'Celebrate the diversity of our appearance', 'Promote functional achievements of the body (things your body can do)' and 'Make no negative comments about appearance'. Through reading *We're all wonders* Ethan described a scenario where he and his mother discussed that laughing at someone with a disability is not the right thing to do. The book *We're all wonders* provided the framework for Ethan to learn that he needed to see the world through others' eyes and to accept others as they are. The self-esteem key messages supported their discussion through the need to 'Understand and manage our emotions in a positive way', how we are all unique and that people with disabilities will have other strengths. His mother was able to support him through talk about his feelings and emotions to be respectful towards others. Ethan and his mother discussed how laughing at someone with a disability is not the right thing to do. Through the discussion Ethan could see that he needed to change his behaviour in that he needed to act in a responsible way and not follow his brother or join in with teasing. The key messages for resilience, 'Face challenges', 'Be responsible for ourselves' and 'Be prepared to say no to others, especially if it is not the right thing to do' were articulated in their conversation.

Max

In the story title *Max*, Max felt unsafe at school and was sometimes reluctant to attend. After reading *The Juice box bully: Empowering kids to stand up for others*, Max was able to identify his emotions and connect to the school values of honesty, respect, achievement and resilience, which were practised explicitly through the whole-school wellbeing program. He realised these were being implemented to keep him safe. The developmental bibliotherapy experience ultimately increased his self-esteem and resilience, and instigated a change in his attitude to attending school. The guided discussion prompts and suggested responses offered the opportunity for Max and his

mother to consider not only his self-identity but also *what* was possible for him and ways to go about increasing his self-confidence. Through the reading Max was able to identify with the scenario presented in *The Juice box bully* and make connections to his own life. Through talking with his mum, he was able to untangle his fears and emotions to overcome his difficulties and feelings about being unsafe at school. This illustrates how the discussion prompts allowed for both book talk and other talk to happen which ultimately positively impacted on reading engagement (Katzir, Lesaux & Kim, 2009; Midraj & Midraj, 2011; Mol, Bus, De Jong & Smeets, 2008). Through the shared reading experience Max took steps to establish more confidence in the real world, a process undertaken through supportive relationships that were embedded within his cultural practice and ecological system (Hall, 2004).

Key messages – body image, self esteem and resilience

Max's mother is able to support him with his specific self-esteem issues. Through the story, Max talked with his mum about his feelings about not wanting to go to school. Through the key messages on self-esteem, he increased ways of learning to manage his emotions in a positive way. The notions of self-acceptance, individuality and identity were also apparent in that Max needed to accept that he was unique and also to be proud of his achievements. His mother could see the change in him from reading *The juice box bully* and the way he was able to connect to the school values to support him to manage his emotions. Through this story Max's mother was able to support him in developing resilience. Max talked with his mum about his feelings about the key messages of resilience to support him to 'Face challenges', 'Talk with our friends and adults' and 'Be responsible for ourselves' by solving his problem.

Lida

Lida and her family came to Australia just over a year ago. Although she still misses her friends and family from her home country, during this time she has settled in at her local school and made new friends. Luckily, even though they are spread across the world in America and New Zealand, she keeps in touch using the internet. She talks to her cousins and her friend Aisha at least once a week. They truly understand what she is going through and their discussions always end up with laughter even through some of the things they talk about are actually really sad.

Lida is in Grade 3 and her school is full of children from many different countries. Nearly everyone can speak another language along with English, some even speak three languages, plus they learn Italian at school. One of her father's friends now lives in Italy and she would love to go and visit them one day.

Lida's mind wanders as she walks home from school. It is quite a long walk but she doesn't mind, it is a good way to shake off the school day. Her twin sister and brother are dawdling along behind her whining about how hot it is. She blocks them out and lets her mind take her thoughts away.

Today she is looking forward to getting home to read with her father, once he is home from work. In her bag is a Reading WELL book that she has selected with her teacher after their reading conference. Her teacher thought it might be a good one for her to read. The Reading WELL collection is in her class for the term, and she is looking forward to choosing them each week. The books are a bit different to the normal home reading as she needs to read them with her dad and then talk through the questions at the back and write about their discussion in her Reading WELL journal. Her dad hears her read almost every night, he says it is a good way to improve her English and also become more comfortable with life in Australia. "When we read, we learn" says her dad.

This book is called *My two blankets* Irena Kobald. She noticed while she was looking through the book at school how it also has lovely pictures of the character Cartwheel by Freya Blackwood, the colours are soft and gentle. She and her teacher had read the blurb together. It said that Cartwheel, who is the main character, has moved to a place that is so strange to her, she no longer feels like herself. This is a story about new ways of speaking, new ways of living, new ways of being. It sounds like her in a way and Lida wants to know more about Cartwheel and her life.

As she goes around the corner her house comes into view and her brother and sister now rush ahead like they always do. "First one to the letterbox gets the Switch!" They are constantly fighting over that thing; it is so annoying. Her sister's bag flies open and all the stuff inside it including her leftover lunch goes rolling all over the footpath. Lida has to stop and pick everything up and by the time she gets to the house beads of sweat are rolling down her face. She rips off her hat and puts the school bags in the cupboard, taking the lunchboxes to the kitchen, where a cool drink and some fruit wait for her on the counter. She can hear her siblings still arguing in the lounge.

After dinner, Lida and her dad settle on the counter in the kitchen to read. She talks through the blurb of *My two blankets* while her dad listens. He smiles and says, "This book sounds like it was written for you, Lida. Cartwheel is about the same age as you too".

Lida agrees and she then reads through the story aloud, while her dad sits with her.

The story is about Cartwheel's experience of moving to a new country. It is so like what had happened to Lida including how she felt when she was so new in Australia. Everything was very different and she felt scared. The story helps her know that other people have gone through the same challenges that she went through. It is also a lot like what her, her friends and her cousins talk about.

Now that she has read this book with her father it seems like a good time to talk with him about her experiences.

Her dad goes to the back of the book and talks through the Reading WELL questions. Lida shares about how she felt when she came to Australia and that she was sad and a bit lonely like Cartwheel was. She also talks with her father about how she knew some English but Australian people talked so fast, it was hard to understand what they were saying and how they used lots of words she didn't know.

He agrees and shares that some of the words are slang words like "How ya goin?" and "Seeya later mate" and are phrases that he found really hard to understand at first. They laugh and talk about how they know so many more words and phrases used in Australian English.

She then tells him how she noticed that there aren't many Muslim people where they are living and how that makes her worry because she and her sister wear hijabs and they might get teased and bullied at school for being different. She tells him how she is so self-conscious about how she looks that it makes her feel scared and at night she uses her bunny to help her sleep, like Cartwheel uses her blanket. Her dad gives her a hug and tells her how proud of her he is for facing those challenges.

He tells her that it's not easy to start again and that it is difficult for everyone, but they are also thriving now and there are so many opportunities in their new country.

She agrees and tells him how her new friend Paige has really helped her at school in the first few days, she was so welcoming, and how that has made her feel safe in the school ground. Having friends and good teachers really makes it so much better.

Her father asks her a bit more about being a Muslim at her school and about wearing a hijab. She tells him how she isn't worried as much any more. She explains how she feels more confident in herself and she knows if there is a problem, she can talk to her teachers about it. Her dad agrees and says that she should talk to him too.

What a good story that was, she thinks, Cartwheel has so much hope in her future and so do I.

Lida feels happy and starts writing the conversation she had her dad in her Reading WELL journal. They talk and laugh together as she writes. Her dad likes the story too. He wonders why this book has been chosen for the collection. It is perfect to help Lida with her experience.

Lida thinks about how it has been a good day today. The sun is going down and it is still warm outside, she can hear the crickets singing in the yard. Once she has finished, she goes into the loungeroom to talk with her siblings.

Ethan

Ethan and his mum have a great relationship, they talk all the time about all the things happening at school and with his basketball team.

When he and his brother and sister get picked up from school there is always lots of chat and laughter going on about the day. His sister never eats her lunch, so that is one thing his mum always checks. They're all usually starving by the time they get home. So mum prepares a bite to eat before basketball training.

“You guys go and get changed and I'll make up the nachos.”

“Yuummm” is the agreed response as they run down the hallway. Ethan does a slam dunk with an imaginary ball over his brother's head ... “Ha ha ha gotcha”.

They disappear into their rooms to get ready.

After training Ethan tells his mum that he has a new Reading WELL book to read. The Reading WELL collection is in his class for the term. He is looking forward reading with his mum, he loves snuggling up on the couch and reading together.

“Oh, that's great, Ethan, what book did you bring home today?”

“Umm, it's called *Wonder*, like the movie”.

Ethan had read through the blurb of *We're all wonders* when he chose the book at school this morning. The blurb read, this is a story about Auggie Pullman, an ordinary boy with an extraordinary face, and his beloved dog, Daisy.

Ethan and his mum settle in the lounge room. His siblings are doing their homework in their rooms, so the house is fairly quiet. It is an easy book to read so it doesn't take very long to finish, but the point of the Reading WELL is more about the discussion that he and his mum are about to have using the prompts at the back of the book.

One of the questions is to explain: What does Auggie mean when he says, “People just need to change the way they see.” Ethan and him mum talk through how this means that people need to look past how Auggie looks because he has a visible facial disability and instead see the person he is within. To change the way we see is to change the way we act and behave towards others who are different.

They talk about how you can be a bit scared when you see someone who is different in their looks because they have a disability.

“Remember the man at church?” his mum says.

"Oh yeah, he is in a wheelchair and he makes funny noises. That's why we were laughing at him, and you told us off".

"That's right," his mum says. "Now think about what Auggie ask: People just need to change the way they see".

"Oh right, I get it now, the man at church is probably just communicating, he could even be singing or praying when he makes the noises."

"Yes, he could be."

"If I change the way I see him, then this will change the way I act."

Ethan is thinking about how he will do think differently next time he sees the man at church.

"That's great, Ethan, I am really proud of you for thinking this way and having such an open conversation about this".

"It's a really important story, mum, we need to be more accepting of others, we are all different and unique. People with a disability should still be respected and loved".

"Yes, that's right, now look at this question. What makes you different and unique?"

"Hmm well, I have the biggest feet in the class and I'm the tallest. Which is good for basketball, right?"

His mum laughs. "Yes that's right. They'll catch up to you though."

Ethan takes out his Reading WELL journal and his mum makes some notes in it about their conversation. She really likes how their discussion went this evening. She is thinking about how the Reading WELL offers a really good way to raise issues and to talk to him about what is appropriate when we come across people who are different in looks and features. Through the story she has found a way to support her son to draw connections to the character and the person at the church. She feels pleased that this could be a part of their day. The book is really useful and applies beautifully to a real-life context.

"Thanks, Mum, can I go and see what the others are doing now?"

"Yes and tell them it's time to start getting ready for bed".

Max

Max is in Grade 3, he is smaller than the other boys his age. Max likes reading and making things with Lego. His mum bought him a Star Wars Lego kit for his birthday last week, he was so excited when he opened it. Sometimes Max gets very worried about things. He worries so much that he feels sick in the stomach. At night-time when he tries to go to sleep, he worries about school and that he might get bullied and hurt by the big kids if they see him in the yard. Max likes to play in the quiet areas of the playground where it's not so noisy, not like the oval where everyone is running around, throwing balls and playing rough games.

Max loves his teacher; she has beautiful long hair and a lovely smile. He feels safe in her class. She always checks to see if he is okay at recess and lunch times and asks if he has someone to play with. Max sometimes plays with his friend Noah, he loves Lego and Minecraft as well, and they talk about the things they can make and they pretend to be Minecraft characters having adventures in a Minecraft world, that's really fun. Other times Noah will play with the boys in the playground. Max feels a bit scared and worried to join in, so he stays in the quiet space and reads his Pokémon magazines.

Max's teacher calls him over to select a Reading WELL book to take home. The Reading WELL collection is in his class for the term and he is looking forward to reading the books with his mum. The Reading WELL books are a bit different to the normal home reading Max usually takes home as he needs to read them with a parent, then talk through the questions at the back and write about the discussion they have in his Reading WELL journal.

At school Max selects a book called *The juice box bully: Empowering kids to stand up for others* by Bob Sornson and Maria Dismondy. He reads the blurb with his teacher. How many people have ever seen a bully in action and done nothing about it? In *The juice box bully* the kids at Pete's new school get involved, instead

of being bystanders. When Pete begins to behave badly, his classmates teach him about ‘the promise’. Will Pete decide to shed his bullying habits and make the promise himself?

“This sounds like a good one,” says Max.

“I agree,” says his teacher. “Go and put it in your bag and let me know what you thought about it after you read it at home with mum tonight”.

Max’s mum is a bit worried about him. There are lots of mornings that he says he doesn’t want to go to school and that his tummy hurts. She knows that Max is safe at school and that if anything happened, he would tell her. She would love to see Max have more confidence, that’s something she has been researching about and is trying different strategies about how to help Max feel more self-assured. Max’s mum reads books all the time. She has books that she has started but not finished all over the house; on her bedside table there are a pile of books that she has just bought, she looks through them before she goes to sleep each night. When Max gets home that day, he takes his Reading WELL book out of his bag and insists that they read together straight away. Max’s mum puts her work aside and makes her way to the loungeroom where Max is sitting ready with the book and his Reading WELL journal. Poppy, his dog, is snuggled beside him. Max is relaxed, his school socks are stretched over his feet and flop over the edge of the couch.

Max’s mum looks through *The juice box bully*. “This looks like a good one, Max”.

He takes the book and begins reading it aloud, as his mum settles in and follows along.

Then they talk through the discussion prompts at the back of the book and come across a question about the peace promise that the class has to make sure no one bullies in the school. The question asks them to talk about how the peace promise would help decrease the negative effects of bullying; do you think this could be helpful at your school?

Max has a think about this and then he says, “Well, no, we don’t need a peace promise because we have the values of our school, gratitude, resilience, honesty, respect and empathy and our school song”.

“Yes, that’s true Max, that’s a really good connection”.

It’s true, Mum. I can see how a peace promise would help but we have something like it already, these are really great things in our school and the school values keep me safe”.

Max sings the school song to his mum and he writes down all the school values and what they mean to him in his Reading WELL journal entry.

Max’s mum goes to bed that night thinking about how well Max responded to *The juice box bully*. She can see that his self-confidence and self-esteem are also increasing with all the other strategies she is using. The story seems to have created another positive shift in him. She is interested to see how he feels about going to school in the morning, it is Friday and they have a school assembly.

Max wakes up and gets ready. It is still early, so he has some time to play with Poppy.

“Ready to go, Max”?

“Yes, Mum, I’ll get my bag. I’m feeling good today, Mum. I know that I am safe and I can be me just as I am. I might even have a play on the playground today with Noah. He’s been asking me to join in”.

“That’s great, Max”.

After the school assembly Max’s mum goes to see the school principal, she wants to let him know how impressed she is about the Reading WELL program and how it has helped Max. She tells him how Max was able to see how the school values and the work from the resilience project that they are using at school are in place to keep him safe. She tells him how Max wrote everything in his journal as a way to remember everything when he is at school. The principal is very pleased and makes a note to let the teachers know. He also keeps his eye out for Max at recess and notices he is in the playground with Noah. It is good to see him joining in.

Story

In this section the 10 Story new Reading WELL narratives are presented. The Story narratives were re-storied from story and the thematic analysis. Story are a series of 10 interconnected stories set in an Australian suburban school with a diverse population. The characters are in the same grade and their teacher is Eve. The plots are based around daily occurrences and include age-appropriate challenges that are solved through communication with others.

It is envisioned that these Reading WELL narratives will become a published version of The Reading WELL that is designed to support children's wellbeing development through the integrated use of developmental bibliotherapy and researched based insight of body image, resilience and self-esteem topic areas.

The 10 new Reading WELL Story titles are:

Aisha wears a hijab
Aleksandar's new friend
Alice running free
Camille's birthday party
Cindy Lui's perfect mistake
Felicia sings
Max and the Pokémon club
Noah and the love bank
Study buddies
The girls' soccer team

Each Story has a set of discussion prompts that are designed for further discussion with parents or educators. Two titles, *The girls' soccer team* and *Felicia sings*, are fully illustrated. This was done to highlight how the developmental bibliotherapy process is reliant on imagery as well as text. The illustrations were commissioned for the PhD and created by Luz Myriam Gracia, a Colombian artist and anthropologist.

Aisha wears a hijib

The Story title *Aisha wears a hijib* was created through re-storying story *Lida* and draws on other insights from the thematic analysis. Written as a new Reading WELL narrative, *Aisha wears a hijib* addresses each of the 3 focus areas. The re-storied narrative is about a Muslim girl who is starting life in Australia. She is aggressively bullied and teased during an incident in the school toilets where her hijab is pulled off her head. This leaves her feeling scared, vulnerable and alone, and she becomes reluctant to go outside at recess. Her teacher, Eve, and her friends notice a change in her behaviour. When Aisha finally shares what is happening, her teacher is able to action support through the school-based policy of no tolerance to bullying behaviour. Aisha's life and wellbeing improve from this point.

Key messages

Body image is addressed through the key messages 'Celebrate the diversity of our appearance' and 'Make no negative comments about appearance'.

Self-esteem is addressed through the key messages 'Understand and manage our emotions in a positive way', 'Talk about our feelings with our friends and adults' and 'Accept that you are you and that you are unique'.

Resilience is addressed through the key messages as Aisha faces the challenge of standing up to the bullies by attending the restorative practice meeting with the school principal and her teacher. Her friend Asal also supports her by speaking up for her; she is prepared to say no to others, especially if it is not the right thing to do.

Aisha wears a hijib

Aisha came from Afghanistan and settled with her family in Australia last year. She has three sisters, Nadia (16), Khumari (14) and Najiba (13), who are at high school and her brother, Azeez (11), goes to the same school as her. Aisha is in Grade 3, she's turning 10 at the end of the year. She likes her new home; she has learnt English well and likes to go to school every day to be with her friends. Well, most days, some days are not so good at all. Her teacher Eve is very nice, she helps her with all her learning. It's playtime that's the problem. Sometimes she tells Eve that her stomach hurts and asks if she can stay inside. That works occasionally but only when Eve is planning to do her work in the classroom, other times it doesn't and she sends her out anyway. "If it gets worse", she says, "go and tell the teacher on yard duty and they will look after you".

Aisha is nearly at school, the walk isn't very long but there are a few busy roads to cross and her brother always keeps a watch out for the traffic. "Okay, we're clear, let's go". He rushes off towards the school and leaves Aisha at the gate.

Aisha can see her friends in the playground, she drops her bag at the line up and makes her way over to the monkey bars. Her hands are always sore from swinging on the metal bars, the red welts hardened into lumps, but she doesn't care, it is fun to swing and talk with her friends Asal and Jamayla, who are always happy and laughing.

Aisha looks across the yard, she can see those mean girls who teased her in the distance. Her stomach sinks, she feels sick and hopes they won't come over today.

The first time it happened she was so shocked; she had come out of the toilet and they were waiting for her. One girl was sitting on the bench with her legs across the taps so she couldn't wash her hands. The other was blocking the doorway so she couldn't get out. The other one was right up at her face, Aisha could still smell her breath from her lunch. Aisha tried to get away, but she couldn't.

"You rag head", the girls sniggered.

"That thing on your head is so stupid."

"What is it, a tea-towel?"

They started tugging at her hajib. Aisha tried to stop them.

"You're in Australia now, take it off!"

One of the girls pulled at it so hard that it yanked her head back against the toilet door and she yelled out in pain.

"Ha ha!"

"OMG, she's got hair."

"Ooooo it's long, look at it."

The girls poked at her head.

Aisha was crying, she tried to pull up her hajib.

Then the girls pushed her onto the toilet seat. "You dare tell anyone about this, next time will be worse," they said as they left the toilets.

Aisha, sobbing, closed the toilet door and fixed her hajib. Then she washed her hands and face and headed for the back of the school where the vegetable garden was. She stayed there until the bell went.

Other times they would come over to the playground and just sit and stare at her and say nothing. Or they would snigger to each other and point at her, talking loudly about tea-towels or how Muslim people are weird. No-one else ever seemed to hear them.

That's why she wants to stay inside where she feels safe during lunchtime.

Her friends and family don't know about what was happening.

Aisha begins feeling very alone, scared and anxious. Sometimes when the bell rings to go outside, she can hardly breathe, she is so scared, and she doesn't know what to do.

At night-time Aisha is finding it hard to go to sleep.

"Okay, everyone, it's time put away your writing things and get your lunch," Eve calls.

Aisha goes to get her lunch and walks to her table to begin eating. Her friends are talking about playing a game. There is about 10 minutes before the bell and Aisha is starting to panic, tears welling up in her eyes.

"Aisha, are you okay?" asks her friend Asal. Asal is also an Afghani muslim, she wears a hijab too. Their families have become friends since they arrived in Australia.

"No, I am not okay." Aisha starts to cry, tears rolling down her cheeks.

"What's the matter, Aisha?" asks Eve. One of the other kids has told her that Aisha was crying.

"I don't feel well," says Aisha.

Eve has been concerned about this for a while now, she is planning to make an appointment with her parents to let them know something is upsetting Aisha.

Everyone has gone outside, Eve has asked Asal to stay in with Aisha. Once Aisha has calmed down a bit, Eve asks her to talk about what is making her feel this way. She has already worked out that it is something to do with being out in the yard.

Slowly, Aisha finds the courage to explain what happened with the girls in the toilet and also what they are still doing. Eve asks Asal if this is happening to her too.

"Yes," says Asal. "Those girls have said many mean things to me about wearing a hijab."

Aisha is shocked, she had no idea that it was happening to her as well.

Eve asks them how often it happened and if they know of anyone else involved.

At the school there is a no-bullying policy. Eve explains this to them and how it is linked to all the work they do with the school values. "I will need to follow this up," says Eve.

The girls agree, but Aisha is a bit worried because the girls will know that she told on them.

"You leave that to me," says Eve. "Everyone has a right to feel safe at school."

Before the end of school that day, the girls involved are called to the principal's office. Eve is there and they talk about what she has found out. The girls try to deny it and tell Eve that they were just joking around. The school principal, Steve, and Eve are having none of that and talk to them about the school no-bullying policy and how serious this is. Their parents are also called to tell them what they have done. They are then given specific tasks to do for the children they have hurt. They are also told that the children will report them if this happens again and that they will be watched very closely from now on. Eve talks to Aisha and Asal about what has happened and that this should never happen again, but if it does, that they must tell Eve or any other teacher straight away.

That afternoon Asal and her parents come to Aisha's house and Asal helps her tell their parents about what is going on. They are so upset to hear that this is happening.

A few days later Aisha receives 3 letters, one from each girl. They apologise for what they have done to her. In the letters they also say they have learnt about why Muslim girls and women wear hijabs; that it is symbol of their religion and how women are proud to wear them. They promise they will never bully her again.

Aisha feels relieved, she looks forward to being out in the yard with her friends and not having to worry that she will be bullied. She shows the letters to her parents, who are pleased that the matter has been dealt with properly. Aisha puts the letters in her treasure box as a reminder that being resilient and standing up for something that is wrong are very important.

After a few weeks her stomach does not feel so sick any more and she is sleeping at night. As she is preparing to go to bed, brushing her teeth in the bathroom, she looks at herself in the mirror, smiling. She is happy and she is proud to be a Muslim girl living in Australia.

Discussion questions

How do you think Aisha would have felt when the bullies were pulling at her hijab in the toilets?

Suggested response

Aisha would have been very scared; she went to the back of the school to be safe after it happened.

Has something like this ever happened to you like what happened to Aisha?

Has someone been mean to you about the way you look?

Suggested response

Give your child some time to think about anything that may have happened to them. This may be new information to you, so allow them to speak freely and recount what happened.

Aisha began to feel more and more scared at school, what did her friend do help Aisha?

Suggested response

Aisha's teachers and friends noticed that she was not herself. She finally told a friend what was going on and her friend did the right thing by telling a teacher. Her friend was not a bystander.

When we talk to adults and friends about something that is worrying us, they can help us solve the problem.

Who can you talk to?

Suggested response

Talk with your child about the people in their life who can give them support when they need it most.

How did the teachers and school principal help Aisha? What does your school have that would help you?

Suggested response

Talk about the meeting with the bullies and how this stopped the problem. Your child's school will also have a process and policy that stops bullying behaviours.

If your child or you are distressed, you can seek further support from the Kids Helpline 1800 55 1800 Anytime. Any reason. Lifeline 131114

Follow-up activity

It's important that we seek help from adults when we need it, otherwise we can get very sad and unwell. Draw a picture of the people in your life who love and support you and will listen to you when you have a problem you can't solve on your own.

Max and the Pokémon club

In Story *Max and the Pokémon club* has been re-storied from story and insights from the thematic analysis. Max is a quiet and reserved boy who seeks refuge at recess in the quiet areas of the playground. His mother is a bit concerned about him and seeks support. The school principal and his teacher activate a plan to have Max start a club around Pokémon, which he loves, and through this his confidence is increased and he makes new friends. This leads him to try new things. He talks with his mum about his feelings about not wanting to go to school. She can see the change in him from reading *The juice box bully* and connecting to the school values.

Key messages

The self-esteem key messages addressed in this story include 'Understanding and managing our emotions in a positive way' and 'Focus on our strengths, not our weaknesses', so Max accepts that he is okay and that he does not have to join the rough games on the oval and that it helps to talk about our feelings with our friends and adults. Max develops resilience through facing challenges such as playing on the adventure playground, linking to the key messages 'Face challenges' and 'Focus on our strengths to create a growth mindset'.

Max and the Pokémon club

Max is in Grade 3, he is smaller than the other boys his age. Max likes reading and making things with Lego. Max's mum bought him a new release Pokémon Lego kit for his birthday last week, he was so excited when he opened it.

Sometimes Max gets very worried about things. He worries so much that he feels sick in the stomach. At night-time when he tries to go to sleep, he worries about school and that he might get bullied and hurt by the big kids if they see him in the yard. Max likes to play in the quiet areas of the playground where it's not so noisy, not like the oval where everyone is running around, throwing balls and playing rough games.

Max's teacher, Eve, has beautiful long hair and a lovely smile. He feels safe in her class. She always checks to see if he is okay at recess and lunch times and asks if he has someone to play with. Max sometimes plays with his friend Noah, he loves Lego and Pokémon as well, they talk about the things they can make and pretend to be Pokémon characters having adventures in a Pokémon world, that's really fun.

"Come and play with me in the playground, Max," Noah asks as he heads across the garden.

"No, I'm okay here."

Max feels a bit scared and worried to join in, so he stays in the quiet area and shuffles his Pokémon cards.

Max's mum is concerned about Max. There are lots of mornings that he says he doesn't want to go to school and says that his stomach hurts. She knows that Max is safe at school and that if anything happened, he would tell her. She would love to see Max have more confidence; she has been trying different strategies to help Max feel more self-assured, but she thinks she needs to seek some more advice.

She sees the school principal that morning and he says he will have a talk to Max to see how he can help.

At recess he heads out to the quiet area of the playground, where he knew Max would be. "Hello, Max, how's your day going?"

"Okay thanks."

"What are you up to?"

"Just Pokémon games."

"Oh, that's fun, would it be more fun if you had other kids to play with?"

"Maybe, I'm not really sure," Max says quietly.

"Have you thought about setting up a Pokémon club? I am sure lots of kids would like to join. Why don't we have a talk to Maeve in the library, she might be interested in helping you start one?"

Max quite likes the idea and wonders if he could do something like that.

Maeve the school librarian thinks this is a great idea and suggests to advertise the new Pokémon club in the library. After the first day she lets Max know that list already has 5 names on it.

The following week the kids come to meet him in the quiet space, Noah comes too. They all love Pokémon and talk about the Pokémon characters they have caught in the game. Some of the kids even brought their Pokémon books and cards. Max is enjoying himself so much, he forgets about being worried.

As the weeks go by, their game playing grows and Max finds himself playing right near the playground, pretending to catch Pokémon.

He takes a deep breath and climbs up the ladder onto the fort. When he gets to the top he holds onto the rail and walks across the shaky bridge.

Noah cheers. "Go, Max, you did it, you caught Pikachu!"

Max laughs. "Yeah I did, it's cool up here."

He looks down below where the kids are playing, he can also see across to the oval. Max feels very proud of himself.

Steve the principal is watching Max through the window and is very pleased to see him smiling. He makes a note to let Eve know. It is good to see Max taking risks like this, this is all new for him. His mum will be very happy to hear that Max is developing his confidence.

The bell rings and Max waits until everyone is gone. He knows that the ways to get down are to use the pole or the slide, or go back down the ladder. Max decides on the ladder, Noah staying at the bottom helping him with each step.

“That’s good, Max, you did it.”

“Thank you for helping me, Noah.”

“That’s okay, maybe you can try the slide tomorrow?”

“Oh, maybe, there is a slide at the playground near my house, I’ll ask my mum to help me on that one first, before I try this one at school.”

Then they run to where they line up. Eve is waiting, she can see that Max is happy. “How is the Pokémon club going, Max?”

Max smiles. “They are all my friends, Eve.”

It is time for the school assembly and everyone gathers in the multipurpose room. They sing the school song and then go through the school values. As Max is listening, he realises that he is safe at school and if anything, ever does happen he could tell his friends, his parents or his teacher and they would help him. Max also realises that he doesn’t have to play the fast sports games on the oval at recess, he can just be himself and like the quiet spaces and the playground. He is feeling much more positive and happier inside.

They are calling out student of the week for each class. Everyone near him cheers and they all turn around and look at him.

Noah nudged Max. “Max, that’s you, you’re student of the week.”

Max stands up and makes his way past Eve to accept his award.

“Good on you, Max, you should be so proud of yourself,” says Eve.

Max stands out the front and reads his award: Student of the week for class 3/4 E. Well done, Max, for taking risks and starting the Pokémon club.

Max feels so proud, starting the Pokémon club was the best thing ever. He has made new friends and now he is not feeling so worried at school. He can’t wait to tell his mum all about it.

He might even ask her to go to the park to try out the slide.

Discussion questions

Max was a small, quiet and shy boy. He got easily worried about things he was not sure of or if something was new to him. Is there someone like this who you know in your class or family? (you might be like this too)

Suggested response

Talk about this person, their worries, their likes and dislikes. This is what makes them unique.

Max was not into playing fast or rough sports games and this is okay. What were the things Max loved to do?

What do you love to do?

Suggested response

Max loved Pokémon. Talk with your child about what they like and how this is okay, we are all different and have strengths and weaknesses.

When Max started the Pokémon club with the help of his teachers, he began to feel much more happy and safer at school. He made new friends and even tried out the playground. Why do you think this helped change Max’s feelings about himself?

Suggested response

Talk about how when we have some help and other friends, this makes us happy. We feel safe and supported.

Can you think of a time when you did something you had never done before? How did this make you feel?

Suggested response

Talk with your child about skills they have learnt and the emotions they felt before, during and after. This could be learning to read, swim, ride a bike or play a sport. Learning something new is hard work.

Max realised that the school values were there to make sure he was safe at school. What does your school do to help keep you safe?

Suggested response

Talk with your child about the school values and the programs they run and how the teachers are there to make sure they are safe.

Follow-up activity

Write a letter to Max congratulating him for receiving his award for taking risks and the Pokémon club. Tell him about something new you have tried.

Aleksandar's new friend

The Story title *Aleksandar's new friend* was created through re-storying story *Ethan* and drawing on other insights from the thematic analysis. Aleksandar plays basketball and watches a team who are playing in wheelchairs, he is really impressed. One of the mums overhears him and commends his open-minded thinking and acceptance of others. Ryan, her son, approaches Aleksander and asks him to come over to his place to shoot hoops; the two begin a friendship.

Key messages

The story is supported by the body image key messages ‘Celebrate the diversity of our appearance’, ‘Make no negative comments about appearance’ and ‘Promote functional achievements of the body (things your body can do)’. Aleksandar sees past Ryan’s disability, he is able to look at the person within.

The self-esteem key messages are addressed when Aleksandar watches a basketball team who are playing in wheelchairs and befriends Ryan. In a conversation with his mum Aleksander is able to talk about his feelings about making friends with Ryan and his ability to accept others as they are, that everyone is unique. He and Ryan are able to focus on their strengths, not their weaknesses, and are proud of their achievements.

The resilience key messages are enacted through Ryan, who shows a growth mindset by managing to be active and live a full life through playing wheelchair basketball after his accident. The key message is: ‘Focus on our strengths to create a growth mindset and rebound from setbacks (cope with ups and downs)’.

Aleksandar's new friend

Aleksandar and his mum have a great relationship, they talk all the time about all the things happening at school and with his basketball team. When he and his brother and sister get picked up from school there is always lots of chat and laughter going on about the day. His sister never eats her lunch, so that is one thing his mum always checks on. They're all usually starving by the time they get home.

So their mum prepares a bite to eat before basketball training. "You guys go and get changed and I'll make up the nachos."

"Yuummm" is the agreed response as they run down the hallway. Aleksandar did a slam dunk with an imaginary ball over his brother's head ... "Ha ha ha gotcha."

They disappear into their rooms to get ready.

They get to the courts a bit early and go in with their mum, who is all rugged up as it's usually cold in the building. There is a team training on one of the courts but it's not the usual team Aleksandar sees. These guys are playing basketball in wheelchairs, they are not much older than him.

"Wow they're really good, look at how fast they go!" Aleksandar watches in awe. "It's like they don't even care they have a disability, that's so cool."

A woman is standing nearby and she hears Aleksandar talking about the team. "One of those players is my son, he was in a car accident and lost the use of his legs. I really like what you said about the team just then. I will tell Ryan, he will be so happy to hear that. So many people are not as kind or considerate as you."

Aleksandar watches on. When the team finishes he gets ready to for his training session. His team is meeting on the side court, so he goes over to them. While he is tying his shoes on the bench, he is thinking about the wheelchair basketball team, they played with such confidence and power. They are really skilled players.

Then one of the players wheels towards Aleksandar, he waves and smiles. "Hi, I'm Ryan."

"Oh, hi Ryan, I'm Aleksandar."

"My mum told me you were watching us play."

"Yeah, you guys are really fast."

"Thanks, it takes a bit of getting used to but once you get the hang of it, it's fun. This chair is a part of me. I have wheels, you have feet. I love sport and I will play it forever; I want to be in the Olympics one day. Do you think we could hang out, maybe come to my place and we can shoot some hoops?"

"Sure," Aleksandar says.

"Okay, I'll get my mum to arrange it with yours."

"Cool, see you soon."

Aleksandar heads onto the court and meets up with his coach. He is looking forward to training tonight and also looking forward to getting to know Ryan.

When they get home, Aleksandar asks his mum if Ryan has given his phone number.

"Yes, his mum had a talk to me, they live close by, you could ride your bike over there."

"Okay, can I text him tomorrow and see what day?"

"Of course you can, he seems like a really nice kid."

Aleksandar's mum is proud of her son, he never seems to put people down or be rude about anyone, it is such a good quality to have. There was one time she recalls, where she had a talk to her boys about a disabled man they saw at the grocery store. They talked about how you can be a bit scared when you see someone who is different in their looks because they have a disability but the way you respond to them is really important.

"Remember the disabled man at the shops?" his mum asks.

"Oh yeah, he was in a wheelchair. He made funny noises and we were laughing about him, and you told us off."

"That's right, I did," his mum says.

His mum had told him that he and his brother needed to change the way they see others.

The man was communicating when he made those noises. His mum was right, it was wrong to laugh at the man.

“You were right, Mum, we need to be more accepting of others, we are all different and unique.”

“Yes, Aleksandar, that’s true.”

“I didn’t really even notice that Ryan is disabled after I saw him play. I just see Ryan.”

Aleksandar’s mum smiles. “That’s great, Aleksandar, that’s how it should be. I am sure that you will have a great friendship with him.”

Aleksander gets into bed and starts thinking about shooting hoops at Ryan’s place, he is really looking forward to it. He hopes Ryan is too.

Discussion questions

Aleksander was impressed by the players using their wheelchairs to play basketball. What other types of disabled sports are there?

Suggested response

Talk with your child about disabled sports like swimming/cycling/running. Look up the website [Paralympic Games Sports](#) for more information. We should celebrate the diversity of our appearance and promote functional achievements of what our body can do.

Aleksander told his mum how he saw his new friend Ryan and not his disability. What did he mean?

Suggested response

Aleksander was focused on Ryan’s strengths and accepted that he was unique. He wanted to be his friend. Ryan’s mum told Ryan what she heard Aleksander saying to his mum about him playing basketball. Ryan went over to Aleksander and asked him over to his place. How did Ryan show a growth mindset?

Suggested response

Ryan didn’t see his disability as something that should stop him making friends or playing sport. He was confident, brave and proud of his achievements.

Follow-up activity

Make a fact chart about a disabled sport from the website [Paralympic Games Sports](#)

Felicia sings

Felicia sings draws on insights from the thematic analysis. Felicia is upset by Cindy teasing her about her looks and also about auditioning in the school talent show.

Through the story Felicia works on her confidence and self-concept with her friends, teacher and family support.

Key messages

The body image key messages referred to in the Story *Felicia sings* are ‘Celebrate the diversity of our appearance’; Felicia is a tall child whose family are from the Pacific.

‘Question/analyse messages’ images in the media’; Cindy is very influenced by the media and programs such as *The voice* that denote appearance as a part of success.

‘Make no negative comments about appearance’; Cindy has teased Felicia and others before about their appearance. The story also shows the class teacher, Eve, addressing the issues through a circle time strategy that utilises restorative practice.

The self-esteem key messages Felicia works through show her how to cope with her emotions caused by Cindy teasing her. With the help of her family, friends and teacher she is able to find her confidence and she sings to the best of her ability at the talent show. Her specific self-esteem is supported and shows her how to be proud of her singing talent and her achievement at being successful in the talent show audition. Felicia also shows resilience through facing the challenge of Cindy's teasing by building her confidence to sing in the school talent show. Her friends, teacher and family supported her with this process. The stories key messages on resilience are to 'Face challenges', 'Focus on our strengths to create a growth mindset' and 'Don't be a bystander', which was demonstrated by her friend Sachika.

Felicia sings

Illustrations commissioned for the PhD by Colombian anthropologist Luz Myriam Gracia

Felicia feels excited and a bit nervous about the school talent show, she loves to sing hymns in her church choir with her older siblings each week, but this is different. She wonders if her friends feel the same. Her mum thinks it is a great idea and helps her pick the song for her solo audition.



At school that day, the girls plan to practise their songs at lunchtime. When the bell rings Felicia, Jamayla and Camille head down to the rock garden with Sachika. It is usually a quiet space so they won't be interrupted.



As they are getting organised, Cindy Lu and Hana appear.

Cindy is super confident and good at pretty much everything including singing. She also has a way of making Felicia feel very uncomfortable. Cindy has teased her before about her height and weight. Since then, Felicia has made a point of staying away from Cindy.



"What are you guys doing"? Cindy asks in a taunting kind of way.

Hana stands silently behind her. Everywhere Cindy goes, Hana like a little shadow is there too.

Sachika tells Cindy they are practising their songs for the audition for the talent show.

"Why bother?" she says. "None of you can even sing."



Felicia feels a bit sick and ignores Cindy, but Sachika is not prepared to let her get away with saying things like that. "We'll see. Felicia can sing like a bird and has had more practice than you any day," she says.

"Oh yeah?" says Cindy, glaring at Felicia. "I have lessons from the best singing teacher, Za Zaa, she won *The vocal* TV show. She says I will win it next".



Felicia wants to run, but Camille firmly holds her hand. "Go away, Cindy," says Camille.

"Oh don't worry, I am not staying around here or my ears will drop off from hearing her bad singing." Cindy turns and walks away, with Hana behind her.

Sachika tells the girls that they should take no notice of Cindy. "We will tell Eve if she causes any more trouble."

The girls sit together for the rest of lunch and practise some of the lines of their songs, but Felicia does not feel confident at all.

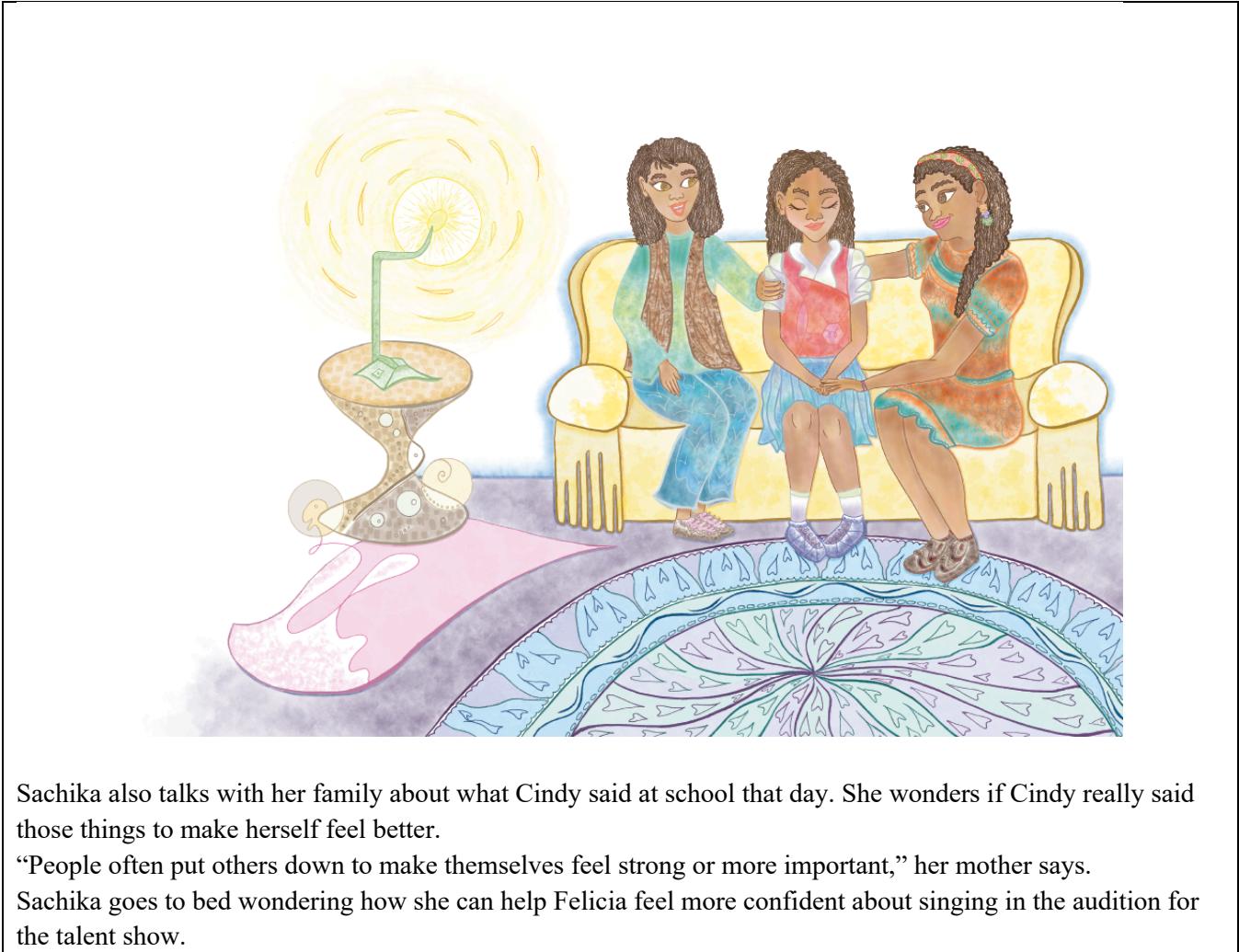


That evening Felicia's mum notices that she is unusually quiet. Felicia tells her what happened at school. Her older sister also listens to what is going on.

They suggest that she could talk to Eve, her teacher, but most importantly they tell Felicia that she needs to believe in herself. They ask Felicia how she feels when she is singing.

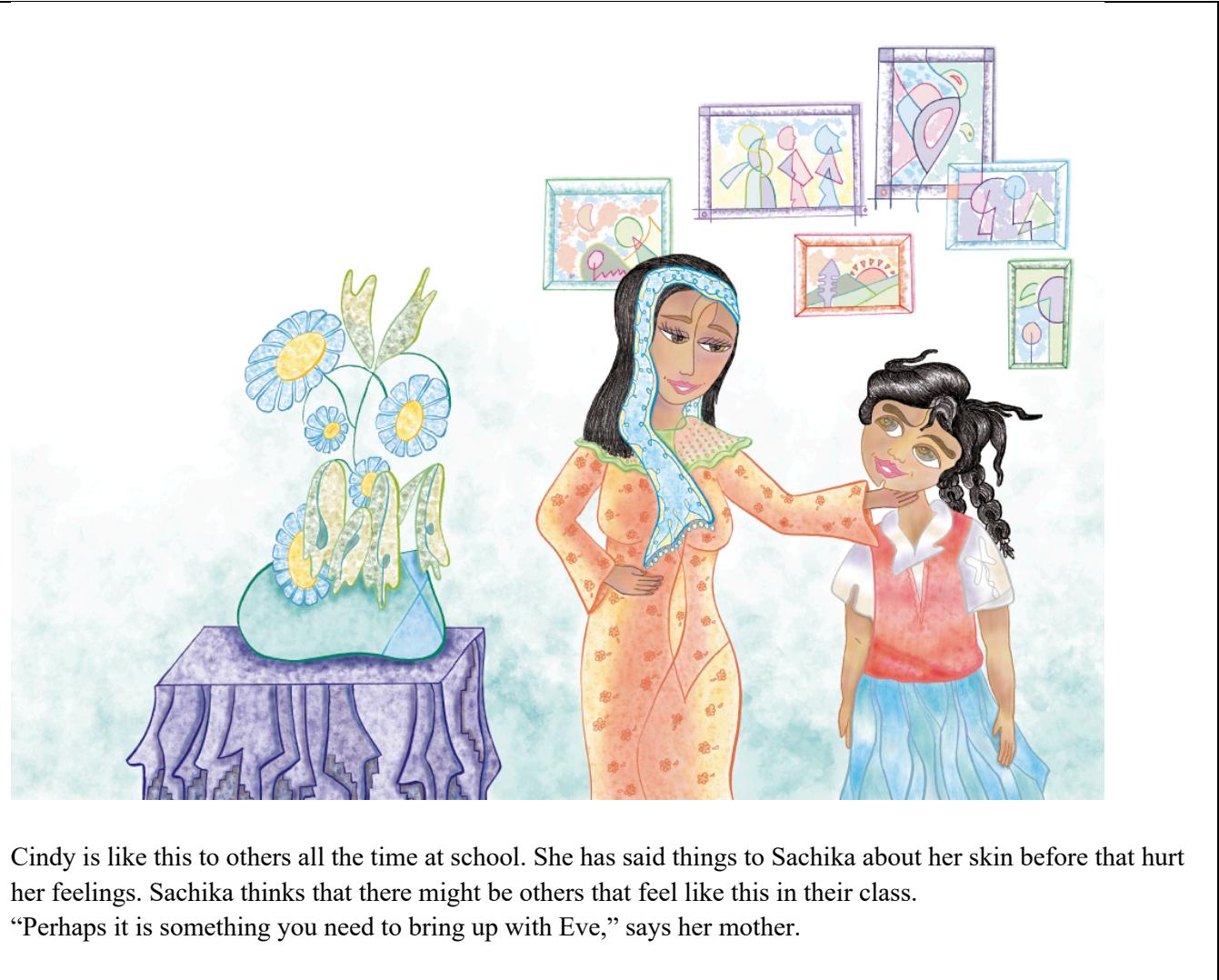
"I feel free and I feel so happy," she says.

"Well, that's all you need to know; what Cindy says does not matter when you sing and feel that way".
Felicia knows that they are right. So with that they practise her song until bedtime.



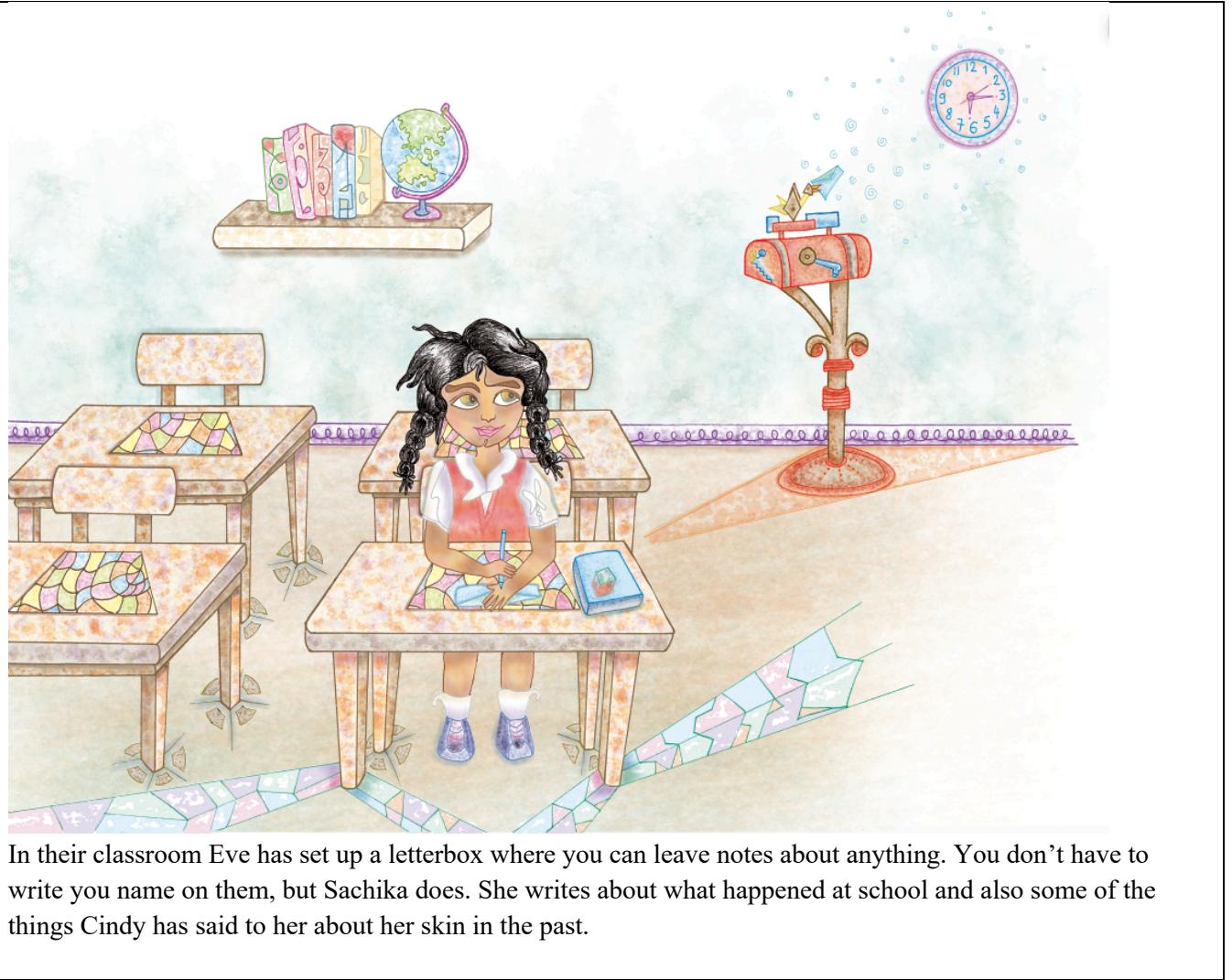
Sachika also talks with her family about what Cindy said at school that day. She wonders if Cindy really said those things to make herself feel better.

"People often put others down to make themselves feel strong or more important," her mother says. Sachika goes to bed wondering how she can help Felicia feel more confident about singing in the audition for the talent show.



Cindy is like this to others all the time at school. She has said things to Sachika about her skin before that hurt her feelings. Sachika thinks that there might be others that feel like this in their class.

“Perhaps it is something you need to bring up with Eve,” says her mother.



In their classroom Eve has set up a letterbox where you can leave notes about anything. You don't have to write your name on them, but Sachika does. She writes about what happened at school and also some of the things Cindy has said to her about her skin in the past.



Cindy Lu has a very busy life after school, today she has a swimming lesson and her tutor. Her older sister goes with her. All the way to the swimming pool, Cindy talks about how she plans to win the talent show and make her sister listen to her sing her song.

“Are you sure you can’t sing underwater, Cindy?” her sister teases.

“I’ll try,” she says as she jumps in.



Cindy never stops at anything, she wants to be the best at everything she does. Her mum is very proud of her, she says so every day and kisses her on the face.

She just has to win the talent show. Felicia could not be that good. She goes to bed a little worried that Felicia might just be a better singer.



Eve, their teacher, is in the classroom early the next morning, she has quite a bit to organise. Some of the students are preparing for the talent show and they have asked for some extra time to practise. "Good morning, Sachika, you are here early today."

"Yes, I need to talk to you about something." Sachika tells Eve about what is happening and how Cindy upset Felicia yesterday. Sachika is worried that this is going to get worse.

"Okay," says Eve. "What do you think would be a good way to solve this?"

Sachika isn't sure, then Eve suggests a circle-time session.

"Yes, that would be a good start," says Sachika.



Before the bell, Eve calls Cindy into the classroom. She asks her about what happened the day before at the rock garden.

Cindy, a bit red faced, says that she was mean to Felicia about her singing. Hana is standing behind and nods that it is true.

Eve says to her that if she hears anything else, Cindy will not be allowed to perform in the talent show. Cindy just has to win, so she agrees that she will not say anything more to any of the girls.



When she takes the morning roll Eve lets everyone know that a circle time will happen before recess. The topic is going to be ‘self-confidence’.

At the circle-time session everyone has a chance to talk about a time when they were confident. The boys have great ideas from learning to ride a bike in the skate park and taking chances at goals in the soccer team. Alice, who is a really fast runner, also mentions that she feels nervous at the start of a race but then once the gun goes off something kicks in and she runs as fast as a rabbit to the finish line. Everyone laughs.

Felicia smiles at this and Eve asks her if she has ever felt like that.

“Not with running, but definitely with singing in the choir. I always feel worried and nervous before I sing but when I start, I feel free and so happy”.

During the day, Eve gives the students who are planning to audition the extra time they asked for and keeps a watchful eye out. She places Cindy and Hana at the other end of the multipurpose room.

Sachika wonders if Eve has spoken to Cindy about it as she doesn’t go near them or tease them about their singing.

Felicia begins to feel more confident about her song for the talent show. She knows she will be nervous but also knows that when she gets started she will feel happy. So as she practises with her friends she begins to relax.

Today is the audition. Sylvia and Emily, the music and drama teachers, are in the gymnasium, which is all set up. Eve’s class are the audience and it is Felicia’s turn next.

Camille gives her hand a squeeze. “Just pretend this is the church choir, your happy place”.

Felicia’s hands are sweaty and her tummy feels queasy.

Onto the stage she goes. The music starts to play. Felicia takes a big, deep breath and feels her feet strongly on the floor. She looks out to the back of the gym. Her voice fills the entire space as she sings. It feels like seconds and she has finished her song.

Her class is cheering, even Cindy.



"Wow, Felicia really is good," Hana whispers.

Cindy buries her head in her knees and hot tears flood her eyes, what will her mum think? She knows she won't have a solo in the talent show.

Eve and Sachika clap and cheer, they know Felicia found her happy place.

Camille is on the side of the stage as Felicia comes off. "I knew you could do it. You were amazing".

Felicia has made the audition as the solo act; she is the class representative. Felicia feels so happy. "I can't wait to tell my mum". Felicia is so looking forward to the talent show next month.



Discussion questions

Felicia loved to sing, she sang with her family all the time. What do you love to do?

Suggested response

Talk with your child about their favorite interests, hobbies and skills.

Cindy had teased Felicia before and made her feel worried and sad, so much that she lost her confidence about the talent show. Do you think Cindy might be jealous of Felicia?

Suggested response

Talk with your child about how sometimes we can be jealous of what others have or can do, and this can make us act in ways that are not nice. We need to manage our emotions even when it is hard.

Cindy's singing teacher had been on a reality TV show. Do you think Cindy was influenced by her teacher's fame when she teased Felicia? What does being famous mean?

Suggested response

Talk with your child about reality TV and the key message 'Question/analyse messages' images in the media'.

Talk about how our actions can hurt other people's feelings like Cindy did.

Felicia's mum and sisters helped Felicia to keep practising. They also helped her to find her confidence and to focus on the feelings she had when she sang. How did this help Felicia? How do people in your family help you when you are lacking in confidence?

Suggested response

Felicia was able to be confident and sing her best at the audition, and got picked to sing in the talent show. Talk with your child about a time they overcame feeling scared and anxious about something they needed to do.

The teacher, Eve, did a circle-time session about self-confidence, which also helped Felicia manage her emotions. What does your school do to help your wellbeing?

Suggested response

Talk with your child about the things the school does; they will be able to share this if you are not sure.

Follow-up activity

Write a short note to Cindy reminding her to be nice to others and ‘Make no negative comments about appearance’.

The girls’ soccer team

In the Story *The girls’ soccer team*, Sachika is encouraged to begin an all-girls’ soccer team at her school. Sachika is excited at the idea but needs to seek permission from her family. Sachika has eczema and is often teased about her skin by Lachie, the school football captain. *The girls’ soccer team* draws on insights from the thematic analysis.

Key messages

The body image key messages addressed in the story are ‘Celebrate the diversity of our appearance’ and ‘Promote functional achievements of the body (things your body can do)’; the story encourages girls to participate in sport. ‘Make no negative comments about appearance’; Lachie’s behaviour towards Sachika is addressed by the school sports teacher. Sachika also has eczema, a skin condition that requires medicinal treatment.

The self-esteem key messages are addressed when Sachika learns to understand and manage her emotions in a positive way; with the help of her family, friends and teacher she stands up to Lachie’s name-calling through a restorative practice meeting. Her brother also supports her to see that her eczema, a skin condition, should not stop her from playing soccer, linking to the key message ‘Accept that you are you and that you are unique’. Her friends and teachers support her with to see how when we talk about our feelings with our friends and adults, we are able to solve problems. At the end of the story she is so proud and so happy that she started the girls’ soccer team.

The resilience attributes are considered when Sachika needs to overcome being teased and threatened by Lachie. Through the story her friends, teacher and family support her to face challenges. Her friends are also active in that they are not bystanders and are prepared to say no to others, especially if it is not the right thing to do.

The girls’ soccer team

Illustrations commissioned for the PhD by Colombian anthropologist Luz Myriam Gracia

It is lunchtime and Sachika rushes out to the playground and over to the gym to borrow a soccer ball. She knows the sooner she gets there, the more chance she has of getting one before the Grade 6s come and hog everything, including all the space in the yard. She mostly manages to get some room to play by the wall behind the shed where she practises rebounds, trapping and dribbling. She has got pretty good over the last few months.



She waits for the gym shed door to open where Joe, her physical education teacher, will pass everything over. Joe knows that Sachika liked soccer and he always encourages her to join a team. "What about a school team, Sachika, I can help get you some players and we can start from there?"

Sachika loves the idea and wonders what her parents will think, they don't even know that she wants to play. Alice has just come into the shed. She helps Joe sort all the borrowing equipment and hears them talking. "I'd play soccer, it's a good fast game."

"There you go, that makes two," says Joe. "Let's put up a sheet outside the shed and call for players."

Alice races back to the classroom before Sachika can speak: a girls' soccer team is being created.



At home that evening Sachika is feeling excited about the soccer team and the smile on her face is enough for her parents to notice.

"It's so good to see you smiling, Sachika, what is happening to make you so happy?" asks her mother. Sachika takes a breath and hopes this will go down well with her parents. No girls in her family play sport. "Oh, I am in a soccer team at school". It kind of comes out as half a whisper.



"Soccer!" her brother Aarav blurts out before her parents can say anything. "Soccer, that's awesome! I had no idea you wanted to play. I know you watch Man U with me but play! Wow!"

Her mother is silent, she looks a bit shocked. "What about your skin? All that grass will give you more rashes, it's not good for you."

"Muuum, it's eczema, and it won't stop me doing what I love," Sachika says.



"Your mother has a point, there is enough teasing now, imagine when you are in the spotlight playing sport. What will they say then?" her father adds. He looks worried.

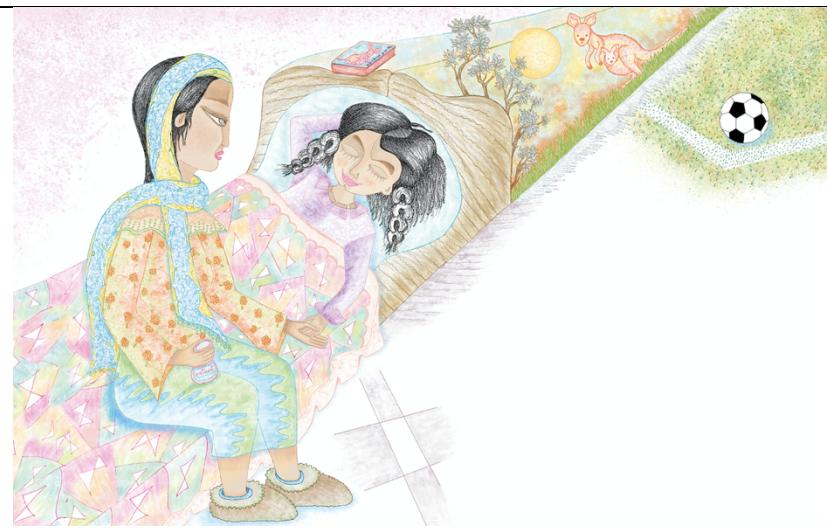
They are right, it is the boys mostly, they always tease her and call her names about her eczema. Lachie, the school footy captain, is the worst and everyone else just follows him and joins in.

Her heart sinks but then her brother says, "That's not a good reason not to play, so what if they tease you? That shouldn't stop you. Remember when you watched that movie *Bend it like Beckham*, she didn't give up, did she!"



Her parents nod, it seems that they have all quietly agreed that she can play. They finish dinner and her parents go to her auntie's house to finish off the arrangements for her cousin's wedding.

As she is preparing to go to bed and putting her ointment on her eczema, she imagines her and her team playing soccer.



The smile comes back to her face as she thinks about playing with a team. She has a plan: if they tease me, I will tell Eve and Joe. Alice is with her and her other friends will be there. The girls' soccer team is about to become a reality.

The next day at school she wanders into the yard. It is early, a few younger students are playing on the adventure playground squealing as they slide down the slide. She feels a push from behind, turns and there is Lachie, right up in her face.

"Soccer team hey?" he sniggers. "Yeah right, itichyscratchy, not on my ground you're not!"

His hot breath goes all over her face and she loses her balance and falls when he pushes her and storms off. Tears sting her eyes as she gets up, brushing off the gravel from her knees.



Camille, her friend, comes over with her older brother, Fetu. He is a rugby player. He is big, strong and has a bit of a temper. "Did I see what I think I just saw?" asks Camille.

"Yep, he's at it again, teasing me about my skin."

"What else did he say?" asks Fetu.

"Oh, just some stuff about the girls' soccer team and not using the oval. We haven't even started playing yet".

"Right, that's it, he doesn't own the school." Fetu heads off towards the sports shed, he knows that Joe will be in there sorting out the equipment for the interschool sports next week.

Fetu is big and strong, he won at shotput and discus in the zone finals last year. He is sick of Lachie and his mates taking all the oval, he will tell Joe. Something needs to be done about it.

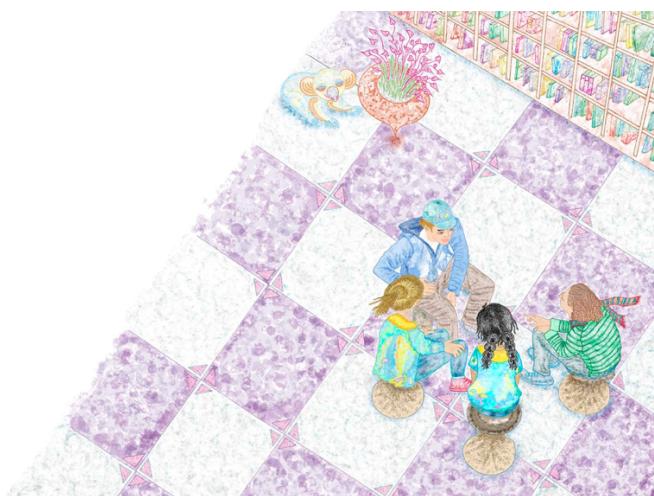
Joe knows what Lachie is like, he has talked to him before about this sort of thing.

He has two things to deal with, the teasing and possession of the school oval.

First, he asks Sachika if she would like to be there when he speaks to Lachie. "It would be good if you were, then he will need to be accountable for his actions".

She agrees if she can have a friend with her.

Camille and Alice come along, where they meet in Joe's office. He asks for them both to speak about what took place that morning.



Lachie is irritated that he has to own up to his behaviour, but he does and he apologises for teasing Sachika about her skin.

Then Joe asks him to solve the issue about the use of the oval.

"I dunno, girls can't play soccer and they shouldn't have the oval when we have it to play AFL footy! We already have to share it with touch rugby. Maybe they could they use the gym or something, like indoor soccer, my neighbour plays that. Or if they have to use the oval, could they have it at recess, we could do drills up the back instead?"

Joe asks Sachika what she thinks of the two options.

Sachika and Alice think that the gym for the girls' soccer team would work well.

"Well indoor might be good, it's a smaller space, we'd need fewer per side and we won't have to have to run after the ball when it's out of play". Sachika also thinks about how playing indoors would be less irritating for her skin. It is a really good option.



"With more teams now in place, we could plan a round robin so that all the girls have a turn".
She thanks Joe and slips out the door past Lachie and rushes to tell the rest of the team the good news.
Camille goes to find Fetu to let him know.

As the weeks go by the indoor soccer matches are really popular and the girls are cheered on by the other kids and teachers. Sachika is so happy and her parents are so proud; thanks to her brother they have given her indoor soccer shoes and her own football for her birthday last week.
The teasing has finally stopped too. Her life is so much better.



One lunchtime Lachie appears at the door and comes in for a look. He stands next to Joe, who is keeping a watch on everything.

"Sachika is pretty good and Alice is so fast they make a good team".

Joe smiles. "Nice to see that you are supporting the team, Lachie."

"Yeah I was wrong, girls can play soccer".



Discussion questions

Sachika had a skin condition called eczema, it made her skin itchy and red. Do you or anyone you know have a condition like this that affects their health?

Suggested response

Talk with your child about their/others' allergies, conditions.

Lachie teased Sachika and called her names. How did this make Sachika feel?

Have you been teased before about your looks?

Suggested response

It is not okay to be teased about your looks, no-one should make negative comments about appearance. This can cause poor body image. We need to know that our looks and our bodies are diverse and unique.

Sachika wanted to play soccer but didn't tell anyone about it. Her sports teacher encouraged her to play. Do you have talents and interests that you love to do or would like to try?

Suggested response

Talk with your child about the things they enjoy and ask them what they would like to try.

Sachika's parents were worried about her playing soccer and getting hurt because of her skin. Her brother supported her. How did Sachika feel when her parents agreed?

Suggested response

Sachika was very excited, she had a plan if she got teased again.

Fetu helped Sachika by telling Joe that Lachie had teased her. Joe talked to Lachie and Sachika about the problem and Lachie's attitude. How did Fetu's actions help the situation?

Suggested response

Fetu was not a bystander, he went to get help by telling an adult. Sachika also faced the challenge of talking with Joe and Lachie about the problem they were having.

Follow-up activity

Create a list of words that describe how you are unique:

My culture is ...

My language is/are ...

My skin colour is ...

My eye colour is ...

My hair is ...
The things I love to do are ...

Alice running free

Alice running free was created through drawing on insights from the thematic analysis. The Story explores what happens when Alice is injured and unable to play sport. She begins to spend more time with her cousins, who dress her up and put make-up on her. A problem occurs when some photos of Alice are posted on social media. Alice's mum helps her to work through the situation.

Key messages

The body image key messages addressed in the story are 'Celebrate the diversity of our appearance', 'Promote functional achievements of the body (things your body can do)', 'Question/analyse messages' images in the media' and 'Make no negative comments about appearance'.

The self-esteem aspects of *Alice running free* show how Alice identifies her feelings, first that she is upset that she can't play sport because she is injured and second when her cousins post photos of her on Facebook without her consent. Alice does not feel comfortable that all the likes and comments on her photos are made by people she doesn't know. Through talking to her mum, Alice is able to work through the problems. Her mother also supports her in seeing that she is unique and how her skills and talents are what she needs to focus on as well as her recovery.

The resilience aspects of *Alice running free* drawing are considered when she feels uncomfortable about her cousin posting a photo of her on social media and also how she needs to cope while not being able to play sport due to an injury. 'Face challenges' and 'Be prepared to say no to others, especially if it is not the right thing to do' are supported through the discussion prompts.

Alice running free

Alice is finishing up after her school track training session with her coach. Her legs are sore again. She is trying to stretch them out; she rubs below her knees and the front of her thighs. As she is pulling her spikes off, her coach comes over and suggests that she take the next few days off training to rest.
"You might need to go to the doctor, Alice. This has been happening for a while now".

"Okay, I will," says Alice but she has no intention of going to the doctor's, it might mean no more training. If she couldn't run and play soccer that would be the worst thing ever for her.

Alice makes it home but the pain in her knees is so bad that she can hardly walk. She slips in the back door so that her mum won't see her.

"Is that you, Alice"?

"Yes, Ma, it's me".

"Okay, have a shower, dinner will be ready soon".

Alice limps into the bathroom trying not to wince so that her mum won't hear her.

Her brother comes out of the loungeroom and sees her. He yells, "Ma, Alice is limping".

"Oh no, Alice, what's happened"?

Alice can't help it, she starts crying. "My knees are so sore, Ma".

Her mum helps her into the shower and goes to call the doctor's to make an appointment.

Alice doesn't sleep well that night, the pain keeps her awake and she is very worried about what the doctor will say tomorrow, plus she is missing a school day and the girls' soccer team is having a practice match at lunchtime. She feels like she is letting the team down.

Dr Grant asks Alice lots of questions about her physical activities. He tells her that she is having a growth spurt and her bones are growing at a faster rate than her muscles. He insists that she is not to do any running training or team sports at all for three to four weeks and that she needs to come back after that for a physiotherapy referral.

Alice does not feel good at all about this, what will she do without playing sport for so long? She bites her lip to stop herself from crying. Her mum hugs her and reassures her that everything will be okay; once she goes to the physiotherapist, she will be good as gold in no time.

"Let's stop off at the hobby shop on the way home and pick up some crafty projects to do".

Alice loves going there, there are always lots of ideas: paints, fabric and wool.

That evening she messages Sachika to see how the practice match went and to tell her about what the doctor said. Sachika is sad for Alice but reminds her that she needs to rest and get better before anything else. She also mentions that it is school holidays soon anyway so that will give her plenty of time to get better before the soccer finals next term.

Word travels fast and before she knows it all the girls in their group chat are sending her well wishes. She feels better and a bit tired after not sleeping well the night before.

One afternoon, Alice is scrolling through the internet and watching videos. She hasn't really watched internet videos much, although her older girl cousins do all the time, but because she isn't as busy with her sports schedule, she is a bit bored and looking for things to do. She comes across a beauty influencer; she is so beautiful. She has dark brown hair, brown skin and big brown eyes, just like Alice. She watches the video; the girl is talking about how she applies her makeup and curls her hair.

Alice is looking at herself in the mirror and copying how the girl was doing the poses. She takes a few selfies and sends them to her cousins.

Her cousin Cinthia responds straight away. "Wow girl, you look gorgeous, so grown-up. Maybe I can come around and put make up on you and do your hair?"

"Sure, yes please, I am so bored".

Soon after, Cinthia comes with Cathy and they set up the bathroom like a salon. After they have finished doing her hair and makeup, Cathy finds a dress in her bag and a pair of Alice's mum's high heels. They are giggling and laughing, watching Alice strut down the hallway to their favourite rap music.

Alice's mum, hearing all the noise, comes out of the kitchen. "You be careful, Alice, you're resting, remember!".

"Sure, Mum. I'll take them off".

They go into her bedroom and fall onto her bed laughing. They take lots of photos with their phones.

Alice is having so much fun. "Come to our place tomorrow and we can do it again".

Later that evening Cathy texts her and tells her how she has heaps of likes on her photos on social media. Alice doesn't have a social profile; she isn't allowed to. She feels a bit worried but excited to see them when she goes over later that day.

The girls are giggling and singing in the bedroom and when she walks in, they cheer and quickly show her all the likes and comments she has. Alice looks through the photos, she doesn't even know the people who are posting comments about her. It feels a bit strange that they are saying how beautiful she is. There are also a few comments that make her feel sad, saying she is ugly and a try-hard. Her cousins tell her to take no notice of them, they're just haters.

Alice decides to go home, maybe this isn't such a good idea. She tells her mum about the social media photos and how she is feeling about it all. Her mum is mad that they did that without permission. She explains to Alice that she needs to provide consent about anything that is posted on social media by anyone else and she is going to talk to Aunty about it. She also tells Alice that no-one has the right to make negative comments about how you look. Teasing anyone about looks and weight is not okay; we are all unique and that's what makes us special.

Alice thinks about her friend Sachika, who has eczema and lots of people at school tease her about it. It makes Sachika really sad. She agrees with her mum and next time she hears someone tease Sachika she is going to step in and tell them to stop.

"Alice, the school holidays are also over soon. When school starts you will have less time with your cousins. Your doctor's appointment is tomorrow; we will be able to get into the physiotherapist to begin your return back to training," says her mum.

Her running coach has been calling each week to see how she is going. Alice is feeling very excited. Oh, wow she can't wait to get back to it. She realises that hair and makeup is fun, but her love for sports and running is more important to her than what she looks like wearing makeup. Nothing beats the feeling of running on the track with the wind in her face and everything flying past her at the speed of light.

Discussion questions

The doctor told Alice that she needed to rest from all physical activity for a month. Alice was really upset about this because she loved running and playing sports. How did her mum help her?

Suggested response

Alice was in a lot of pain and didn't want her mum to know. The doctor told her she needed to rest and she was upset. By talking about her feelings with her mum, her mum helped her understand and manage her emotions in a positive way. She also took her to the hobby shop to get some other activities to do.

Alice started watching makeup tutorials on the internet and copying what the girls were doing. She sent selfies to her cousins. How did social the media influencer affect her behaviour?

Suggested response

Because she was bored, she was looking for things to do. The internet videos influenced Alice to wear makeup and look a certain way. She hadn't done this before because she was usually busy playing sports and track running.

Alice had fun with her cousins, but what happened to make Alice a bit worried and her mother upset?

Suggested response

Alice was worried about her photos being shared on social media. She told her mum about it and her mum explained about consent and also that no-one has the right to make negative comments about our appearance. This can create a negative body image, which is not good.

Has anyone ever said negative comments about your appearance? How did this make you feel?

Suggested response

Give your child some time to think about anything that may have happened to them. This may be new information to you, so allow them to speak freely and recount what happened. *If your child or you are distressed, you can seek further support from the Kids Helpline and Lifeline straight away.*

It was good that Alice was able to talk to her mum about what happened with the social media photos. Who do you have in your life that you can talk to if you have a problem like this?

Suggested response

Talk with your child about the adults they have in their life: family, teachers and community members. Remind them that they need to be prepared to say no to others, especially if it is not the right thing to do.

Follow-up activity

Alice was very happy to be able to get back to sports activities after her physiotherapy sessions. Write Alice some positive affirmations about her recovery ...

Examples

YOU CAN DO IT / DON'T GIVE UP / DO WHAT YOU LOVE

Camille's birthday party

It's Camille's birthday and she invites all her friends to a pool party at the local pool.

Everyone is excited. Camille is tall and strong, but she is a bit worried about wearing her swimsuit – her mum talks with her about how she feels. At the party her brother Fetu does a high jump into the water and makes a big splash. Some kids from another school start laughing and teasing him. Aleksander stands up for Fetu by not being a bystander. Camille sees her friends having so much fun, she soon forgets about being worried about how she looks.

Key messages

Camille's birthday party incorporates the body image key messages 'Celebrate the diversity of our appearance', 'Promote functional achievements of the body (things your body can do)' and 'Make no negative comments about appearance'. Camille talks to her mum about her concerns about wearing her swimsuit at the pool. Her brother Fetu is then teased about the big splash he makes when he jumps in, but Aleksander stands up for Fetu by not being a bystander. The story shows how we can support our friends and also that our family and other adults are able to help us solve our problems.

In *Camille's birthday party* specific self-esteem attributes are drawn out in the story when Camille notices that she is having so much fun, she has forgotten to be worried about how she looks in her swimsuit. Her friends also model self-confidence such as the Muslim girls who proudly wear their burkinis and are too excited to get into the water to

worry about what they look like. The key messages ‘Talk about our feelings with our friends and adults’, ‘Understand and manage our emotions in a positive way’ and ‘Accept that you are you and that you are unique’ are explored through Camille and her brother’s Samoan cultural background.

The attributes of resilience are explored through the need for Camille to face the challenge of not wanting to wear her swimsuit at the pool, then with the situation where her brother is teased by some boys about the splash he makes when he jumps in and Aleksander models the process of not being a bystander.

Camille’s birthday party

It’s Camille’s birthday and she has invited everyone in the class to a pool party at the local swimming pool. Everyone is so excited that Eve has a hard time keeping them focused on their learning during the day. When the bell goes for the end of the school, she wishes them all a good time. “Make sure you put on sunscreen, everyone, and be careful in the water”.

“Yes, Eve, we will”.

“Can you come too Eve?” asks Camille.

“I’ll see what time our meeting ends, I might just pop in for a little while”.

“Okay, that would be great”.

Camille and Felicia head out of the school grounds and set off in the direction of the local swimming pool. Camille’s mum is already there organising the party food with the canteen manager. “Is it that time already?” says her mum when she sees them coming.

“The birthday girl has arrived!” cheers her dad.

Camille rushes over to her mum and dad and they wish her a happy birthday. Her little sisters are hanging off their dad’s shoulders like they always do. They sing *Happy birthday* to her at the top of their voices. Camille blushes and tries to shush them.

“Go and get changed, girls, the others will start coming soon, and remember what we talked about this morning, Camille”.

“Have you seen Fetu”? asks her dad.

“Yeah he was shooting hoops at school with the other Grade 6s when we left, he said he was coming soon”.

Camille and Felicia head to the changing rooms.

“What was your mum talking to you about this morning, Cam?”

“Oh … well,” Camille stammers …

Camille is tall and strong, and she is worried about showing her body at the swimming pool. She has talked to her mum about it. When she explains what happened to Felicia, Felicia then tells her how she feels the same but she loves being in the water so much that she can’t imagine not going swimming. She has a good point, thinks Camille, being in the water is just so much fun, but she is just so worried about someone saying mean things to her about her body she almost wants to cancel the party. She tells Felicia how her mum said to her that she needs to remember how much she loves swimming and that all our bodies are unique and different. She also told her that she should be very proud of her culture and the way she looks.

“Our families come from Samoa and we are the warriors of the seas,” she says to Felicia.

Her mum reminded Camille of a movie they had watched together a while ago and how the character was a brave Islander girl just like her. Her mum said to her, “Wear your swimming suit with confidence and be proud of yourself”.

Felicia agrees and says, “Come on, let’s get changed and have the best birthday party ever!”

As the girls come out of the changing rooms, they meet up with Sachika and Jayamala, who are giggling at each other while trying to put their goggles on. Felicia and Camille put their belongings up on the benches and sit along side each other. They can see Cindy and Hana arriving. Cindy is wearing big red sunglasses and a bright yellow bikini. She saunters along the poolside dipping her toes into the water, her towel over one shoulder. Hana is carrying both their bags. As they come over Cindy tells Hana to put their bags up on the bench and she sits down beside Jayamala, crossing her legs and flicking her hair like a movie star. “I love pool parties; they are just my favourite thing in the whole world”.

Camille smiles at her.

“Oh, how could I forget. Hana, go back up to the bench and get Camille’s present”.

Camille’s mum takes all the gifts back into the eating area. More friends are arriving and Camille has stopped thinking about how she looks in her swimsuit. Aisha and Asal dash over to her and wish her a happy birthday, she is so happy they came along. Aisha and Asal are both wearing burkini swimsuits that have long sleeves and a hood that covers their hair. They dance around the others excitedly.

“When are we jumping in?” asks Aisha.

“Good question,” laughs Alice.

“Well, what are we waiting for, let’s go …”.

With that the group gets into the pool and starts splashing around. The water is warm, the sun is shining and everyone is so happy.

Noah helps Max up onto a surf mat, Max is wearing his snorkel and mask. Lying on his stomach, he puts his face the water. He can see Jayamala swimming below, trying to pick up the pool rings that landed on the bottom of the pool. Noah cheers as she surfaces with 3 of them in her hands.

Then Camille’s brother Fetu does a massive jump into the water, making a huge splash. Camille’s friends are laughing, enjoying the fun.

Some nearby kids from another school start laughing and teasing Fetu.

“Was that a whale? ...”

“Whoa there’s no water for everyone else now”.

“Yeah big fatty boy”.

The lifeguard hears the boys and blows his whistle and waves at them to get out. The boys are told to sit on the bench and that their behaviour is against the pool rules.

What the boys said to Fetu has made him upset. Fetu is strong and much taller than the other boys in his class. He gets out, grabs his towel and goes towards the canteen to his dad. Lachie goes after Fetu.

Aleksandar calls out to the mean boys. “Hey, you shouldn’t say that to our friend. It’s not okay to call people names”.

The boy who was name-calling mumbles a sorry. When the lifeguard says they can go, they head over to the other pool area.

When Lachie gets to the canteen Fetu is telling his dad what had happened.

Lachie tells Fetu that he shouldn’t let those boys get to him because he is big and strong, and he is a great rugby player ... and how his splash was the greatest ever.

Fetu smiles and his dad laughs. “See, Fetu? Lachie is right. Our sizes and shapes are all different and unique”. “Thanks for checking on me, Lachie”.

The rest of the friends come into the canteen to eat the food and sing *Happy birthday* to Camille. Eve has arrived after her school meeting and she takes lots of photos of the class. They cut the birthday cake and Camille opens her presents.

It is time for the last swim of the afternoon.

“Come on, Fetu … Do your biggest splash ever!” calls Lachie as he heads for the deep end of the pool. Fetu goes after him, happy to get back into the water.

It is starting to get dark and her friends’ parents are coming to pick them up.

“Thank you for inviting me, Camille,” says Max.

“Oh that’s okay.” She hands him a party bag filled with treats and a piece of birthday cake.

“Take another one for your baby sister.” Camille’s mum puts it into his Pokémon backpack.

Camille is feeling very cheerful, she has had such a great party. Her friends and family are just the best.

“Thanks for a great party, Mum and Dad”.

“We are very proud of you, Camille, you faced a challenge today”. They hug her.

She smiles, there she is still in her swimsuit, she hasn’t thought about it all the whole time.

Camille tickles her sisters, their faces are sticky from all the birthday cake.

Discussion questions

Camille was worried about someone teasing her when she was wearing her swimsuit. It was so worrying she wanted to cancel her party. How did her mum help her?

Suggested response

By talking about her feelings with her mum, her mum helped her understand and manage her emotions in a positive way. She reminded her about her Samoan culture and how they are the warriors of the sea.

Aisha and Asal were wearing burkinis, a swimsuit that has long sleeves and a hood. The girls were not worried about how they looked. Why do you think they weren’t worried?

Suggested response

Aisha and Asal wore burkinis because they were Muslim and keep their hair covered for religious reasons.

They were not worried about what others thought and they were so happy to be able to have fun with their friends. They were confident and celebrated the diversity of our appearance.

Has anyone ever said negative comments about your or your friends’ appearance? How did this make you/them feel?

Do you think you could be like Aleksander and intervene when someone is being mean to your friend?

Suggested response

Give your child some time to think about anything that may have happened to them or someone else. Talk about the need to get help when they or someone else is being teased or hurt. This may be new information to you, so allow them to speak freely and recount what happened. If your child or you are distressed, you can seek further support from the Kids Helpline and Lifeline straight away.

It was good that Camille was able to talk to her mum about how she was feeling.

Who do you have in your life that you can talk to if you have thoughts like this?

Suggested response

Talk with your child about the adults they have in their life: family, teachers and community members. Remind them that they need to be prepared to say no to others, especially if it is not the right thing to do.

Follow-up activity

Sometimes we need to be more confident about ourselves. Can you think of times when you need to be confident and face a challenge? It could be when you are in a competition, doing a performance or even having to talk in front of the class. Draw a picture of you doing this and being/feeling super confident. Think of this picture next time this situation comes up.

Noah and the love bank

Eve sets the class some homework where they need to think about all the ways they help out at home with their family. Noah doesn't realise how much he helps until he talks to his parents and stops to think about it. Then Eve asks them to think about ways they might make the wrong choice or action and how this makes them feel. The love bank is a way to describe how sometimes when we make mistakes the love bank balance goes down, but we are always still loved.

Key messages

The key messages addressed in this story consider self-esteem and resilience. The self-esteem messages are extended through the story and address 'Talk about our feelings with our friends and adults', 'Understand and manage our emotions in a positive way', 'Be proud of our achievements' and 'Focus on our strengths, not our weaknesses'. Resilience is initiated through the opportunity to 'Face challenges' and 'Focus on our strengths to create a growth mindset'.

Noah and the love bank

Noah's mum is waiting for him on the grassy nature strip by the car after school, she has the back door open. His little brother Samuel is standing on the back seat waving at him through the car window. His mum hugs him and asks how his day at school was.

"Pretty good, I have some homework to do," says Noah.

"Oh, really, what is it?" asks his mum.

Eve has read a book to them at school today, it was all being kind and helping others. She has asked them to come back to school tomorrow and share two ways that they helped someone.

Noah's mum smiles. "Well that's good homework, Noah, let's see what we can come up with". She clips his brother back into the car seat and drives towards the shops. "We need to stop and get a few things for dinner before we go home".

Samuel is drinking from his bottle; he still isn't quite strong enough to hold it himself, especially if he is tired. So Noah holds the bottle for him, then wipes his mouth with a cloth when some of it dribbles down his chin. They arrive at the car park. He gets out of the car and opens the car boot. He lifts out the stroller, sets it up and holds it steady while his mum puts Samuel in. Then he goes around to the other side of the car and gets his mum's bag for her and checks that all the doors are locked.

As they enter the supermarket, Noah takes the trolley while his mum pushes Samuel and they head to the fresh fruit and vegetables section. His mum asks him to pick six of the nicest tomatoes and a punnet of strawberries. He places them into the trolley. Once they are finished getting all the groceries, he helps put them onto the conveyor belt and then into the bags once his mum has paid.

When they get home, Noah puts all the groceries away and goes and gets changed out of his school clothes. His mum is giving his brother a bath. Noah hears his dad's car pull into the driveway. He runs outside and asks him if they could play a game after dinner.

"Sure, Noah, once you have done your homework".

Noah has completely forgotten about his kindness tasks. "Oh no ... I have to do something helpful." His dad laughs. "Well I can see some washing on the line. How about we go and bring it in?" He and his dad take the clothes basket outside and they carefully fold the washing into the basket. They can hear Samuel crying.

"I'll go in and help Mum with Samuel, you finish off here," says his dad.

Noah can smell the dinner cooking; he and his mum are talking about their day and Samuel is crawling around his dad's legs trying to climb up. He isn't quite walking yet but he is close. Noah takes the knives, forks and glasses and puts them on the table.

As they are eating, his mum asks about his homework. "So Noah, how do you think you helped today?"

"Well ... I have one thing, I brought the clothes in with Dad."

"Hmm," his mum smiles. "I can suggest lots of things, Noah. You really are so kind and helpful".

His dad agrees. "You always help Samuel, Mum and me. In fact, I don't think you realise how much you help us".

Noah thinks a bit more about today and he recalls how he helped Samuel in the car, his mum in the supermarket, his dad with the clothes and he had also set the table. "Yes, I guess I do".

"So that means we can have now a game of totem tennis," says his dad.

"Oh yeah, great!" Noah rushes outside and finds the small racquets.

His mum sits on the back steps and keeps score. Samuel laughs and claps his hands.

The next day at school Eve asks everyone to share how they were kind and helped out at home. Noah shares how he was helpful to his parents and Samuel. The others shared lots of ways that they helped out too. Eve then asks them to think about how they feel when they are helpful.

Noah explains how it makes him feel happy and part of a family. "It's a way to share our love for each other. It also means that I matter and I am important to my family".

"Yes, that's great. I agree, Noah," says Eve.

Then Eve explains how sometimes we can get tired and upset and not be kind to others, and how this can be at school or at home. We might say things that are hurtful and act in ways that make others upset. Our parents can get disappointed and mad when we do this. "Has this happened to anyone? Have a think about it".

The class goes into thinking mode for two minutes. Then Eve asks the question again. Everyone puts their hands up that they can remember a time when they were in trouble for something they said or the way they acted. "How did this make you feel"? asks Eve

"It made me really sad, I stayed in my room for hours. My mum was really mad at me for being mean to my sisters," says Camille.

"Yes, Camille, this is a good example and it happens to all of us, sometimes we can do the wrong thing and make the wrong choice".

Some of the others share times when they were mean to their siblings or misbehaved at home.

Aleksander shares how once he pulled out one of the plants in the garden because his dad said he wasn't allowed to go a friend's birthday party. That made things a lot worse and his dad was so upset with him, he took him to the garden centre to buy a new plant with his birthday money.

Alice remembers a time when she cut her brother's hair with the scissors. Her mum was not happy at all and because of her behaviour she wasn't allowed to have the dress she wanted.

Max shares a time when he let the dog out after his mum told him not to and all the washing was pulled off the line.

"When things like this happen it doesn't feel good, does it? But does it mean that your parents don't love you anymore?" asks Eve.

"No, not at all," says Sachika. "My dad tells me about the love bank. He says the love bank is always full, but it drains a bit when I have done something wrong, like when I forgot to feed my dog Pippi, but then when I do

something good and helpful like help my mum with the cooking on the weekend, the love bank balance goes back up”.

Eve smiles. “A love bank is such a fantastic way to explain it, Sachika”.

Alice giggles. “Can I make a poster of the love bank with all the ways I help others in it and then add some of the other love bank drainers on the outside?”

“That’s a great idea, Alice,” Eve agrees.

Then Eve talks through a few other tasks she has planned about sharing the way we help others.

They spend the rest of the session creating posters, writing letters and making things.

When Noah gets home from school that day, he shows his mum the love bank poster he created and his mum tells him to put it on the fridge as a reminder of all the ways he helps out with his family. He holds Samuel up so he can see all the ways he helps. Samuel giggles and waves his arms.

Discussion questions

Noah helped his mum, dad and brother in lots of ways in this story. How do you help out with your family?

Suggested response

Talk with your child about the ways they help out at home. This can include chores, words of encouragement and joining in with activities.

Noah didn’t actually realise that he helped so much, and his mum and dad needed to point out all the things he did out to him. Why do you think this happened?

Suggested response

Noah just did it as a part of the family. He didn’t really think about it as helping.

Noah’s class had a helping activity to do at school the next day. One of the activities was to create a love bank. A love bank is like an imaginary bank where the balance goes up and down when you act in good ways and bad ways. What are some of the things you do that change the balance of your love bank?

Suggested response

Talk with your child about when they act in good ways and bad ways. This is a calm conversation where your child can openly talk about their behaviour at home. Be supportive and focus on their strengths as well as their weaknesses.

Follow-up activity

Design your love bank and add all the things you can think of that send your love bank balance right to the top.

Study buddies

Jaymayla loves to dance and read books, she is really good at spelling, but she doesn’t like learning maths at all and likes the weekly times table challenge even less. Jaymayla talks to her grandmother, who tells her not to worry. One afternoon Sachika and Jayamala come up with a plan to help each other and they become successful study buddies.

Key messages

The body image aspects of this story are focused on ‘Promote functional achievements of the body (things your body can do)’.

Self-esteem supports discussion on the children making connections to ‘Understand and manage our emotions in a positive way’, ‘Talk about our feelings with our friends and adults’, ‘Be proud of our achievements’, ‘Focus on our strengths, not our weaknesses’ and ‘Accept that you are you and that you are unique’.

Resilience allows for interaction and understanding the need to ‘Be responsible for ourselves’, ‘Face challenges’ and ‘Focus on our strengths to create a growth mindset to rebound from setbacks (cope with ups and downs)’.

Study buddies

Jaymayla is not the fastest runner and she often drops the ball when her friends throw it to her at basketball practice. The ball bounces away and the other team players take it. She is also not the best in the class times tables challenge and usually goes out in the first round of the game that Eve has each week. Sometimes not being good at the things her friends do makes her feel a bit sad and gets her mood down. When she arrives home from school, she tells her grandma about her school day and the times tables challenge. Her grandmother tells her not to worry. “Jaymayla,” she says as she holds her face in her soft warm hands, “you have your whole life ahead of you, you can get better at all of those things if you want to just by practising, but the most important thing of all is to do what makes you happy”. She kisses her on the forehead and tells her to go and get changed out of her school clothes. Jaymayla feels better, she knows her family loves her just as she is. Jaymayla also knows what she is good at. She loves reading, her most favourite thing is to get lost in a book where the characters have adventures and solve mysteries. She has loads of her own books in her bedroom that her family buys her as rewards for her achievements. She also always has a library book in her bag just in case she has some time in class to read. Another thing that Jaymayla loves to do is dance; she puts her favourite music on, it fills the room and she feels so happy and bright as it plays. She dances by herself; she likes the way her body feels when she turns and spins to the music on her toes and her plaits fly in the air. She makes funny faces at herself in the mirror, giggling as she looks back at herself. Somtimes her older sister comes in. “Turn that music down, Jaymayla, I can’t think.” “Not until you dance with me.” Jaymayla grabs her hands and drags her into the middle of the bedroom and they dance and dance, waving their hands, moving their hips and feet. Laughing and singing to the music. It’s so much fun and it helps Jaymayla feel better about herself, she stops thinking about what she is not good at after a such a happy dance. Her sisters hugs her. “I have to go and do my homework now”. She turns the music down as she leaves. Jaymayla goes outside in the sunshine and grabs her purple hula-hoop. Once she gets it spinning, she counts all the times it swoops around her body without touching the ground. She has got really good at it over the last few months. Sometimes her brother tries to do it but he’s not very good. “That’s why I play cricket” he says as he bowls a tennis ball into the back fence where he has painted a set of wickets. Her brother loves cricket so much, he wants to play for Australia when he grows up. “Out!” he calls to the imaginary batsman. Jaymayla wonders what she will do when she grows up. Maybe I’ll be a famous hula-hooper, she smiles to herself as the hula-hoop swirls around her hips. The next day Sachika comes to her place after school and they go to the park across the road and swing on the swings. They have a competition to see who can get the highest. Jaymayla loves the feeling in her tummy when the swing flies up, then shifts direction, and on the way down that whooshing feeling makes her laugh. Then they climb onto the wooden structure and pretend to be adventurers looking for magical lands. They traverse

across the monkey bars, run along the tree logs, their arms outstretched to keep balance and finish on the see-saw, up and down they go – they have so much fun.

Once they're tired, they make their way back to the house for a rest. They talk about the day at school.

Jaymayla tells Sachika about how she feels when she is not the best at something.

Sachika agrees and shares how she feels when they are writing about something. "I make so many spelling mistakes in my work. Eve tells me to practise more".

"Yes, that's what Grandma says. Maybe I can help you with spelling and you can help me with times tables". The girls shake hands and set up a plan to practise together. They plan to spend 30 minutes revising the times tables and Sachika creates some games and challenges for Jaymayla. Then Jaymayla sets the spelling practice for another 30 minutes using the words they are learning at school.

"This is like being study buddies; when we both get better at our areas, we can have a party to celebrate our learning," says Jaymayla.

"Oh yes, that's a great idea!" laughs Sachika.

Jaymayla and Sachika soon realise that everyone has things they are not good at and that it shouldn't make them feel bad. They need to celebrate their strengths; enjoy the things they can do and practise the things they are not so good at yet.

Over the next few weeks, the girls work hard. Eve notices an improvement in both of the girls' learning.

Sachika is getting more words right in the spelling bee and Jaymayla makes it to the 3rd round of the weekly times tables challenge. They tell Eve what they have been doing as study buddies. She is very pleased and congratulates them on their effort.

Jaymayla's grandmother is also very happy. "Let's arrange that party for you both."

Jaymayla dances into her bedroom saying the 8 times tables as she goes.

Discussion prompts

Jaymayla loved to dance, she loved the way her body could move to the music.

What do you do with your body that makes you feel happy and have fun?

Suggested response

Talk with your child about the things they like to do when they are active or creative: swimming/bike riding/making things.

Jaymayla was worried about not being good at maths, she was not good at her times tables and this made her feel a bit sad. What did Sachika do to help?

Suggested response

She talked with her grandmother. Her friend Sachika and her got together and helped each other. They practised the things they needed to get better at.

We all have different talents and things we like to do. What is something that you have learnt and improved at by practising?

Suggested response

Talk with your child about a skill they have learnt such as a new language, reading, learning to ride a bike or swim.

By working with Sachika, Jaymayla learnt her times tables and became much more confident and improved in the weekly challenge at school. Jaymayla used a growth mindset and did not give up. Is there something that you would like to improve at? How can you work out this by using a growth mindset?

Suggested response

Talk with your child about something they can set goals and make improvements with and also think of someone who can help them achieve this goal.

Follow-up activity

Think of something that you would like to improve. Write down your goal and the steps you will take to achieve it. Don't forget to add how you will celebrate once you have achieved success.

Cindy Lui's perfect mistake

Cindy has a lot of activities outside of school: she swims in the squad, has singing and violin lessons. Cindy is tired and starts forgetting to bring the things she needs for the day. Her parents suggest to gift her singing lessons to a friend. She thinks this is a good idea until they suggest Felicia.

Key messages

Through the discussion questions, self-esteem is explored via 'Understand and manage our emotions in a positive way', 'Talk about our feelings with our friends and adults', 'Be proud of our achievements', 'Focus on our strengths, not our weaknesses' and 'Accept that you are you and that you are unique'.

Resilience is supported via learning to 'Be responsible for ourselves', 'Face challenges' and 'Focus on our strengths to create a growth mindset and rebound from setbacks (cope with ups and downs)'.

Cindy Lui's perfect mistake

Cindy's alarm goes off, it's still dark outside, the birds aren't even up yet. She reaches her hand out to turn off the alarm, stretches as she stands up and goes into the bathroom. Sleepily, she pulls on her swimsuit and tracksuit and ties her hair into a ponytail. In her Nike slides, she makes her way to the kitchen, pours a glass of orange juice and grabs her swimming bag that she packed the night before. Her dad is running the car engine with the heater on full, waiting for her to join him so he can drop her off at the pool for squad training. He waits for her in the car, sipping his coffee, until she is finished.

Her coach is at the end of the pool writing the lap sequence on the whiteboard, he waves hello and signals her to get ready. The other kids are warming up at the poolside. With her flippers on she enters the pool for her training session. Then, back in the change room, tired from the laps, Cindy reaches into her bag for her towel, but it's not there. Oh no, now she remembers, the night before her mum had told her to get it from the dryer, but she forgot.

Her hair is still wet and her body sticky when she gets into the car. "I forgot my towel, Dad." "Hmm, I thought you might have," he says. "You'd better have a warm shower when you get home".

By the time Cindy has got ready and had breakfast she is going to be late for school. She doesn't like being late, she likes to be early so she can help Eve in the classroom or do jobs for the office. She likes to help them, it makes her feel very important and responsible. By the time she gets there the bell has gone; she rushes into class and apologises to Eve.

After recess, her music teacher comes to her class, they usually walk to the music room for her violin lesson together. Oh no. Cindy realises she has left her violin at home. Her music teacher is not very happy with her.

"Cindy, you need to be more organised, make sure you have it packed the night before. I will need to ring your parents to let them know you missed your lesson today".

She knows her dad will answer the phone, so that will be two mistakes she has made today. Cindy doesn't feel very good.

"Are you okay, Cindy?" asks Eve, her teacher.

"Yes, I'm okay," she answers but it isn't true, she is feeling very upset with herself.

Cindy has a singing lesson after school. Cindy's sister Rosie is there to meet her and to take her for her lesson. Cindy doesn't want to tell her sister about missing her violin lesson because she would say she's doing too many activities, just like she always does.

Her sister notices straight away that she doesn't have it, because she usually carries the violin for her. "Oh no, did you leave your violin at home?"

"Yes," she mumbles.

She doesn't say any more, she can see Cindy is upset.

The bus pulls up and they get on, her sister puts her earphones in and looks out the window. Cindy closes her eyes, she is tired. She is soon jolted awake by her sister. "Quick, Cindy, get up, we nearly missed the stop!"

Cindy isn't really enjoying her singing lessons as much after Felicia one of her classmates won the talent show. She feels like she isn't as good a singer after all and her teacher keeps telling her that she needs to practise more. She just doesn't have time. She asks her sister if she should stop having lessons.

"They are all paid for, Cindy, you'll probably have to keep going until the end of the term. Besides, Za Zaa is really hard to get a place with, you can't just stop," Rosie says.

At dinner that night her parents talk about her day, her dad pointing out how she forgot her towel and her violin. Rosie also tells them about how Cindy fell asleep on the bus and shares their conversation about her quitting singing lessons.

"Well we need to do something, Cindy, you will be exhausted if you keep doing everything. Maybe you could gift the singing lessons to someone at school," says her mum.

"Really!" Cindy exclaims.

"Hmm I don't think Hana would like singing lessons, she is too shy".

"What about Felicia?" suggests her dad.

"Felicia, but she beat me in the talent show, how could I give them to her?" Cindy feels jealous, how could her parents suggest gifting her lessons to Felicia?

Then she remembers how she teased Felicia about her singing in the audition. Her family had talked with her a lot about that time and how Cindy needed to stop being mean to others. Cindy wants to be the best at everything, sometimes she just can't help saying mean things. Her parents discussed with her that life is not a competition and that she needs to be kind and celebrate other people's talents as well as her own.

Once she gets used to the idea, she knows that gifting the lessons to Felicia would be a good thing to do. It might even make up for being so mean to her.

Her mum calls Za Zaa to let her know what the plan is. Cindy gets her phone and together they write a message to Felicia offering her the singing lessons.

Felicia is at home with her family when Cindy's message comes through. As she reads it a big smile comes onto her face.

"What are you reading?" asks her sister.

"You are not going to believe this. It's a message from Cindy, she is offering me her singing lessons because she is doing too much. The lessons are twice a week with Za Zaa".

"You mean Za Zaa, the famous one, she won *The vocal!*" squeals her sister.

"Oh wow, I can't believe it, I really can't!" Felicia dances around the house.

Her mum is so happy for her and asks Felicia to get Cindy's parents phone number so she can thank them for their generosity.

Cindy now has two nights free with no activities after school. She knows she can rest and relax a bit more at home. Her violin teacher has reorganised her lesson for tomorrow so she won't miss out this week. She loves playing the violin. After dinner, she spends some time practicing her scales and the latest piece that she needs to know for her music exam. Then she gets her swimming bag and violin ready for the next day, double-checking that she has everything she needs including her towel.

She goes to bed that night sleepy but feeling much happier. It is like a weight has been lifted off her shoulders. Her dad checks in on her before bed. "See you in the morning, Cindy, and always know we are proud of you no matter what".

"Thanks, Dad, I love you".

She snuggles into her cozy bed and drifts off to sleep.

When she arrives at school the next day early as usual, Felicia is waiting by the classroom with a gift and card in her hands. She hands them to Cindy. "This is for you, Cindy, thank you for being so kind and passing your singing lessons onto me. I will never forget this".

"Oh that's okay. When you're famous, I can come to your concerts," says Cindy.

"For sure, you get free tickets!" laughs Felicia.

Discussion prompts

Cindy was involved in a lot of activities. What sort of activities do you like to do outside of school?

Suggested response

Talk with your child about the activities they enjoy or new things they would like to try.

Cindy forgot her towel and her violin. Why do you think this happened?

Suggested response

Cindy was doing so many activities that she was getting very tired. She needed to have more time to rest so she needed to give up something. She decided on singing because she wasn't enjoying it as much.

Cindy's parents had already paid for her singing lessons so they suggested to gifting the rest of the term to someone at school. When they suggested Felicia she felt jealous and she didn't want to give them to her. Why do you think she felt this way?

Suggested response

Talk with your child about how we all act in good ways and bad ways. This is a calm conversation where your child can openly talk about the feelings they have sometimes, as jealousy is a normal emotion. Be supportive and focus on their strengths, as well as their weaknesses.

After Cindy had some time to think, she realised that Felicia was the perfect person to gift the lessons to. She was resilient in her thoughts and some positive things happened once she did this act of kindness.

Suggested response

Talk with your child about how acts of kindness are good for both the giver and receiver. Being resilient means that you face challenges and are responsible for yourself.

Follow-up activity

An act of kindness – what are some ways you can be kind to others this week? Make a list of 3 people you can help out by doing something for them.

STORY

Reflecting the broader socio-political context in which teaching and learning take place, a wider, macro context is present in STORY. STORY considers aspects such as policy, imposed curriculum and socioeconomic circumstances in a region and the power often

associated with these (Dwyer, 2017). In the Reading WELL, STORY was written from the interview transcripts and offers the re-storied insights of the participating parents and teachers in consideration of how the Reading WELL shared reading process can foster resilient, supportive and collaborative relationships between parents and children. It is hoped that the participants will call on these tools in the future when faced with the need to overcome challenges, reroute or make decisions that set about reconstructing personal narratives (Bochner & Riggs, 2014).

STORY title reflections of the Reading WELL

“Okay, everyone,” says Eve, “it’s nearly time to get ready for the end of the day so let’s come together and share your learning about this session. Leave everything on your tables and come and sit over here.” There is a bit of chatter as the class sorts their things, moves chairs and make their way to the floor. It has been quite a long day and some of them are still a bit tired from camp last week. Eve sits patiently as the class resettles in front of her. She plans to have a few of them share their work and talk about what they have learnt. Once that is done, she has also made some time for them to select books from the Reading WELL to take home.

“Can we pick a Reading WELL book now, Eve?”

Yes, of course, Ethan, that’s a great idea, have a look through the books now”.

“Okay, Mum and I are really enjoying the books, we have had some good discussions about the topics. Last week we read one about a kid who had a disability and we talked about the disabled man we see at church”.

“That’s great, Ethan, let me know what you discuss this time”.

“Okay, did you want to read my journal?”

“No, that’s okay, Siobhan will come back to collect all of them at the end”.

“Aw no, don’t we get to do it next term?” asks Alice.

“Sorry, no Alice, the books need to go into the next class, so that they get a turn. But we do get to keep the Reading WELL collection in the school after the project is finished”.

“My mum likes it too,” says Max.

“Oh, that’s great, Max, I am so pleased that you and your mum are reading the books together”.

“Yes, we read one called *The juice box bully* last week, it was really good and it helped me a lot.”

“Yes, I heard about that. Steve [the school principal] came and told me all about it.”

Max is smiling, his confidence has really improved over the term, thinks Eve. She has been observing him for a while now. “The conversations you have with your parents after you read are really important and hopefully you are all writing something down in your journals.”

“I am some of the time but other times I don’t, is that okay?” asks Camille.

“Well, it’s like your other home reading when we ask you to make a connection text-to-text, text-to-self and text to the world and you write that in, it’s not really any extra, so it is good if you can.”

“I’m nearly finished the ten books, Eve, am I allowed to keep taking some home?” asks Sachika.

“Yes, that’s fine, you can do that.”

The school bell goes.

“Make sure you let your parents know the school newsletter is available today, we have a few things coming up, and see you all tomorrow.”

“Bye, Eve”, they chime as the class make their way out into the playground.

There are a small group of parents outside near the classroom. Alice’s mum calls Eve over. “Hi, Eve, Alice is nearly finished her Reading WELL journal, does this keep going or once it’s finished is that the end?”

“Oh, it’s just for this term, the other class has the kit then, but your son is in that class, so you get to have the books again.”

“Oh, yes, that’s true, great, I’m happy about that. It’s been such a good way to have conversations with the kids.”

“That’s so good to hear, I will let Siobhan know,” says Eve.

The teaching team has an after-school planning session and they meet in Eve’s room. As they are preparing Eve shares her conversation that she just had with her class.

A second teacher comments that how along with the whole-school wellbeing program, the Reading WELL has complemented everything really well. Being able to make wider links to the school values and social and emotional curriculum is really beneficial. “What’s also really great is that kids like Max and Lida are also making these connections and they are feeling safer at school”.

A third teacher notes how their parents also seem really positive; the only perceived problem was when a parent was concerned about the content of one of the non-fiction books, but after a short discussion with her it was easily solved. “I just took the book out and then showed her the others, she was fine with that.”

“I haven’t had anything like that in my class, which book was it?” asks Eve.

“Umm, the *Body image and the media* one, there was a topic in it that used the words ‘sex appeal’, it was in context of course, but she thought it wasn’t age-appropriate.”

“Okay, let’s let Siobhan know about that when she comes in.”

“Otherwise this program is something we could continue with; we could use the books in class and as home reading as it complements, our social and emotional whole-school program so well”.

“Yes, that’s true, I have also used a few of them to support our writing prompts, such as *Allie’s basketball dream* that looks at body image, then we’d have discussion after reading”.

“I’ve used *Rosie Revere, engineer* and *The little refugee*.”

“Then there were the *Have you filled a bucket today?* type books and they link directly to our wellbeing program, so the kids knew the language and then when they took those home the parents learnt about what we are doing with things such as a growth mindset. So, these links were really impactful.”

“Yes, that’s so true, the kids in my class really enjoyed teaching their parents those things”.

“Yes, I agree, it’s been really good. The kids are quite keen about it, though I have noticed some lose a bit of interest over the term, with only a few journal entries completed”.

“Hmm yes, a few of mine are so tired. It’s been a busy term with camp and swimming. I think it got a bit much for them towards the end. I think a lot definitely read the book and had the conversations but didn’t necessarily write it all down”.

“Overall though, it’s been fabulous.”

Chapter 7: Discussion

The participants' insights into applied developmental bibliotherapy in the Reading WELL home reading program have been presented in narrative form in Chapter 6. This chapter actualises the research concepts, aims and questions, and is organised around Barkhuizen's (2008) story, Story and STORY model. In light of this, story presents insight from the individuals' lived experiences with reference to eudaimonic wellbeing and use of developmental bibliotherapy through a shared reading approach. Story presents a discussion on the creative interpretation of the field texts and the meaning-making process portrayed within an interpretive narrative methodology (Josselson, 2011; Josselson & Lieblich, 2014). STORY considers the broader context and the wider associations of the study including the theoretical design and STORY components.

To recap, the Reading WELL home reading program was undertaken with children who were aged between 8–10 years. Through shared reading and interaction with parents in the home setting, the project aimed to enhance children's reading engagement and wellbeing development. The participating Grade 3 and 4 children took home one self-selected book from the Reading WELL each week for the duration of a school term. Each child read the book with a parent and then completed the provided follow-up discussion prompts and activity as a journal entry in their Reading WELL journal. It was anticipated that at this age and stage of schooling the participating children had acquired effective reading literacy skills, were mostly independent readers, were at the "reading to learn" stage as outlined by Appleyard (1990) and were still positively engaging with picture story books.

The Reading WELL journals were collected at the end of the school terms and acted as a record of their shared experience. A total of 54 Reading WELL journals were collected: School 1 Rose Primary School 14 journals and School 2 Amyfield Primary School 40 journals. Evidence of the participants' experiences of shared reading and developmental bibliotherapy was sourced from thematic analysis of the Reading WELL journals and the transcripts of interviews with the participating teachers and 2 parents. The journal responses and parent interviews showed how the guided discussions about the books offered the parent and child a process for exploring the 3 topic areas of body

image, self-esteem and resilience (McCarthy & Marks, 2010; McCallum & Price, 2015; Waterman, 1993).

story

In this section I consider story as presented as three titles Lida, Ethan and Max in the previous chapter. These narratives were designed to highlight the insights from the individuals' lived experience. The following discussion considers story and looks to reveal the effects of the shared reading approach and use of developmental bibliotherapy framework on the participants' eudaimonic wellbeing. To demonstrate this, the participants' engagement in the 4 stages of developmental bibliotherapy – identification, catharsis, universalisation and insight – is also presented, with alignments made to the theoretical underpinning of reader response theory and the efferent and aesthetic engagement with text.

The Reading WELL and effect on children's eudaimonic wellbeing

The Reading WELL was designed with the aim to improve the positive mental health of children through supporting them with strategies to live well and fully achieve their potential (Deci & Ryan, 2008; Singh & Junnarkar, 2015). The 6 characteristics of eudaimonic wellbeing – “self-acceptance, personal growth, relatedness, autonomy, relationships, environmental mastery, and purpose” (Deci & Ryan, 2008 p. 4) – were encompassed within the 3 topic areas – body image, self-esteem and resilience – and articulated through the key messages that were specifically identified for each book.

The attainment of eudaimonic wellbeing was steered by the key messages and the shared discussions that supported the children's ability and skills. For instance, to support the development of a positive body image, the children were engaged in shared conversations which were framed by the following key messages:

- Celebrate the diversity of our appearance
- Promote functional achievements of the body (things your body can do)
- Question/analyse messages' images in the media
- Make no negative comments about appearance

These were designed to support self-efficacy and learning to appreciate their bodies' appearance and functions (Halliwell, 2015; Tylka & Wood-Barcalow, 2015).

To foster self-esteem, the children were engaged in shared conversations which were framed by the following key messages:

- Understand and manage our emotions in a positive way
- Talk about our feelings with our friends and adults
- Be proud of our achievements
- Focus on our strengths, not our weaknesses
- Accept that you are you and that you are unique

These were designed to support specific self-esteem, optimism and hope, and included strategies for emotional regulation when receiving feedback.

To develop resilience, the children were engaged in shared conversations which were framed by the following key messages:

- Talk with our friends and adults
- Be responsible for ourselves
- Face challenges
- Focus on our strengths to create a growth mindset and rebound from setbacks (cope with ups and downs)
- Be prepared to say no, to others especially if it is not the right thing to do

These were designed to support their ability to cope with problems, use a growth mindset and make use of strategies to say no to others, especially if it is not the right thing to do.

story acts as a demonstration of the participants' lived experience. In each of the narratives the parents of Lida, Ethan and Max supported their children and also fostered and supported their eudaimonic wellbeing so as to live well and to feel good about themselves (Bauer et al., 2008; Cantarella et al., 2017). For instance, Lida read the book

My two blankets, considers migration and refugee themes (Dolan, 2013; Lilliss, 2013). With the opportunity for Lida to reflect on her experience of migrating to Australia, she talked about her concerns about wearing a hijab to school. Through the shared reading and discussion with her father, she shared that she was scared and felt she was different to the other children at school because she wore a hijab. Characteristics of eudaimonia were explored and this supported her to become more confident, safe and at ease about wearing a hijab at school; she also felt proud and more able to accept her unique qualities and could celebrate her difference.

In the story *Ethan*, the book *We're all wonders* was read and offered discussion around ableism, diversity and inclusion. The guided discourse between Ethan and his mother allowed for Ethan to reflect on and reframe the way he and his brother had responded to a disabled man they saw at church. Their discussion also supported Ethan to manage his emotions in a positive way. The characteristics of eudaimonia that were acknowledged included acceptance of others, personal growth and relatedness via connections and relationships with others that involve empathy.

Max read *The juice box bully: Empowering kids to stand up for others* and the guided discourse offered the opportunity for Max and his mother to consider his identity and untangle his emotions to overcome his difficulties in feeling unsafe at school. The characteristics of eudaimonia included his personal growth and autonomy, relatedness and relationships to others around him, environmental mastery and sense of purpose.

The experiences of the characters in story show how the guided discussion and strategies supported the children's eudaimonic wellbeing and also reinforced the parents' ability to foster their children's development (Barton et al., 2000; Gee, 2004; Heath, 1983; Street, 2001). The narratives illustrate how they were able to work through their problems and focus on "safety hope/aspirations and values" (McCarthy & Marks, 2010, p. 588; Waterman, 1993) to fully achieve their potential (Deci & Ryan, 2008; Singh & Junnarkar, 2015).

The developmental bibliotherapy framework engages the reader

In this section story is used to explore the participants' engagement with reading via the 4 stages of developmental bibliotherapy: identification, catharsis, universalisation and insight. Alignment to the theoretical underpinning of reader response theory and the efferent and aesthetic engagement with text is also presented.

The Reading WELL book collection consisted of 38 purposefully selected books that aligned to the applied developmental bibliotherapy framework. With the aim and intention of fostering an aesthetic narrative relationship with the child reader (Nikolajeva, 2014) the book plots included ideas and concepts that encouraged them to learn and practise life through the opportunity to look at situations from other perspectives and explore vicariously the 3 focus areas: body image, self-esteem and resilience (Polkinghorne, 1988; Spector-Mersel, 2010). Noting the 10-year old's desire to seek information to make sense of their world, the selected titles were also relatable in how they reflected diverse life experiences and daily life occurrences of the children's age range.

The story titles highlight how the developmental bibliotherapy framework and the follow-up discussion prompts and suggested responses provided a means to foster meaning-making that supported understanding of the characters' emotional responses and motivations for their actions. From this demonstration of developmental bibliotherapy in the story narratives, the children with the support of their parent were able to infer and comprehend through making text-to-text and text-to-self connections that offered a means to make sense of or find balance in the real world (Spufford, 2002) (text-to-text and text-to-self connections are explored further in the next section). This shows us that when a child can relate to what is being said in books, they can learn supporting coping strategies and their ability to balance conflicts is increased (Holland et al., 2003).

Looking more closely at the shared reading and developmental bibliotherapy process, there is evidence to show how the parents were able to support their children in relating the characters and narrative scenarios back to their own lives (Davis, 1992; Langer, 1995; Mantei & Fahy, 2018; Nestlog & Ehriander, 2019; Nikolajeva, 2014). This was achieved via *identification*, which is where the reader makes connections and relates to

the characters in a non-threatening way (Catalano, 2008; Morawski, 1997), along with the book themes and scenarios that alluded to the child's own autobiographical memories. The discussion prompts and suggested responses enabled the parents to enact guidance of their children's identification through asking them to draw connections to characters' personalities, information, concepts and experiences or situations they may have previously come across. For instance, the story connected to their personal experiences through identifying with the characters they read about in the Reading WELL books. Lida connected to Cartwheel in *My two blankets*, Ethan connected to August Pullman in *We are all wonders* and Max connected to the class of children in *The juice box bully: Empowering kids to stand up for others*. The use of the developmental bibliotherapy prompts and the discussions they had about the stories enacted their identification with the characters (Greening, 2015; Nikolajeva, 2012).

The next developmental bibliotherapy stage is *catharsis*, which offers an exploration of self and personal growth, and can be examined within story. Catharsis looks to release any emotional tension or anxiety (Morawski, 1997) and was here enacted through carefully developed discussion prompts for each book. Some examples of catharsis in story include that when Lida read the book *My two blankets* she was able identify her feelings and overcome her concerns and anxiety about wearing a hijab at her new school. When Ethan read *We are all wonders* he identified that he was wrong to laugh at the disabled man at his church and learnt to respond to others in a respectful and positive way. Max was able develop his confidence and further his skills to foster resilient and supportive relationships after reading *The juice box bully*.

Through catharsis, the children again connected to real-life scenarios and life's challenges. This also offered parents insight into their children's perceptions and experiences in relation to the topics covered in the books. Through the characters and subsequent discussions, the child's interpretations and memories of past events were able to be untangled and reflected upon, understood, resolved or clarified, with future possibilities considered (Bauer et al., 2008; Kohler Riessman, 2002; Spector-Mersel, 2010).

From there was demonstrated *universalisation*, which is where the reader is supported to recognise "that our difficulties and sense of difference are not ours alone" (Halstead,

2009, p. 112), along with *insight*, an understanding that any perceived problem that may once have been overwhelming is offered a solution or process to work through (Heath et al., 2005). Universalisation and insight also facilitate meaning-making; as the characters engage in discussion, they discover connections to their own experiences (Wilhelm, 1997). The role of the parent acted to support the children in recalling and discussing real-life situations and offer a foundation on which to assemble meaning and an understanding or acceptance of self (Bamberg, 2007) and reflection on their own lives. The follow-up activities also increase the children's ability to infer and comprehend what they had read (Freund, 2003; Holland et al., 2003, p. 124). These activities included retelling, writing and drawing tasks that supported the interaction and were fundamental in review and reinforcement of the 3 topic areas of body image, self-esteem and resilience (Sullivan & Strang, 2002).

The success of the developmental bibliotherapy process can be ascertained when a child has engaged with the narrative, related to experiences of the character within a story and then talked about their own perspectives (Carlson, 2001). Story shows us that after the participants engaged with narratives that had purposeful moral, social and emotional contexts, the children were able to interact vicariously, using their ability to make text-to-self connections and engage in a relationship that was aligned to the text. The follow-up discussions with their parent also revealed behaviour changes, increased empathy and shifts in emotional health and wellbeing (Gooderham, 1997; Suvilehto, 2016; Suvilehto et al., 2019).

Reader response theory and engagement of the reader

Efferent and aesthetic reading engagement

The selected Reading WELL home reading program books provided opportunities for readers to take both an efferent stance, reading for information, and an aesthetic stance, where meaning is generated through an active interaction that occurs between the reader and the text (Rosenblatt, 1994). This is also known as envisionment building and can be ongoing after reading through reflection, interpretation of the text and connecting to real-world experiences (Langer, 1995; Nestlog & Ehriander, 2019). Three factors informed the efferent and aesthetic stances: (i) clear expectations of the shared reading process; (ii) the key messages and applied use of developmental bibliotherapy; and (iii)

the discussion prompts and follow-up activity designed to support learning about the 3 focus areas of body image, resilience and self-esteem (Galda & Liang, 2003; Rosenblatt, 1994).

Lida

Efferent stance – reading for information

From reading *My two blankets*, Lida looked to her own story and experiences of moving to a new country through the character Cartwheel. From their discussion, she and her father had Lida enact key messages from the 3 topic areas in the following ways.

Body image key messages: Lida was concerned that she would be teased by other children at her new school because of her Muslim religion and being a minority group member wearing a hijab. It is known that children's experience of teasing or bullying has a negative effect on wellbeing development (Gonzalez et al., 1995; Olweus, 1993). The story and discussion with her father supported Lida to overcome her concern and fear around wearing her hijab. They also helped her to embrace and celebrate her religious beliefs and culture.

Self-esteem key messages: Through reading the story Lida identified that she was unique and had special qualities that made her the person she was. Throughout the discussion Lida and her father shared their experiences and feelings about the resettlement. She felt proud of her achievement in settling into her new school and country in Australia. This impacted positively on her specific self-esteem in the way she perceived herself and developing her self-confidence (Schunk & Zimmerman, 2007)

Resilience key messages: Through the story and discussion Lida realised how important it was to talk about her feelings with her friends and trusted adults when she had a problem or a challenge to face (Mitchelson et al., 2010; Weissberg & O'Brien, 2004). Through this process she recognised that she was able to overcome her difficulties.

Aesthetic stance – meaning-making

In *Lida*, the aesthetic stance shows a two-way interrelationship between the text and the reader activated through the shared reading interaction. The character Lida made

meaning via text-to-self connections (Davis, 1992; Mantei & Fahy, 2018) through drawing on her personal experience of being a Muslim girl in a new country where she was learning English at a school within a minority Muslim population. Lida's interpretation and understanding were tied to her psyche and through making text-to-self connections she was able to find a balance between the psychological conflicts and supported coping strategies of talking with friends and adults about her challenges (Freund, 2003; Holland et al., 2003). With Lida's father supporting her to draw connections to factual information, concepts and situations, he guided her to engage in the process of constructing meaning (Wilhelm, 1997). Through their discussion Lida was supported to create an aesthetic relationship with the text. Via making connections and using the specific questioning strategies, Lida was able to draw on her personal experiences and emotions (Cochran-Smith, 1984).

Ethan

Efferent stance – reading for information

After reading the book *We're all wonders* Ethan reflected on his personal experiences and interactions with people who have a disability. Through the discussion he had with his mother Ethan enacted key messages from the 3 topic areas in the following ways.

Body image key messages: Ethan identified his positive body image in relation to being the tallest boy in the class and was able to celebrate the diversity of his appearance He was talented at playing basketball and was also able to appreciate that his body helps him to do what he loves. From the discussion with his mum Ethan also learnt that responding to people with a visible difference in a negative way was not the right thing to do.

Self-esteem key messages: Ethan is supported through discussion with his mother, Ethan learns to understand and manage his emotions in a positive way, effective Social and emotional Learning programs often utilise related discussion to enhance emotion regulation (Weissberg, & O'Brien, 2004). Through the reading and open discussions Ethan's mother was also able to draw out Ethan's a sense of self and the strong bonds he had formed between his peers and siblings.

Resilience key messages: Ethan also reflected knowledge about being responsible for his behaviour. He agreed that he should say no to others when he is in a situation where he knows it is not the right thing to do. He also relates to Auggie the character in the book and understands how he needs to observe the world through others' eyes, and to accept others as they are (Haines, Neumark-Sztainer, Perry, Hannan & Levine, 2006).

Aesthetic stance – meaning-making

The aesthetic stance in *Ethan* illustrates the two-way interrelationship which was activated through Ethan's ability to make meaning via text-to-self connections. His personal experience and insight helped him to relate to his own needs and distinguishable characteristic of being the tallest in the class (Freund, 2003; Holland et al., 2003). He could also identify with the message in *We're all wonders* with Auggie Pullman, the book character, being an ordinary boy with an extraordinary face who was longing to belong. Through making connections with the text, Ethan drew on influences from his own life and worked through how he had responded to the disabled man at his church. With his mother's support and guidance he was able to develop empathy and grow personally from the situation (Wilhelm, 1997).

Max

Efferent stance – reading for information

Through reading *The juice box bully: Empowering kids to stand up for others* Max learned to identify his emotions and make connections to how the school values were designed and implemented to keep him safe.

Self-esteem key messages: Ultimately Max increased his specific self-esteem through learning to manage his emotions in a positive way (Weissberg & O'Brien, 2004).

Resilience key messages: Max also discovered that he could face challenges and solve problems by talking with his friends and trusted adults (Karna et al., 2011).

Aesthetic stance – meaning-making

The aesthetic stance shows the two-way interrelationship between the text and Max. Through the story Max was able to make meaning via text-to-self connections and talk

about his personal experiences and feelings about not wanting to go to school. Together he and his mother were able to work to understand and manage his emotions and then build on his identity and self-confidence (Freund, 2003; Holland et al., 2003). Through Max drawing connections to factual information, concepts and situations that he came across in the book, he was able to engage in the process of constructing meaning and personal growth (Wilhelm, 1997).

Story

This section presents a discussion of the creative interpretation of the field texts and the meaning-making process. Labelled the new Reading WELL narratives, Story forms 10 fictionalised research narratives that portray real-life situations and also support the anonymised experiences of the participants (Inckle, 2010; Kara, 2013).

The new Reading WELL narratives

Arts-based (re)presentation of narrative stories requires the researcher to reproduce a text from the research practice; in this case Story are 10 re-storied titles that offer interpretations of the lived experiences drawn from the interviews with the parents and teachers, and the thematic analysis. The method of analysis is aligned with the creative-research process of Douglas Gosse (2005, 2006), who as part of s doctoral dissertation in education included a bildungsroman, the footnotes in in the novel directly referencing the literature review. For this analysis, a colour-coding process has been developed to illustrate how the re-storied narratives connect to the thematic data and original field texts. In pursuing this I have created a series of 10 tables, one for each narrative (see Appendix G). The Reading WELL books link to the narrative, the key messages and the colour coding. This analytical process is intended to demonstrate how the re-storied narratives have been developed with connection to the thematic data.

Through a process of emplotment (Clandinin & Connelly, 2000) I gathered descriptions and actions from the recorded events, reviewed and reflected and used insight, and then used creative interpretation to re-represent the personal and social lived experiences of the participants (Clandinin & Connelly, 2000; Ollerenshaw & Creswell, 2002). As a transformative process, research-based fiction grants an imaginary entry and insight into inaccessible places, through the practice of reading fiction we can examine the world we

live in. Banks and Banks (1998) posit that this type of research is designed to connect to audiences; written in an accessible way, they also have the potential to create social change.

To ensure an evidence base, the new Reading WELL narratives include the following attributes: (i) interpretation of the participants' lived experiences drawn from the interviews with parents and teachers, and the thematic analysis; (ii) the application of developmental bibliotherapy stages, discussion prompts and suggested responses; and (iii) integration of the key messages around body image, resilience and self-esteem.

With alignment to Rosenblatt's (1994) transactional theory, which explores the reading encounter between a text and a reader, the use of fiction in Story serves to invite readers into the text, connecting them to both positive and negative experiences. At times the confronting and uncomfortable realities may stretch the reader; however, the carefully constructed narratives guides them to a safe and supported resolution (Hynes, 2019). The enactment of Story illustrates the complex issues that were shared within the 3 topic areas and the personal impact these had on people's lives and identities. In enacting the work of Iser (1997) through fictionalising Iser's concept of "overstepping", I describe how empirical reality can be incorporated into literary work and how the participants' participation with and experiences of the texts allowed for this sharing.

To continue supporting children's wellbeing development, the new Reading WELL narratives offer a future opportunity for use within classrooms as a home reading program. The 10 Story narratives are intended to be used in the same way as the books selected for this study. It is envisioned that the Reading WELL narratives will become a published version of the Reading WELL. As a future education resource, the Reading WELL home reading kit would comprise 6 copies of each of the 10 Story titles, a Reading WELL journal, a teacher and parent resource, and an online resource that includes parent support videos. The Reading WELL could be used by schools as a home reading program that would run for a term's duration as a part of the curriculum to support children's social and emotional development. The Reading WELL program has been designed to incorporate the social and emotional Victorian curriculum outcomes of level 3 and 4 Health and PE / Personal, social and community health and Personal and social capabilities. Alternatively, the sets of books could be integrated as a shared

reading program for use in the classroom or school library with reading groups run by teachers and/or librarians.

STORY

This section considers the broader context of the research project with wider associations of the study including the theoretical design and STORY components. In addressing the gap in the field, as established in Chapter 1, this is the first study of its kind in an Australian context to make use of developmental bibliotherapy with parents through the implementation of a home reading program. The theoretical underpinning of the Reading WELL provided a framework to promote shared reading and interaction between parents and children.

This project was strategically located in the home setting. The Reading WELL has positioned the family as a powerful collaborator in the attainment of literacy and intentionally leveraged parents as key participants in the shared reading process (Colgate & Ginns, 2016; Lafontaine et al., 2001). With each child in the project nested within their own ecological environment, their growth and development were influenced through the various external impacts of family, community and schooling (Bronfenbrenner, 1979). This includes the way they perceived literacy as seen through the actions and everyday practices of those around them.

With the knowledge that parents are notoriously difficult to involve in health/school partnerships, particularly when a school-based program requires participation at the school during school hours (Emerson et al., 2012), The Reading WELL home reading program was designed to align with existing home/school reading routines already well established as school-home partnerships. It is also known that the success of home-based reading programs, along with children's reading interest, is related to the levels of parental commitment and personal investment (Villiger et al., 2012). The positioning of the reading requirements, merged into the established expectations, meant that this program might not be considered an extra thing to do by the parents or the children.

Family funds of knowledge were also carefully considered in the program design, with the 3 topic areas and the diversity of cultures important features in the Reading WELL

book selection (Gonzalez et al., 1995). This framing provided the teachers with a context within which to engage with the families. During the interviews they shared how, as educators, they had furthered their understanding of the families in their classes. This occurred through conversations that acknowledged the skills and interests of parents attending to their child's reading. The applied use of the ORIM taxonomy and the four resources model also supported this interaction (Luke & Freebody, 1997) as a literacy process and applied pedagogy. The applied frameworks guided the key questions, supporting information and learning.

With the intention to support reading engagement with older children, the field texts illustrated how the ORIM and the four resources model (Ludwig, 2003) promoted purposeful interaction during the Reading WELL events (Davis, 1992; Hannon et al., 2006). For instance, through providing opportunities and a supported process for reading with their child, renewed opportunities for parents to engage with reading also emerged. Some parents noted how the style and approach of the shared reading encounter encouraged authentic involvement and interaction. The supported discussions that occurred based on the prompts and suggested responses offered a guided discourse that gave parents encouragement to delve into areas they may not have conversed about before. As Lida's father explained:

She has settled in well to her new country but I wasn't 100% sure that she had had her challenges as well. But she wasn't open enough to share some of them with me. So I guess reading the story I know that she knows other people went through the same challenges that she's gone through and that made her maybe more courageous to share.

The Reading WELL program also offered flexibility and choice around the best time and place for the shared reading to be carried out (Dwyer, 2017; Silverman & Silverman, 2007). For children who opted out or handed in journals that were sparsely completed, the teachers mentioned that this was reflective of their home reading activity in the existing classroom program, or reflected the time of year and what was happening during the school term such as swimming and camp programs.

Effective reading recognition and authentic encouragement from parents about their child's effort were evaluated from the quality of child responses, parent notes in the

journals and insights from the interviews. To support this process the *Tips for reading with your child* included in the Reading WELL journal had an ‘After reading’ section that asked parents to:

Acknowledge your child’s effort after reading and your discussion. For example, you could say something like:

- I really enjoyed sharing the story.
- You showed good reading habits and concentrated well. I really liked the way you thought about the questions and how you feel when this happens to you.

The recorded responses showed that when parents took a proactive stance and engaged in the reading experience, their children received positive feedback and could see the value of reading (Klauda & Wigfield, 2012). A few parents who added summaries to the journals also showed personal commitment to and encouragement of their child’s reading activity. For instance, a parent noted after reading *Amanda’s big dream* how they had discussed appearance and that it doesn’t matter what you look like; if you have a dream, persist and follow it. Her child’s main comment was “You should never comment on someone else’s weight it is rude.”

Another parent who read *I like myself!* shared how they had had an excellent conversation about this little girl and her happy personality. She also noted how her daughter had related to the character, especially how she loved herself and believed that she was able to achieve her goals.

Successful interaction occurred through shared reading and discussion of the themes and topics via the developmental bibliotherapy prompts and suggested responses, and aspects of the four resources model (Ludwig, 2003). This was evaluated from the positive discussions of the book’s themes that were consistently recorded in the collected journals. The program enabled parents to directly support their children through the shared reading event. The expectation of performing a writing a response after reading also showed this to be both meaningful and enjoyable for the children and parents. Ethan’s parent explained how “The story was great because I could help them make connections to real life and also to provide ways to respond appropriately when you might feel uncomfortable in these situations.”

The parent and teacher interviews revealed that the children did not mind writing responses to the discussion prompts and this was something they would do anyway with regular home reading practice. Hence, what I thought could be a negative was not and ultimately supported the data collection process (Klauda, 2009). For instance, during the interview with the teachers at School 2, the following was stated:

*Teacher 1 I think they also just enjoyed writing in their own journal entry
SOB They did? that was something that I was a bit worried about with asking
them to write maybe they won't want to write because it's sort of an extra on top
of reading at home*

*Teacher 1 Suppose some might think that but we get them to write something
after their reading anyway*

Teacher 2 Yeah

SOB So you mean when they're doing a literacy activity

*Teacher 1 Yeah, and like also in their home reading diary, so they would do a
connection text to text text to self and text to the world.*

Modelling reading and instruction on how to talk about the topics and themes in the books showed parents to be consumers and producers of literacy events and behaviours in everyday life (Nutbrown, Hannon & Morgan, 2005, p. 52). The parents' participation included modelling positive behaviours during the discussions around the 3 topics and key messages. Guidance to parents around the use of developmental bibliotherapy as a shared reading process was provided during the face-to-face information sessions and in the program support material via demonstration videos and shared reading tips in the journal (Sénéchal & Young, 2008).

The teachers also explained how they had used text-to-self connection strategies in their literacy teaching to support comprehension (Cochran-Smith, 1984; Davis, 1992; Meek, 2004). They noted how this was mirrored in the developmental bibliotherapy discussion prompts. They found that because the children were accustomed to home reading expectations such as making text-to-text connections, the shift to the use of developmental bibliotherapy in the Reading WELL was not a difficult one for them to make.

The developmental bibliotherapy framework enhanced children's reading engagement. Developmental bibliotherapy in this project was intended to create opportunities for the telling and sharing of life stories through the shared reading process and follow-up discussions, which encouraged both children and parents to think about, understand, reflect on and interpret their own and others' actions and reactions to the scenarios covered within the books (Coles, 1989; Ollerenshaw & Creswell, 2002; Polkinghorne, 1988). As illustrated in story, Story and STORY, engaging with the developmental bibliotherapy stages enabled the children to make connections to themselves as readers and also to the books via the program's purposeful selection of texts.

The parents and teachers reported the positive influence that the shared reading and discussion had on children's eudaimonic wellbeing. The guided interaction allowed them to connect with and support their children's understanding of the 3 focus areas while also increasing their ability to talk about lived experiences using the developmental bibliotherapy framework. Through the scaffolding approach of pre-prepared questions and suggested responses, the parents were able to enact conversations about the texts. This occurred along with opportunities for critical thinking and problem-solving. The children's conversations through the books opened up opportunities to explore themselves, their experiences and their identities, all supporting personal growth (Clandinin et al., 2007; Moulton et al., 2011). For instance, Lida's father talked about how he was able to interact with her on a deeper level through the topics covered in the books:

Participant 1 *And um I also noticed that she is more open to share her feedback not Just on the books she read but even on her experiences at school and also other stuff*

SOB *Did you find it that came through from the question that you asked after reading the book?*

Participant 1 *Yes that was part of it yes*

SOB *Wow that's really interesting so that gave an opportunity to really kind of expand on things with you.*

Participant 1 *Absolutely yes*

SOB *That's so nice to hear that, that she and maybe that wasn't for something that she would have done as easily without the book?*

Participant 1 *Umm I keep encouraging her to be open with me and share everything that worries her you know anything that comes to her mind*

SOB *Yep*

Participant 1 *Err I was, was I've been noticing progress on that I think the improvements I noticed was after she started The Reading WELL.*

The above transcript illustrates how the applied use of the developmental bibliotherapy framework provided the children and parents with the use of a metaphorical map that could assist them to navigate and explore social and emotional experiences in a safe and supported way. The self-selected books, guided discussion prompts and suggested responses were explicitly designed to assist them to navigate and draw on lived experiences of the 3 topic areas of body image, self-esteem and resilience. This acted as a research-based foundation to support the child-parent interaction where they could actively “participate in activities, talk about with others, think about others’ perspectives, and reflect on how all these things fit together” (Bauer et al., 2008 p. 84). The opportunities for dialogue and the shared reading experience offered ways for the children to make sense of their world (Andrews et al., 2013). The guided parent support also offered a conduit for them to become intimately involved in discussions with their older child about the wellbeing themes and the topics of body image, self-esteem and resilience. As Ethan’s parent explained:

I really enjoyed it; my son looked forward to reading each day. He was keen to read each day and he looked forward to the Reading WELL books. Once I knew there were structured questions to follow and overall it was a really good experience.

This process is further illustrated in both story and STORY, which show how the children became intertwined within the reading experience and how they were able to identify information about themselves through making connections to text (Davis, 1992; Holland, 2003; Mantei & Fahy, 2018; Nikolajeva, 2014). This process also leans to the work of Glazzard & Stones (2021) who look to both schools and governments roles in fostering of children’s mental health “to address poverty, child abuse and negative parent-child interactions” (p. 4). As well as the need to overhaul curriculum to ensure that the best opportunities for wellbeing development are available for all children.

The Reading WELL key messages

The Reading WELL key messages were initially created to provide an evidence base for the program and also to support parents and children with guiding language to use and

engage with when discussing the stories. However, throughout the research process they further contributed to the data analysis and the re-storying stages of the work.

The Reading WELL key messages'

As explained in Chapter 3, the development of the key messages included the evaluation of 23 programs that considered the target group, delivery mode and number of sessions, the primary aims and objectives, and the key messages of each intervention identified. This process provided 23 programs to base the Reading WELL key messages upon. Once the key messages were developed, they were used to underpin decisions for the program including the book selection and informed the creation of the discussion prompts and suggested responses for each book.

The second purposeful function of the key messages was to support parents and children with guiding language. Through the key messages the children and parents were able to use appropriate language and contexts to support appropriate ways of talking about themselves and others when discussing the stories during and after reading. For this learning to occur, the specific key messages and discussion prompts were pasted into the back of each book. The parents and children then recorded their discussions in the journal, forming the field texts (see Table 3.7).

The key messages as categorical content-categories

During the analysis, it became apparent that the key messages could play a wider role in the dissemination process, acting as categorical content-categories. As described in the analysis chapter, the key messages were employed as pre-established categorical content-categories that allowed for the subtexts to be allocated into 15 themes, ensured that the analysis would be specific to the research aims and questions, and offered a further layer to the theoretical and conceptual underpinning of the program.

The categorical content-categories and the subsequent thematic analysis acted as a frame to illustrate how the respondents addressed, acknowledged and understood the 3 focus areas. This process allowed me to define and then make sense of the recurring patterns and themes and the perspectives on the participants' insights into the 3 focus areas taken from their discussions.

The Reading WELL program is sustainable and an accessible concept for teachers, parents and children to engage with as a form of home reading

The daily expectation of home reading of is 20 minutes per day as noted in the Victorian Department Education and Training homework guidelines (2018), all the classroom teachers had an existing home reading process which was a well embedded and common practice. The participants acknowledged that the Reading WELL complemented the curriculum and suggested that it acted as a natural extension of existing classroom literacy and wellbeing practices (Suvilehto et al., 2019). Because of this, it was not considered extra thing for the teachers or the children to do. As illustrated in STORY, the teachers and parents reported the value of the program as a home reading strategy.

This project looked to connect school and home literacy practices through providing a supported way for reading engagement to occur. To achieve this, the Reading WELL utilised an ideological model of literacy (McCallum, 1999) that sees the reading process as contributing to personal growth through the ability to make connections to our relationships with the self and others, and also promoting exploration of the world and society (Hall, 2004). Through the project the teachers were able to extend their own ideological frames through observing the children's personal and everyday practices of literacy (Barton, 2000). This was demonstrated during the book selection process; an example of this was how a teacher suggested the book *The girl who never made mistakes* (Pett & Rubinstein, 2011) to a child who "has a perfectionist type personality ... I think that it had a really positive impact on that student" (Appendix interview transcript, School 2).

The school values were also communicated between the children and parents during their conversations with content in some of the stories aligning to the curriculum covered in the school. This also supported parents in learning and understanding specific terms such as 'growth mindset', which is linked to resilience and offers a strategy where you can grow from challenges and setbacks, and 'bucket filling', where you enact kindness and meaningful tasks to help others. The children acted as teachers to their parents in informing them about what these terms mean, offering a conduit

between home and school in the use of a shared language/vocabulary. This aspect is reflective of Glazzard (2018) who reports that “student wellbeing must be central to the school’s vision and values and there should be clear policy which states how each of the elements of the whole-school approach will be enacted in practice” (p.85). With the children able make connection to the stories and articulate the specific school values and aspects of curriculum, they could see how these assist them in their daily life. From these actions and interactions, teachers and parents also enhanced their partnerships and positively impacted on each child’s cognitive and emotional development through increased reading engagement and enriched love for reading within the home that occurred (Colgate, Ginns & Bagnall, 2017; Strommen & Mates, 2004).

The Victorian Government’s strategic planning process requires schools to increase student engagement and wellbeing in policy and practice (DET, 2018). To support schools in achieving this process, the Reading WELL was focused on the achievement of positive parent–school partnerships with a projected impact on increased levels of student engagement in learning and reading fostered in the home setting (Emerson et al., 2012). This was illustrated in STORY when Eve, the classroom teacher, talked with her students’ parents about the program. The parents shared their commitment to and interest in the books back to her. These interactions were positive and built a sense of mutual trust and also a shared approach to reading. The teachers and parents also noted the style difference of the Reading WELL books and how this promoted reading-to-learn rather than learning-to-read perspectives, offering an alternative to the traditional didactic home reading books.

Conclusion

This chapter has presented an insight to the applied use of developmental bibliotherapy in The Reading WELL and has explained how the field texts revealed a close association to Rosenblatt’s transactional experience of text (Lobo, 2015; Nikolajeva, 2014; Spufford, 2002). This was illustrated in the ways readers went about making meaning and emotional connections to a text including both efferent (reading for information) and transactional aesthetic experiences (Freund, 2003; Hunt, 2005; Lobo, 2015; McCallum, 1999; Rosenblatt, 1994; Sipe, 2007).

story considered the applied use of developmental bibliotherapy through a shared reading approach. Story was then explored as fiction-based research (the new Reading WELL narratives) to illustrate how the participants developed empathy and self-reflection skills. Through the cultivation of empathy as a process, the Reading WELL provided the children with opportunities to learn about and feel for others through their connection to the characters (Hynes, 2019). STORY presented the broader context of the research project, with wider associations of the study including the theoretical design and future use of the new Reading WELL narratives.

Chapter 8: Conclusion

Overview of the research

This PhD project has looked to investigate whether the shared reading of selected books and use of a developmental bibliotherapy framework could have a positive impact on children's eudaimonic wellbeing, specifically body image, resilience and self-esteem. The shared reading approach looked to provide opportunities for parent-child interaction that also aimed to enhance children's reading interest and engagement. The study utilised developmental bibliotherapy as the process for scaffolding parents to have supported discussions with their children as a way to help them talk about and deal with life's transitions, challenges and situations around the 3 topic areas (Pulimeno, Piscitelli & Colazzo 2020; Rozalski et al., 2010).

The Reading WELL program as conceptualised and developed at the beginning of the project is presented in depth in Chapter 3. A short summary of the process is given below:

- Positioning the theoretical underpinning: This included locating previous research and identifying risk measures that were historical predictors of causes of low wellbeing; key messages for the 3 topics areas of body image, resilience and self-esteem were derived from this process.
- Developing a literacy taxonomy: This was used to frame the program with the applied use of the ORIM framework and four resources model (Ludwig, 2003; Nutbrown, Hannon & Morgan, 2005).
- Selecting the books: This concluded with 38 books on the 3 topics areas in the Reading WELL kit.
- Creating developmental bibliotherapy discussion prompts and follow-up activities for each book: The children and parents engaged with these after reading.

- Supporting the implementation of the program in each school: For this a series of parent, teacher and child resources were developed including a video series, Facebook page and WordPress website.
- Collecting the data: The Reading WELL journals and teacher journals were designed for this and these were collected at the end of the data collection process.

The Reading WELL program was aligned to the Victorian DET homework expectation for school children (DET, 2018) and to existing school/home reading routines where home reading books are sent home by the school. Along with the child reading the book (usually independently at this stage of schooling), a home reading activity is completed and recorded in a reading record, which is then checked by the classroom teacher.

The PhD project has aimed to understand the effectiveness of the Reading WELL home reading program through the following research questions:

1. Does parent and child participation in the Reading WELL home reading program offer a viable way to support children's wellbeing and reading engagement?
2. In what ways does the Reading WELL home reading program enhance children's wellbeing in terms of body image, resilience and self-esteem?
3. How does the Reading WELL home reading program improve children's literacy engagement and enjoyment of reading?
4. What are the teachers and parents' perceptions in relation to the sustainability and accessibility of the Reading WELL concept, for parents and children to engage in as a regular form of home reading?

For the duration of a school term the participating children took home one book per week from the Reading WELL collection (with up to 10 books read by each child across the duration of the fieldwork). The children read their selected book with a parent and

responded to the developmental bibliotherapy discussion prompts that were included at the back of each book. They recorded their responses in a Reading WELL journal.

To inform the research questions the collected data included a total of 54 Reading WELL journals: School 1 Rose Primary School 14 journals and School 2 Amyfield Primary School 40 journals, along with the transcripts of interviews with the participating teachers and 2 parents.

Contribution to current knowledge

The Reading WELL home reading program key messages enhanced children's learning about their personal wellbeing in terms of body image, resilience and self-esteem. The Reading WELL aimed to improve children's wellbeing by applying shared reading and developmental bibliotherapy to support them with strategies that would benefit the characteristics of eudaimonic wellbeing: "self-acceptance, personal growth, relatedness, autonomy, relationships, environmental mastery, and purpose" (Deci & Ryan, 2008 p. 4) within the 3 topic areas of body image, self-esteem and resilience. The data analysis revealed that the scaffolded discussions about the books offered the parents and children a process for exploring the 3 topic areas (McCallum & Price, 2015; McCarthy & Marks, 2010; Waterman, 1993).

Their experiences showed that the program enhanced the participants wellbeing which could be concluded in the way they were able to articulate situations and make the connections via text to self through via the bibliotherapy prompts. The success of the shared reading can be seen through the following insights that were derived from use of the key messages.

The key messages supported the children to learn and understand the specific language features and vocabulary of each topic area and were integral to the learning and framing of appropriate language and contexts that supported children to talk about themselves and others.

In relation to the 3 topics of body image, self-esteem and resilience, the selected books and key messages played significant roles.

Body image

For the books that were selected to support children's positive body image, the children were engaged in shared conversations designed to support self-efficacy and learning to appreciate their bodies' appearance and functions (Halliwell, 2015; Tylka & Wood-Barcalow, 2015).

The body image key messages used in the Reading WELL home reading program reinforced the eudaimonic wellbeing development of the children.

Self-esteem

The books that were selected to support children's self-esteem engaged the children in shared conversations designed to support specific self-esteem, optimism and hope, and included strategies for emotional regulation when receiving feedback.

The insights from the books they read showed that the self-esteem key messages were integral in the language they used about themselves and others. The children's insight into their learning and understanding about how self-esteem is important for their emotional development was guided through the key messages that framed the language and context of specific self-esteem.

Resilience

The books that were selected to support children's resilience engaged the children in shared conversations that were framed by the resilience key messages. These books covered two themes, the first about overcoming personal difficulties and problems, and the second around bullying and non-bystander behaviours.

The children's insight into their learning and understanding of the 3 topics areas – body image, self-esteem and resilience – and the importance of these for self and others was articulated from the data analysis and has been presented in story and Story, summarised in the next section.

Participating children showed improved eudaimonic wellbeing

The books in the Reading WELL program seemed to help the participating children to negotiate life transitions, challenges, and tough situations, akin to engagement in a Social and Emotional Learning programme (Rozalski, Stewart, & Miller, 2010; Pulimeno, Piscitelli, & Colazzo 2020). The Reading WELL program may have afforded opportunities where the children learned transferable coping strategies, and life skills around the three topic areas (Holland et al., 2003). These are illustrated in the story titles *Lida, Max and Ethan*. story utilises performative methods and are presented as 3 re-storied narratives of the participants lived experience. The narratives describe how the children identified to the characters and what occurred in the books they read. The scaffolded discussion prompts developed for each book offering an opportunity for the parents to connect with their children. The outcomes of the program indicated that the books in the Reading WELL program helped the children to negotiate with life transitions, challenges and difficult situations (Pulimeno et al., 2020; Rozalski et al., 2010). The Reading WELL program, I argue, afforded opportunities for the children to learn transferable coping strategies and life skills around the 3 topic areas (Holland et al., 2003).

story also illustrated how the shared reading approach played a role in fostering eudaimonic wellbeing. For example, Lida read *My two blankets*, which considers migration and refugee themes, as Dolan, 2013 and Lilliss, 2013 explain books with these themes support children to relate to and deal with experiences that refugees and migrants face. The shared reading and discussion that Lida and her father engaged in encompassed a discussion of her body image. Through the shared reading experience, Lida was supported to become more confident, comfortable and at ease about wearing a hijab at school. The other outcomes of story have been presented in the discussion chapter.

Story uses fiction-based research to form artefacts from the research practice (Leavy, 2020). The participants' participation is embedded within the experience of the texts that has allowed for the sharing of their "own experiences and interpretations" (Leavy, 2020, p. 62). These narratives were written from the thematic analysis, with the insights taken from the participants showing improved eudaimonic wellbeing. Story serves to connect readers to text and in the enactment of the narratives, complex issues are shared

within the 3 topic areas. The personal impact that the Reading WELL has had on the participants' lives and identities underpins the 10 re-storied narratives.

The Reading WELL home reading program encouraged children's literacy engagement and enjoyment of reading through meaning-making.

It can be concluded that the implementation of the developmental bibliotherapy framework, supported by the key messages in each book, promoted the reading engagement of children. The Reading WELL journals revealed that the child-parent interaction supported purposeful discussions with moral and social-emotional context. The interactive reading opportunities also fostered meaning-making through text-to-text and text-to-self connections that offered the means to relate to the real-world experiences embedded in each book (Spufford, 2002). The meaning-making process was also supported by opportunities for readers to take both an efferent stance, reading for information, and an aesthetic stance, where meaning is generated through an active interaction that occurs between the reader and the text (Rosenblatt, 1994). The factors that informed the efferent and aesthetic stances were: (i) the clear expectations of the shared reading process; (ii) the key messages and applied use of developmental bibliotherapy; and (iii) the discussion prompts and follow-up activities designed to support learning about the 3 focus areas of body image, resilience and self-esteem (Galda & Liang, 2003; Rosenblatt, 1994).

It was also revealed in STORY that the parents commented on the notable style difference of the Reading WELL books in comparison to the regular home reading material that was provided by the school. The style of book enhanced child's reading engagement and that the children enjoyed reading and discussing the books topics which promoted reading to learn rather than learning to read perspectives and offered an alternative to the traditional didactic home reading books. For the children who did not fully participate the teachers noted that this was either reflective of their current reading interest and that they would opt out of regular home reading or that there were other extracurricular activities occurring such as school camps and swimming programs and the children were tired after school so home reading did not occur as often within a school term.

The Reading WELL concept is sustainable and accessible for parents and children to engage with as a regular form of home reading.

The aspects of the sustainability and accessibility of the program were explored in STORY. The teachers and parents felt that the program was accessible in the way that it aligned to existing home reading routines and was not considered an extra thing for families to do. The sustainability of the program was that it offered links to the Victorian curriculum level 3 and 4 in both English, Health and PE / Personal, social and community health and Personal and social capabilities.

The teachers also noted that the Reading WELL program aligned to the wider school context, with synergy to the Victorian Government's strategic planning process that requires schools to increase student engagement and wellbeing in policy and practice (DET, 2018) and alignment to the existing wellbeing programs in the schools.

Limitations of the research

As explained in the methodology chapter, the limitations of the research project are situated within the methodological issues that impacted on the research process. This was initially constructed as a mixed methods design that included a series of quantitative parameters such as: (i) the participant recruitment process; (ii) the measures used; (iii) the questionnaire delivery for (parent and child) participants; (iv) intervention classes and the control group process; and (v) post questionnaires.

Because the research project as described above went off the rails (Steiner & Sidani, 2011) I have provided an account of my methodological journey and the paradigm shift that landed on narrative as an interpretive methodology. The research project has been concluded with a qualitative stance, the data analysis approaches that were adopted to support its objectivity and validity retrofitted to the existing dataset. The applied models of the qualitative analysis included Lieblich et al.'s (1998) classification of narrative analysis model, Barkhuizen's (2008) story, Story and STORY model and short-story analysis, and Ledger and Edwards's (2011) creative modes of representation. It is worthwhile to consider how the research could have been approached from a qualitative perspective from the outset. The integration of an action research model that included a second round of data collection inviting the participants to read and also give feedback

on the Story narratives would have revealed further insightful information. Like the ‘No Outsiders’ project conducted in the United Kingdom in 2009, a participatory action research project would support and engender collaborative relationships between practitioners, parents and the researcher (DePalma, R, & Atkinson, E. 2009). The narrative framing would have offered significant positioning in relation to narrative research methods.

In hindsight the data collection sites could have included the homes of the children where observations of and interviews about the shared reading interactions could have taken place. In the project’s current form, the actual contribution of parents who agreed to interviews was much lower than expected. With only 2 parent interviews, the data source was reliant on what was collected in the Reading WELL journals. In reflection of this I also wonder if a section for parent comments in the Reading WELL journal may have been a good addition and whether a voice-recording option for the parent–child discussions would have provided other insightful data.

Future research directions

Looking to the future and further research from the PhD project, the 10 new Story Reading WELL narratives offer research possibilities. It is envisioned that the Reading WELL narratives will become a published version of the Reading WELL. This will be the first available home reading program that is designed to support children’s wellbeing development through the integrated use of developmental bibliotherapy and research-based insight into body image, resilience and self-esteem topic areas. As part of the research publication process, a pilot research project measuring its effectiveness could be developed. Once trialled, the Reading WELL kit could form the basis of further ongoing research in the field.

As a future education resource, the Reading WELL home reading kit would comprise 6 copies of each of the 10 Story titles, a Reading WELL journal, a teacher and parent resource, and an online resource that includes parent support videos. The Reading WELL could be used by schools as a home reading program that would run for a term’s duration as a part of the curriculum to support children’s social and emotional development. The Reading WELL program was designed to incorporate the social and

emotional Victorian curriculum outcomes of level 3 and 4 Health and PE / Personal, social and community health and Personal and social capabilities. Alternatively, the sets of books could be integrated as a shared reading program for use in the classroom or school library with reading groups run by teachers and/or librarians.

In closing

The experiences of the research participants in this project have revealed that reading with children aged 8–10 as a shared experience is still a valued and enjoyable practice for children. Their insights tell us that purposefully selected books and scaffolded discussion prompts can help them to talk about and deal with daily life events. These experiences have also shown that through reading to learn in their engagement with parents and their connection to picture story books, developmental bibliotherapy has ultimately contributed to their wellbeing and social and emotional development.

With the current discourse around inclusion, the Reading WELL program also aligns with recently emerged educative mental health priority areas such as positive education, trauma-informed teaching (Brunzell, Stokes & Waters, 2019) and wellbeing literacy (Waters & Higgins, 2021). Wellbeing literacy supports students to understand and talk about their own wellbeing and is an important predictor of mental health. The Reading WELL program also offers an important contribution with the capability to authentically engage parents.

In my developing identity as researcher, this PhD project has enriched my knowledge and passion to continue my work in the field. I look to positively influence children's wellbeing. Part of this is in connection to my own re-storying and another part in knowing the power of the words on the pages of a picture story book and the influence these can have in the direction we take in life.

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Appendices

Appendix A: The supporting bibliotherapy questions and suggested responses full summary

Title <i>Amanda's big dream</i> Watch and listen on The Reading WELL website						
Author Judith Matz						
Summary It's not always kids who make other kids feel bad; sometimes, adults can say mean things, too. Amanda's skating coach makes a negative comment about her weight. Amanda loses her confidence and starts to let go of her dream. She turns to her parent for support who instil courage and self-confidence.						
Main messages <ul style="list-style-type: none"> Celebrate the diversity of our appearance Promote functional achievements of the body (things your body can do) No negative comments about appearance 						
Questions	Suggested responses	20	19	18	16	15
What is Amanda's parents main advice at the start of the story?	For Amanda to do what she loves and try her best. To follow her dreams	Follow her dream	Follow her dreams and never give up	To keep on trying and trying		To follow her dreams and try her best
		21	17	1	2	
		Their parents told her to follow her dreams no matter what	To follow her dreams helps to achieve her goals	Do what you love and keep trying	For her to do what she loves and follow her dreams	
Questions	Suggested responses	20	19	18	16	15
Amanda's coach also offers positive advice and encourages her to practice – practice is important for us to perfect our skills – is there anything that you practice regularly? Is there something that you really love to do....	Talk about sports/music/ reading / find out how your child feels about the activities they are involved in. Talk about realistic time spent on practice. What activities make them feel happy.	Practice drawing		I do singing lessons and I practice every week, singing makes me feel happy	I really love to play basketball it is very mean to speak to someone's weight she cries	I practice my handstands everyday
		21	17	1	2	
		I like playing basketball and riding my bike	I love to do gymnastics activities and practice well to perform	Gymnastics makes me feel happy	Basketball shooting a 10ft rings	
Questions	Suggested responses	20	19	18	16	15
Amanda's coach says that she is the strongest skater but that if she would lose weight she could have even better chance for a solo... What do you think about this coming from the coach?	Her coach shouldn't have said anything about Amanda's weight – she can say that she is strong and fit but not comment on her size.	Not comment on her size and shape	The coach should not have said anything	The couch shouldn't say things like that, she should be making positive comments		I am shocked that the coach said that
		21	17	1	2	
		Losing weight can make you fast. Amanda was very sad when the coach told her to lose weight Weight loss in children is a sign that something is wrong	Coach shouldn't mention body	she should have kept that to herself	It sounds rude she should only say things about her skills, strengths without talking about her weight	
Questions	Suggested responses	20	19	18	16	15
What is the emotions Amanda displays when her coach says this?	Amanda is shocked and very upset it was like a bubble had burst	Shocked and upset	Amanda loses hope and gets worried	Amanda felt sad and hurt		She felt like crying and very upset
		21	17	1	2	
			Amanda was worried and sad	That she is fat, and she has to lose weight fast	She is shocked upset and angry	
Questions	Suggested responses	20	19	18	16	15

Has something like this ever happened to you – when someone you trusted has said something you didn't expect such as about the way you look – How did you feel? What did you do?	Ask if this has happened to your child. Encourage discussion about their feelings Reassure them that physical activity is for everyone, it doesn't matter what size and shape you are to realize your dream.	Never happened	No one has said that	One of my swimming teachers made me feel this way		I was called an alien I felt very sad and spoke to my teacher
		21	17	1	2	
Questions		20	19	18	16	15
Have a look at Amanda's big dream website and Facebook page – link on the Reading WELL website '10 steps to help your child develop a healthy body image' Create a 5 facts poster about positive body image	Not allowed	Not allowed to		Never give up / Exercise is important /Everyone is unique / Respect / Never to mean to someone and say they are big See parent notes	Body image poster / Love yourself / positive talk / no name calling / have a role model / take care of yourself	
	21	17	1	2		
	Weight loss in children is a sign that something is wrong When a girl asks if she is pretty say yes Kids who diet can cause problems		Eat healthy food Do exercise Stay off social media Be happy in yourself Make your friends feel good with yourself			

Title <i>Body image and the media</i> – non-fiction
Author Grace Jones
Summary
This is a <u>non-fiction</u> book that looks at how some media images and advertising have unrealistic standards of beauty. It also examines how some advertising campaigns and programs are aimed to help children accept themselves.
Main messages
<ul style="list-style-type: none"> • Celebrate the diversity of our appearance • Promote functional achievements of the body (things your body can do) • Question/analyse messages images in the media

No negative comments about appearance				
Questions:	Suggested responses	23	4	3
Read a section each day for this week				
For your discussion talk with your parent about the topic you have read and what it means to you	Talk with your child about the section you have read and how this relates to the main messages above.	This book tells you not to judge other people by their body and don't talk to strangers on the internet	Internet / Facebook/Twitter / snapchat I like my hair my face my body	It does not matter what you look like. Different people can do different things In most magazines and adds people are airbrushed I give compliments to everyone
Write a short summary in the Reading WELL journal				

Title <i>Charlie's tales: Cassia and the fire dragons</i>				
Author The Pretty Foundation				
Summary				
Cassia and the Fire Dragons shows how our bodies may be similar in some ways and different in others, and that all bodies are special and can do amazing things. Watch and listen on The Reading WELL website				
Main messages:				
<ul style="list-style-type: none"> Celebrate the diversity of our appearance Promote functional achievements of the body (things your body can do) Question/analyse messages images in the media No negative comments about appearance 				
Questions:	Suggested responses	65	26	5
Why is it okay to be good at different things?	We all have different skills and talents this is what makes us unique.	We all have different skills and talents this is what makes us unique	It's okay to be good at different things bc everyone is different	Yes, be our bodies are all special and different
At the start Cassia could not play with the other dragons. How do you think this made her feel?	Cassia would have felt sad and upset – she would feel left out.	Cassia would have felt sad and upset she felt let out	Sad	Sad lonely left out
What are some ways you can include other your friends in your games?	I can ask people to join in. I can make a part in our game for someone else who wants to play. I can change the rules to make the game bigger to include more people	I can ask people to join in.	Ask them to mark it be fair	You can ask do you want to play you might need to change the rules or type of game
Refer to the Pretty Foundation resource links on the Reading WELL website				

Title <i>Charlie's tales: Sylvie and the star tree</i>				
Author The Pretty Foundation				
Summary				
Sylvie and the star tree focuses on how our bodies are unique and we need to value the ways we are different to everyone else. Our character is important, and we need to value our inner beauty. Watch and listen on the Reading WELL website				
Main messages:				
<ul style="list-style-type: none"> Celebrate the diversity of our appearance Promote functional achievements of the body (things your body can do) Question/analyse messages images in the media No negative comments about appearance 				
Questions:	Suggested responses	65	67	Pia
Why is it okay to look different?	We are all different and unique, we all have skills and talents no matter what we look like.	We are all different and unique so matter what we look like short and tall.	It's okay to look different to accept and value what we are	Yes, bc our bodies are all special and different
Why is it not okay to make fun of people who look different?	It's not okay to make fun of anyone we need to include people who look different to us in our games and be their friends. They will be good at other things	I feel we should not make fun of people who look different bc everyone has awesome skills and we can learn from them when I am not good.	Be we are all good at our own skills and support each other	You may hurt their feelings and you will regret it

	we are not good at we can learn from them.			
What do you think 'look within you to find the glow' means?	We need to believe in ourselves no matter what other people say. Our inner strength and mindset is very important. Our inner glow is what keeps us positive and helps us to do all the things we enjoy.	We need to believe in ourselves no matter what other people say	Bc our inner character reflects on our behavior	Find your strength
What things make you special on the inside?	Talk with your child about their qualities and skills. Focus on their inner glow.	I think I have a very positive mindset which is important in life	To love each other help in need and accept everyone	Positive attitude, give things a red hot go believe in myself
Refer to the Reading WELL website links for further resources by the Pretty Foundation				We discussed someone who is different may be able to do something you can't and vice versa (parent note)

Title <i>Little Miss Jessica goes to school</i>						
Author Jessica Smith						
Summary Little Miss Jessica goes to school tackles issues such as disability, body image, self-acceptance, friendship, social interaction, self-esteem, stereotypes and breaking down stigma. A book for the entire family with a powerful message, it's OK to be different. Watch and listen on the Reading WELL website						
Main message <ul style="list-style-type: none">• Celebrate the diversity of our appearance• Promote functional achievements of the body (things your body can do)• No negative comments about appearance						
Questions	suggested responses	31		27	32	
Can you remember starting school? What was it like? Were you excited to go and learn new things?	Talk with your child about their memories I was happy when I was able to start school I was a bit scared at first then I made new friends with My teacher was nice.... I was a bit worried because...	Jessica was very excited –	Yes, I got to learn new things I was so excited	I was really nervous and excited	Yes scary	Starting school was a little scary but exciting
The other kids noticed that Jessica was different physically – is there someone at school who has something different about them?	Help your child identify a person they know at their school or community. (name) is in a wheelchair / (name) – wears hearing aids -(name) has down syndrome	she was special she only had one hand		Yes, bc some kids need extra helpers	Yes	Emily has curly hair / Thomas is in a wheelchair
When the boy noticed that part of Jessica's arm is missing, he laughed at her and the other kids started to giggle.... Why do you think they reacted like this?	Sometimes when we notice things that are not the same as us: We can think it is funny and we might to point it out. It can make us feel uncomfortable – it makes us stare because we are curious but laughing is not what we should do.	At the first day, James not meaningly said she was the odd one out, Jessica did not want to be seen then. Her teacher told her it was ok to be different. If we all looked the	Bc thy have never seen a girl with one arm	I think they giggled bc not many people have a missing arm	We can think it's funny	They thought it looked funny

		same, it would be boring			
How did this make Jessica feel – how did she react?	She was upset and ran out of the room	Jessica did not want to be seen then. Her teacher told her it was ok to be different. If we all looked the same, it would be boring	She got upset	Jessica felt sad and wanted to be normal	She ran out of the class It made Jessica feel sad she left the class
Now that you have read this book how would you respond to someone like Jessica in your class or school?	I would be kind and include them in my games during play time. I would not laugh or tease someone who is different to me. I would tell the teacher if I heard someone teasing them and tell them it is not okay.	I am different in 2 ways I had an operation to remove a wart near my eye stopping me to see and I stayed in hospital overnight. And secondly, I've got my right kidney smaller than my left kidney	Ask what happened and if she is okay	I would help them make them feel good about themselves	Parent note – we discussed how everyone is different we talked about asking people about their differences and that can be a good way to make friends We talked about when people are different to us it can make them feel uncomfortable bc we don't know why or what it means we discussed that one way to understand is to ask in a nice way Be kind
When you are at school you could include someone, who is different to you in your games at playtime. Notice how the people you mentioned are different at your school are treated.					

Title <i>Messages about me – Sydney's story: A girl's journey to healthy body image</i>			
Author Educate and Empower Kids			
Summary We live in a world where we receive messages every day. Some of these messages are about our bodies and can affect the way we see ourselves. Join Sydney on her personal journey as she navigates through these messages with her friends and family. Learn how you can change the way you see these messages and your body and how you can help others.			
Main messages <ul style="list-style-type: none"> • Celebrate the diversity of our appearance • Promote functional achievements of the body (things your body can do) • Question/analyse messages images in the media • No negative comments about appearance 			
Questions	Suggested responses	33	67
What does Sydney notice about messages in advertising?	They are designed to make you want things	They are designed to make you want things	Sidney's doesn't understand that advertising tries to make you feel better
What does Sydney start to notice when she watches TV?	Messages in advertising try to tell you that perfect shiny hair	She thinks she should change her hair, how she	What she sees on TV is confusing

	makes you so happy and beautiful	acts, and she even quits track team	
What does Sydney really love to do?	Reading running etc..	Sydney is great at running	She likes running
What does she think he has to do?	She thinks she should change her hair and how she acts, she even quits track team.		To change her appearance
What was different about Lucy? How does Lucy help Sydney?	Sydney notices that Lucy hasn't changed herself. Sydney gets back into the running team she realizes with her mum and friends support that how she looks is okay. That she loves running and she should do what she loves. She should Question/analyse messages images in the media	Sydney notices that Lucy has not changed herself And her mum and dad and friend support her that she is okay	Lucy doesn't change her appearance She helps by being happy being me
Watch this video – link on The Reading WELL website Dove: Evolution Of A Model Discuss how the images used in advertising aren't real and that images are manipulated to make us want to buy things. There are also some other great activities in the back of this book....			I am beautiful the way I am

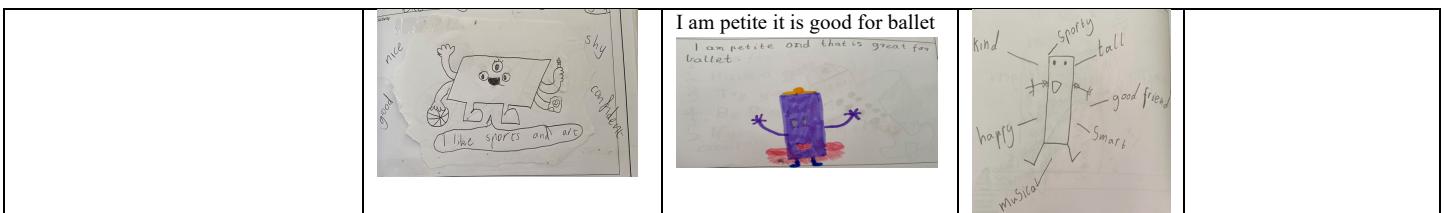
Title <i>Messages about me – Wade's story: A boy's quest for healthy body image</i>						
Author Educate and Empower Kids						
Summary						
We live in a great big world where we receive messages every day. Join Wade on his personal journey as he navigates through these messages with his friends and family. Learn how you can change the way you see these messages and your body and how you can help others.						
Main messages						
<ul style="list-style-type: none"> • Celebrate the diversity of our appearance • Promote functional achievements of the body (things your body can do) • Question/analyse messages images in the media 						
No negative comments about appearance						
Questions	Suggested responses	33	35	17	34	6
What does Wade notice about messages in advertising?	They are designed to make you want things; they make you feel differently.	They make him want stuff	If you look like this people will like you	That the people there look cool	They make you feel different in your body	Heroes are strong and have big muscles
What does Wade really love to do?	Play with his dog, skateboard ...	He likes to walk his dog and skateboard	Walk his dog and ride his skateboard	Skateboard and play with Brownie	Play with his dog, skate	Wade likes to skateboard and walk his dog
Did you think that boys have body image concerns?	Talk with your child about how body image effects everyone boys, girls and adults both men and women....	Boys do have concerns about their bodies	Yes, bc you want to find someone hot	The guys want look cool	Everyone has their own opinion about body image	
What does Wade start to notice when he goes to the movies?	How the actors look muscly he wants to get big muscles and talks to his dad	Not completed	Heroes are muscly and villains are fat or skinny	He thought he had to look cool to be happy	He wants to have big muscles and be fit like the actors	Heroes are strong and have big muscles
What does Wade think he has to do and how does he feel about this?	He thinks that he needs to change how he looks and how he acts He feels like he has to change himself to be better, stronger and more good looking. He feels anxious, not himself, unhappy. He also misses playing with his dog Brownie	Not completed	He needs to change how he looks it makes him sad and confused		He thinks that he should change his looks and actions and he was unhappy	To changes his appearance
How does Wade's dad help him when they are raking up the leaves?	His dad says it's good to be healthy but the messages that you see online won't make	Not completed	By telling him three questions he must ask himself		To be healthy and to stay	His tells him to be himself

	you happy. Remind your child that you need to 'be yourself' and celebrate the diversity of our appearance and skills.		Am I happy with this change Do I want to change bc I want it or bc someone says I should Am I a better person with this change		what you are right now	
Think about how the media has influenced your choices or affected your body image. Remember that people come in all shapes and sizes because we don't all fall into the very narrow definition of beauty that the media presents us with. Watch the video – link on The Reading WELL website – What would you change about your body? There are also some other great activities in the back of this book....		(6) 10 things I like about me Athletic Musical Sport Intelligent Sort Mum says I'm good at hugs Kind friend Fun Exciting Competitive				

Title <i>Minnie and Max are OK! A story to help children develop a positive body image</i>						
Author Chris Calland						
Summary						
Minnie has had a bad day at school. Some children made fun of her looks, and she wishes she was more like them. Max, Minnie's dog, wishes he looked different too and he doesn't understand why Grandma doesn't like his singing! When Grandma sees that Minnie and Max aren't OK, she takes them to the park. There, they see lots of children and dogs – all with different shapes, sizes, colours and special traits.						
Main message						
<ul style="list-style-type: none"> Celebrate the diversity of our appearance Promote functional achievements of the body (things your body can do) No negative comments about appearance 						
Questions	Suggested responses	36	30			
What is Minnie good at doing?	Minnie is good at running; she is good at making up fun games	Minnie is good at making up games, hanging upside down and making monkey sounds	Making up games Playing drums, knowing dinosaurs 2 girls teased her at school Stop! Mum dad or my teacher Mum dad Ruby my little sis Thick hair and smallness Run fast, swim, do athletics, drum			
What are you good at doing?	Help your child come up with three of four skills that they have this could be an activity they do or qualities they have kind, funny, caring, sports skills, art, music	36 is good at making new friends, playing soccer and technology				
What was it that upset Minnie at school that day?	Two girls wouldn't let her play and one of the girls said that she looked silly	Minnie was upset bc people called her names				
What could you do or say if someone says something or unkind or mean to you?	Help your child come up with some suggestions – I would tell them to stop it's not nice to say that it hurts my feelings	I would tell them to stop I don't like it				
Who could help you?	Tell an adult, if it keeps happening tell another adult ... suggest some people who your child can go to for help.	then tell a parent, teacher an adult				
Who do you look like in your family?	Help your child think of features they have who are like other family members – or cultural background	I look like my brother and 1				
What do you like about how you look?	Help your child suggest some features they like about themselves – hair, eye color ...	I think I look good; I like my body hair colour, eyes				
Our bodies can do amazing things Make a list of 5 wonderful things your body can do that makes you feel happy? This could be things like riding bikes after school, running in the park, swimming in the sea in summer, dancing – singing to favorite music There are some other great discussion questions at the back of the book....				I am good at playing soccer Riding my bike Playing with friends Colouring and drawing Trampoline fun		

Title <i>Shapesville</i>						
Author Andy Mills Becky Osborn						
Summary						
<i>Shapesville</i> is about five friends who live in a small town. They are all different shapes, sizes, and colors, and each has a unique talent. They encourage children to celebrate their own differences and learn that, "It's not the size of your shape, or the shape of your size, but the size of your heart, and that deserves first prize. So be proud of your body, any size or shape will do. Be proud of your body because YOU are a STAR too!"						
Main message						
	<ul style="list-style-type: none"> Celebrate the diversity of our appearance Promote functional achievements of the body (things your body can do) No negative comments about appearance 					
Questions	Suggested responses	35	38	34	37	26
Is there a shape in the story that reminds you of you?	Discuss why you think this shape is like you? What are the strength of this shape and how are these like you	Daisy bc I love reading and I am smart 17 Robbie bc I like to draw and play	One shape is Daisy the orange diamond I like diamonds and I can do the shape 9 Not really	Daisy the orange diamond loves to read books like me 6 Sam – I am happy tall Daisy – I'm smart and I have a good heart	The green triangle bc I like basketball The green triangle bc I like basketball	Tracy bc I like basketball
Questions	Suggested responses	35	38	34	37	26
Read this quote from the story and discuss "It's not the size of your shape, or the shape of your size, but the size of your heart, and that deserves first prize. So be proud of your body, any size or shape will do. Be proud of your body because YOU are a STAR too!" What makes you proud of yourself?	Discuss with your child the qualities they have.... kind, helpful, happy....		I am proud of my body because I live in my body 9 That I am different from everyone	I feel proud as I am kind and polite helpful and smart 6 I think I am a good friend	It doesn't matter what you look like, it matters what you are 6 Good friend, kind happy helpful	Bc I am good at basketball
Questions	Suggested responses	35	38	34	37	26
How can we look after our bodies?	Sleep well, healthy food, exercise and positive self esteem	Exercise and food and a good bedtime 17 By eating healthy are exercising and treading my body well	Exercising, eating healthy and drinking water 9 By eating healthy food, sleep. Play sports	Eating healthy food, sleeping and exercising 6 Good friend, kind happy helpful	Being healthy do exercise 6 Good friend, kind happy helpful	Exercise eat healthy and drink water
Questions	Suggested responses	35	38	34	37	26

Draw yourself as a shapesville character in The Reading WELL journal – What are your strengths and qualities that make you YOU! Add some words that describe you.			Basic image no qualities added	
	17	9	6	



<p>Title <i>Stand tall, Molly Lou Melon</i></p> <p>Author Patty Lovell</p> <p>Summary Molly Lou Melon begins at her new school and Ronald Durkin makes fun of her height and her buck teeth. Molly Lou is tiny, clumsy, buck-toothed, and with a voice “like a bullfrog being squeezed by a boa constrictor,” yet her grandmother has utmost confidence in her, and tells her at every turn to believe in herself Read, watch and listen – link on The Reading WELL website</p> <p>Main messages</p> <ul style="list-style-type: none"> • Celebrate the diversity of our appearance • Promote functional achievements of the body (things your body can do) • No negative comments about appearance 			
Questions	Suggested responses	31	9
Do you remember when you were in grade one or grade two? What did you think about the big kids – Were they kind, helpful, caring?	Help your child cast back to when they were younger – did they have a prep buddy?	Not completed	I think the big kids were helpful
What did Molly Lou do to stand up for herself	Molly Lou did not care what others said or thought of her she stood up for herself – when she got called Shrimpo she ran through the legs of the boy. Molly Lou celebrated her differences in a positive way.	I thought Molly’s attitude was very nice – her grandma advice was very useful she was called shrimp and still made the most out of it her voice was sounding like a bullfrog being squeezed by a boa constrictor she has buck teeth	Do all the stuff her grandma said
How can you build a proud reputation for who you are, and what you can do? Think about what makes it easy and what makes it hard for Molly Lou to stand tall ...	I can be proud of what makes me different (for example I wear my glasses, so I can see this helps me learn more so that I do well at school) talk with your child about what makes them unique	Not completed	Be happy to be me
What changes start to happen at school between Molly, Ronald, and her class?	They feel free now because Molly Lou Melon showed them how to stand up for themselves because they were scared.	Ronald Durkin eventually became foolish	She showed them how to be brave
Molly Lou takes every moment to build a proud reputation of who she is and what she can do! Who was her supportive person? Who is one of your caring adults? Who else?	Molly Lou had her grandmother Help your child identify one or two <u>other</u> adults in their life who support them	Not completed	She had her grandma I have mummy
<i>Brainstorm a list of 5 ENCOURAGING words/phrases that you can use for yourself add these to The Reading WELL journal * You can do it! * Never Give Up!</i>		Never give up You can do it Persistence is the key Keep persevering Always go your way	Go for it Have a go Try your best Be brave If you can't do it no-one can

<p>Title <i>The colors of us</i></p> <p>Author Karen Katz</p> <p>Summary Seven-year-old Lena is going to paint a picture of herself. She and her mother take a walk through the neighborhood, Lena learns that skin tones come in many different shades. Through the eyes of a little girl who begins to see her familiar world in a new way, this book celebrates the differences and similarities that connect all people. Watch, listen and read – link on The Reading WELL website</p>			
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<p>Main message</p> <ul style="list-style-type: none"> • Celebrate the diversity of our appearance • Promote functional achievements of the body (things your body can do) • No negative comments about appearance 							
Questions	Suggested responses	40	31	20	19	18	39
If you walked around your neighborhood, like Lena in the book, what different skin tones do you think you would notice?	Think about all the different cultures at your school what do the different skin tones look like...	In my class there is dark skin, one tan, white, light brown	In my neighborhood I would see lots of different colours	There is cinnamon, chocolate, honey, toffee coffee and butterscotch different types	I see lots of people with different skin colours	I would notice brown, black colours, tan colours and white colours	I would probably see pale tones, peachy tones, cinnamon and ginger tones
		26	21	30			
		Brown, white, pink, light brown, dark brown	Brown/white/ chocolate-brown	Butterscotch, tan, light the colour of ginger and chilli powder			
Questions	Suggested responses	40	31	20	19	18	39
We are all different and unique we cannot change our skin colour – what does your skin colour mean to you?	My skin colour is I am happy that I am this colour it means I am unique and belong to a culture.	My skin colour is a light brown and it doesn't mean anything to me because I think we are all the same	I am from Pakistan, but I am made up of peach, white, and a hint of brown apparently I am Turkish, Indian, Australian and much more. I've got light skin bc my parents are fair I was born in America – it is a part of my parents' culture	Represents my background culture	My skin colours mean I am Indian and different	My skin colors means I am special to have this colour	I think my skin is the colour of honey ad I am happy bc it means I am unique and belong to a culture
		26	21	30			
		It means everybody is different	My skin is light brown I am happy that I am, tis colour it means I am unique and belong to a culture	An organ that keeps my blood in			
Questions	Suggested responses	40	31	20	19	18	39
Lena's mother is an artist and tells Lena that she can mix colors to find the shade of brown for her skin color. Discuss what colors you might use to mix your skin tone.	Talk about the colors of your child's skin – some suggested word ... Fair / dark / olive / pink / brown / freckles	Blue, red, yellow = brown add some white to make my similar skin color		Fair and chocolate, cocoa brown	Peach, brown, light	Maybe white and alight colour to make my skin tone. I have freckles too	For my skin colour I would mix a little orange, brown, white and maybe tiny red
		26	21	30			
		Maybe light yellow and light pink	Brown and white	Brown and white			
Questions	Suggested responses	40	31	20	19	18	39
Why does Lena's mother take her to places to see other the people in the story?	Looking around the neighborhood shows Lena that the community is made up of many different cultural groups – In your local	Her mums takes her to show her the types of brown and to show her all the people		To see different types of skins	So that Lena could see all the colours and shades	She wants her to see that lots of people have differ skin colours and we are all special	In my community other cultures that live near me are Australian but that is all I know as I don't know any of them

	community what are there other cultures of people who live near you?	26 To see that everyone is different colours	21 Looking around to show her the different skin colours and different countries people come from	30 So Lean can understand that there are many types of colours			
Questions	40	31		20	19	18	39
Create a self-portrait like Lena did – draw in the The Reading WELL journal	Drawing added 26 No drawing		Drawing added uncolored 30 No drawing	Drawing added uncolored Drawing added		Drawing added uncolored Drawing added	

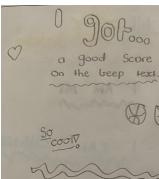
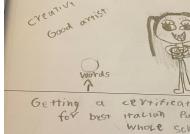
Title <i>We're all wonders</i>							
Author R. J. Palacio							
Summary Starring Auggie and his dog Daisy. We're all wonders shows readers what it's like to live in Auggie's world – a world in which he feels like any other kid, but he's not always seen that way. I know I can't change the way I look. But maybe, just maybe, people can change the way they see. <i>Wonder</i> is the unforgettable story of August Pullman, an ordinary boy with an extraordinary face. Watch, listen and read – link on The Reading WELL website							
Main message							
<ul style="list-style-type: none"> • Celebrate the diversity of our appearance • Promote functional achievements of the body (things your body can do) • No negative comments about appearance 							
Questions	Suggested responses	66		16	41	27	9
In what way is the Auggie an ordinary kid?	He is ordinary in the way that he wants to do the same things, like every other kid	He does the same things like everyone else		He eats ice cream, rides a bike and plays ball	He is an ordinary kid bc he does ordinary things	He does ordinary things like riding a bike	He eats ice-cream, plays ball, loves his dog. And he is a PERSON!
		26	17	44	30	37	
		He rides a bike, plays ball and eats ice-cream	He is human	He is kind and nice to people		He acts like a kids and does the same things I do	
Questions	Suggested responses	66		16	41	27	9
How is he extraordinary?	Because he has a visible difference and he has a lot of challenges – and the way he handles it makes him extraordinary.	He has only one eye		He only has one eye	Bc he is different	He looks different	He has good ideas when he is sad he goes to see a friend
		26	17	44	30	37	
		He has one eye	His imagination	Bc he is different, and he has one eye	He has a face, likes ice-cream		
Questions	Suggested responses	66		16	41	27	9
Explain what Auggie means when he says, "People just need to change the way they see."	This means that people need to look past how he looks and see the normal person within. To change the way, one sees would be to change the way they act and behave towards others who are different. This can happen sometimes when	This means they need to look past his difference		People need to change their perspective	People need to expect differences	It means people need to stop judging how they look and focus on how he is unique	People should look for other people's positives should get to know people and not worry about what they look like
		26	17	44	30	37	

	people are a bit scared of when someone is different in their looks	He means that people should be nice	Don't judge people by their looks	They see that he is different	He has one eye	They change bc they see people and what they look like	
Questions	Suggested responses	66		16	41	27	9
Discuss the meaning of wonder. Explain why Augie's mother calls him a wonder.	Auggie's mother loves him and knows that he has special qualities she can see past the way Augie looks. She knows that life can be hard for him and want him to focus on his strengths. She would also know that other people tease Augie and she needs him to have skills to be strong to cope with this.	Augies mother loves him and know he has special qualities		Bc he is different unique and special		She knows Auggies looks different, but she knows if he believes in himself he can do anything	He is unique, his mum needs to tell him he is great so he can be strong around people who tease him
		26	17	44	30	37	
		because he is unique	Because he is a wonderful kid	Bc his mum loves Augie	People have to see the wonders they have	Being positive	
Questions	Suggested responses	66		16	41	27	9
What makes you different and unique? We are all different and unique.	Do you have a birthmark, freckles or something about your body that you were born with that makes you different from other kids? We are all different and unique.	I have a humongous dimple		The mole on my face	My personality	I have freckles and I have different hobbies	I am funny I am creative I am good at mine craft
		Suggested responses	26	17	44	30	37
			I like basketball	My scar	I can draw well, and my drawing are unique	My left eye is wider than my right eye	I was born with a birth mark

Title <i>Your body is brilliant</i>							
Author Sigrun Danielsdottir							
Summary							
Bodies do all sorts of amazing things, like move around, grow bigger and heal themselves. Bodies also come in all sorts of shapes and sizes and we need to take care of them so that they stay healthy and strong. If we listen to our bodies, they tell us exactly what they need. Promoting respect for body diversity among children will also encourage kindness and help prevent bullying.							
Main messages	<ul style="list-style-type: none"> Celebrate the diversity of our appearance Promote functional achievements of the body (things your body can do) No negative comments about appearance 						
Questions	Suggested responses	46	20	19	67		
What does your body love to do?	Help you child think of five or six different activities – running, jumping, giggling, dancing	Doing sport – running / jumping / skipping	My body loves to do exercise my body wants to be fit and healthy and I want to challenge ourselves in sports	Dance, sing, run, relax	My body loves to do gymnastics, running jumping, dancing, splashing, signing		
What does your body feel for you?	Help you child think of five or six different emotions – hungry after school, tired when it's bedtime...when you have felt unwell	It makes you feel hurt /sick / hungry / tired	My body is happy for me, my body feels sad when I am sick	Tired, hungry, bad	My body feels exciting, hungry, tired, sick, happy sad		
What are some things you need to do to keep your body healthy? What should you do when you are not feeling well.	Eat healthy food, exercise by moving your body. If you feel unwell you should tell an adult.	Do sport and exercise, always eat healthy food Tell your parents teachers older people	I exercise my body and I take medicine when I am sick	Eat food and exercise Tell and adult when	I should eat healthy food and do exercise		

				you feel unwell	
Everybody is different we are all unique – Name some features that you have that make you different.	Freckles, curly hair, a birthmark	My skin colour and my birth mark	My skin color is brown, my hair is black, and my background is Thamil	I have a birthmark on my back	Straight hair, brownish skin, thin and small
Draw a portrait of your family in your journal – label some of the special features that you and your, family have.		Not completed	Portrait included	Portrait included	Portrait included

Title <i>Better than you</i>								
Author Trudy Ludwig								
Summary								
Jake's bragging is really starting to get to his neighbor Tyler. Tyler can't show Jake basketball moves, a school assignment, or a new toy without Jake saying he can do better. Tyler starts to wonder, Is something wrong with him? Is he really such a loser? Is Jake really better than him at everything? Or is Jake the one with the problem? With the help of his uncle Kevin, Tyler begins to understand that Jake's bragging has nothing to do with Tyler's own abilities and that puffing yourself up leaves little room for friends.								
Main messages								
<ul style="list-style-type: none"> Understand and manage our emotions in a positive way Talk about our feelings with our friends and adults Be proud of our achievements Focus on our strengths not our weaknesses Accept that you are you and that you are unique 								
Questions	Suggested responses	46	40	31	65	20	Ana	42
How does Tyler feel when he has to do something that he isn't very good at, like the math test?	Hands get sweaty, brain turns to mush, says "I am stupid", says "Test is stupid". He isn't very encouraging to himself	He would feel annoyed, nervous and frustrated bc Jake laughs at him and teases him	He feels nervous, his hands go sweaty and his mind goes mush	Jakes bragging is too much for Tyler and his friends.	Tyler felt less confident and his hands got sweaty when he is not good at something	His hands get sweaty, brain turns to mush and acts like he is worth for nothing	Tyler get sweaty and confused he then starts to doubt himself bc he calls himself stupid	In the book it says that Tyler get sweaty hands and his, brain turns to mush, he doesn't like maths tests and says, "I am stupid", and the maths "Test is stupid".
Have you ever felt like this before? When	Talk with your child about a time that they have felt this way	Yes, my brother said that he could do better than me	I felt like this when I first faced a cricket ball		I have never felt like this before	I have felt like this before when someone on my table bagged me.	No, I have not bc I try to use a growth mindset and keep going	Yes, I have felt like this when my cousin 26ie about how much more she knows than me, so she was apparently better than me
Why did Uncle Kevin say Jake was like a puffer fish?	A puffer fish puffs up his body to make himself bigger than he actually is. It protects him from enemies because he looks bigger. When the puffer fish gets really big – it pushes other fishes out of the way.	Bc Jake was a showoff and he takes a lot of space and loses his friends Pufferfish Bc he wants to be better than everyone in everything and make everyone think that	Jake was trying to make himself bigger than he is	Uncle Kevin tells Jake that Kevin is a bit like a pufferfish in other words	Jake is like a puffer fish bc he shows himself to be bigger than he actually is	Taking up space – pushing up friends	Bc when a puffer fish gets big it pushes the other fish out of the way	Bc he was trying to make himself bigger than he was, he was trying to get more attention than he needed and pushing others away
Why do you think Jake needed to puff himself up	A lack of confidence, lack of attention, needing to be the best at everything at any cost.			Jake made himself bigger than he was and pushed away his friends.	Jakes does puff bc he fell a lack of confidence and he	Jake is trying to get a lack of attention and being the best at everything	Jake puffs himself bc he wants to be better than everyone, so he doesn't lose and feel	Bc he wants more attention and he says stuff he can't do and not trying, and he doesn't learn

when he's with his friends?				wants to be the best at everything		silly bc he has no confidence	
Who had the problem – Tyler or Jake?	Tyler wasn't alone in his feeling about Jake. He treated others the same way. He bragged and boasted with all his friends. When someone has a “better than you” attitude, it is NOT about you. Everyone has things they are BEST at...just keep doing YOUR best and your best will get better.	Tyler has the problem bc Jake is the pufferfish	Tyler was getting annoyed at Jake bc was better than him at everything	Tyler ignored him and finally recovered	Jake	Jake started it bc Jake started the problem	Jake had the problem bc Tyler could do things well, but Jake never made him believe that he never supported Tyler Jake has the problem as he is trying to be more than he actually is Tyler is getting upset about what he is getting told
Make a poster of your best achievement in The Reading WELL journal add some words about your strengths and achievements	Not completed	My biggest achievement was making it into the semifinal in cricket	My achievements – Pakistan immigration poster I am equal I am me I am proud	Simple illustrations with no words	I got a good score at the beep test 	Getting a certificate at assembly for the best Italian puppet out of the whole school – creative / good artist 	

Title <i>Bully busters and beyond: 9 treasures to self-confidence, self-esteem, and strength of character</i>		
Author Phil Nguyen		
Summary From victim to victor. From reactive to proactive. From suffering to succeeding. Martial arts master Phil Nguyen teaches the nine treasures to help children and their parents discover their inner strength, so they can deal powerfully with bullying now and face adversity confidently for the rest of their lives.		
Main messages		
<ul style="list-style-type: none"> Understand and manage our emotions in a positive way Talk about our feelings with our friends and adults Be proud of our achievements Focus on our strengths not our weaknesses Accept that you are you and that you are unique 		
Questions	Suggested responses	37
These are the 9 Treasures Respect Fitness Toughness in your mind Assertiveness in your behavior Kindness in your actions Braveness in your heart Boldness in your dreams Greatness in your life Peacefulness in your world	As you read with your child talk about how these 9 will support them in daily life.	the 9 Treasures make sure that you are happy and not angry
Which of the 9 treasures will help you Manage your emotions in a positive way?	Talk with your child about this main message and how this will help them with dealing with problems they have.	2 thoughts in your mind
Which of the 9 treasures will help you Focus on your strengths not your weaknesses?	Talk with your child about this main message	Fitness assertiveness and peacefulness
Focus on one of the 9 treasures this week Select a treasure and note in The Reading WELL journal how this goes ...		AMAZING

Title <i>Feel confident!</i>				
Author Cheri Meiners				
Summary To support children to recognize their individual worth and develop confidence in themselves, their abilities, and the choices they make. Children learn that they can speak up, expect and show respect, try new things, and believe in themselves. Confidence-building skills of accepting yourself, asking for what you need, making decisions, solving problems, and communicating are also discussed.				
Main messages <ul style="list-style-type: none"> Understand and manage our emotions in a positive way Talk about our feelings with our friends and adults Be proud of our achievements Focus on our strengths not our weaknesses Accept that you are you and that you are unique 				
Questions	Suggested responses	18	26	4
What do your family say you were like when you were a baby? What made you special to them then? – What make you special to them now?	Talk with your child about them as a baby the qualities they showed as they grew...	I was always happy and outgoing I was special to them bc I was their little girl. I am special now bc I am their big girl	I was so little bc I was six weeks early I have a birth mark	Qualities Encouraging people Loving brother
What are some of the things you do for yourself? What things do you need help with?	Developing independence over time – talk with your child about the things they learnt to do by themselves.	Set my clothes out and shower myself, I can get my own brekky. I need help with my homework	I make toast and do the dishes so we can eat on plates and bowls	Brush teeth / hair / dress my self
What is it like learning to do something hard... How does it feel to keep trying?	Talk with your child about the way they learn new things.	It makes me nervous; I makes me feel good to keep trying	I need help with basketball practice it is sometimes annoying but fun	Reading hard words / reaching things off high shelves
What makes you feel confident about yourself?	Talk with your child about their confidence and how you have watched them grow.	That I keep trying even when something is hard	I am good at basketball	When others cheer for me / others think that I am good at something
There are some other great discussion points and activities at the back of this book. Complete these in your Reading WELL journal this week.				

Title <i>Have you filled a bucket today?</i>							
Author Carol McCloud							
Summary This book focuses on how our social interactions positively or negatively affect others and encourages all to be kind. Encourage positive behavior by using the concept of an ‘invisible bucket’ to hold good thoughts and feelings. When you do something kind, you fill someone’s bucket; when you do something mean, you dip into someone’s bucket and remove some good thoughts and feelings. Read Watch and Listen – link on The Reading WELL website							
Main messages <ul style="list-style-type: none"> Understand and manage our emotions in a positive way Talk about our feelings with our friends and adults Be proud of our achievements Focus on our strengths not our weaknesses Accept that you are you and that you are unique 							
Questions	Suggested responses	19	18	15	38	34	21
What does a full bucket mean?	It's when people feel good about themselves because they have done good things or things for others	If a person is happy they have filled someone bucker	It means you have filled a bucket, or someone has filled yours	It means happy and good things you have said	It means you are making someone happy	It means when you have done something for yourself and others	When you make someone happy
		44	38	9			

		To be kind to others	You are making someone happy	You're very happy											
Questions	Suggested responses	19	18	15	38	34	21								
What does an empty bucket mean?	People might feel sad, unhappy for things they have done or haven't done	When someone is sad and angry	You have hurt someone's feelings and emptied your bucket and theirs	Sadness is coming or a thing not being done	People might feel sad and unhappy	When people feel sad lonely	When I feel sad								
		44	38	9											
		Being mean to others	People might feel sad or unhappy	You are very sad											
Questions	Suggested responses	19	18	15	38	34	21								
What can you do if you notice someone dipping someone else's bucket?	Talk to them about it, support the person whose bucket was dipped, tell a trusted adult, etc.	Tell them to stop, tell and adult	Fill theirs by asking if someone is okay	I will help the person whose bucket was dipped	You could say stop or don't do that	Talk to the person	I can tell my mum about it								
		44	38	9											
		I would support him or her	You could say stop or don't do that	Ask them to stop											
Questions	Suggested responses	19	18	15	38	34	21								
What could you do if you feel that someone is dipping your bucket?	Ask them to stop, go seek a friend to cheer you up, tell a teacher, etc		You can say "can you please stop" and walk away	I will turn around and tell someone I know and tell them / ask someone they can play with me if they need a friend	I would tell a teacher or say stop	Say stop and cheer up yourself	I can tell my teacher								
		44	38	9											
		I will be nice to them so that he or she will fill our buckets together	I would tell a teacher or say stop	Tell them what they are doing is wrong if that doesn't work tell a teacher											
Questions		19	18	21											
Create a plan to fill your bucket over the next week add this in The Reading WELL journal		I am going to fill Disha's bucket and I am going to be kind and talk to her	Say nice things Encourage other people Tell people you love them Write nice notes to people	To say hi to my friends To lay with my sister Have fun with my family											
		9													
		You can be nice to someone Don't be a trash talker about yourself Be self-caring													

Title *How full is your bucket? For kids*

Author Tom Rath

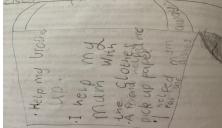
Summary

Each of us has an invisible bucket. When our bucket is full, we feel great. When it's empty, we feel awful. Most children (and many adults) don't realize the importance of having a full bucket throughout the day. Felix begins to see how every interaction in a day either fills or empties his bucket. Felix 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.

Read Watch and Listen – link on The Reading WELL website

Main messages

- Understand and manage our emotions in a positive way
- Talk about our feelings with our friends and adults
- Be proud of our achievements
- Focus on our strengths not our weaknesses
- Accept that you are you and are that you are unique

Questions	Suggested responses	15	38	17	56	55	6
What was Felix like when his sister wanted to play with him?	He didn't want her to play she told her to go away – she broke the tower down	He was very mean to his sister	He didn't want his sister to play	Felix was being rude bc he didn't want his sister to play	He was annoyed bc his sister was too small	Felix didn't let her play	Felix was not nice
Describe a bucket-filling moment?	It could be when: someone shows they care helps someone out shows appreciation or uses kind words with others Encouraging others These are examples of bucket-filling	When someone helps you up after a fall.	Helping people	A bucket filling moment is when you do something good or something nice	Saying nice things, being careful, don't say rude things	When I played basketball and I scored	Doing good work, friends being nice being kind
How do you feel when your bucket is full?	Talk with your child about positive feelings	I feel good when my friend plays with me and I get my buck filled	I would feel happy and great	I feel happy joyful and nice	I feel happy, enjoyed and amazing		You feel happy when your bucket is full
How can you fill your own bucket In The Reading WELL journal draw the outline of a bucket – write in the ways you fill yours over the week also note how this makes you feel.	Help my brother up I hep my mum with the clothes A friend helped me pick up paper I helped my mum put the dishes away		Helping mum with the clothes	I can be nice I can help someone I can do other people's jobs Happy Glad Awesome		Being nice to others makes me feel happy	Getting a goal Helping Smiling Being kind Caring

Title *I can handle it!*

Author Laurie Wright

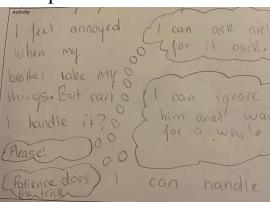
Summary

Can Sebastien handle his problems? Of course, he can, with the help of a mindful mantra! He could try something silly, or he could try something funny! Chances are whatever his problem may be, he can handle it. *I can handle it!* helps equip children to alleviate everyday anxieties that arise in their lives.

Read Watch and Listen – link on The Reading WELL website

Main messages

- Understand and manage our emotions in a positive way
- Talk about our feelings with our friends and adults
- Be proud of our achievements

• Focus on our strengths not our weaknesses								
Questions	Suggested responses	31	65	38	26	44	58	10
How does Sebastien solve some of the problems he has?	Read back the through the book and look for the best solutions to problems Sebastian has. Such as when he has to leave the pool ...	Making his sister laugh / moving away from her was a good solution when she bugs Sebastian He takes lessons, sends out search parties, and adds funny ideas to his thoughts	He can save up money and buy his own pool	He makes a solution and works out how	By drawing, being polite or making a sorry sign	He can ask a friend or do it by himself	He solves problems by drawing to explain a TV show,	He asks nicely if he can come back to the pool
Think of a problem you have had that was difficult and talk about how you handled it	Talk with your child and identify a time when they handled a problem well	I have a similar problem to Sebastian when adults don't listen I get frustrated. He always thought positive and could handle anything with a growth mindset	If I can't watch TV I play bay blade or make origami with tape	I once spilt water I said sorry and cleaned it up	I don't like having a shower, so I think of what I am doing tomorrow, and I get in	I wanted a biscuit on the shelf I couldn't reach so I get a ladder	Once I was frustrated bc there were 5 toddlers and I was one of the kid's ad it was a lot to handle	I asked if I could play with my friend she said no so I told her how I felt, and she said sorry
Describe a situation that caused a strong emotion/reaction in you For example – Felling annoyed and upset about having to get up early to go to school	Offer, talk through with your child some solutions to the situation that will help you solve problems and manage your emotions in a positive way	I felt annoyed when y brother takes my things, but I can handle it	Not completed	I had to stay home alone and wanted to cry	When the baby died	When I wake up early for school		I had to wake up early to go to school I felt annoyed I can handle it by going to be early
Plan for a problem and a way about solving it ... using the words. When this happens"I could try.... to handle it by. Add the plan to your Reading WELL journal this week.	A great visual of thoughts to solve problems			When I am back home early from school I will go to bed so that I can wake up early	I get bullied I can ask them to stop or tell someone			Cleaning – save money for my pool

Title <i>I like myself!</i>								
Author Karen Beaumont								
Summary								
One little girl's exuberant ode to self-esteem that celebrates the joy of liking who you are. Even as she imagines herself with increasingly exaggerated physical features such as "knobby knees, or hippo hips, or purple polka-dotted lips", this indomitable little girl's confidence and sense of self-worth remain strong.								
Key messages								
<ul style="list-style-type: none"> Focus on our strengths not our weaknesses Accept that you are you! and that you are unique 								
Questions	Suggested responses	20	19	15	38	parent summary		
The little girl really likes everything about herself – Find something in the story that you enjoyed most	Talk with your child about why they liked this part of the book	I enjoyed it when she grew horns out of her nose – it looked funny	I liked the part when her hair went everywhere but she didn't care	I enjoyed the parts where she was thinking about herself	My favorite part is the inside, outside upside down from head to toe and all around.	We had an excellent conversation about this little girl and her happy personality. Metaya is relating so much to her character especially how she is loving herself, she		
		26	21	11				

		I like how the book rhymes; she didn't care what other people said	I like her with crazy hair	Pinky dotted lips		believes that she is able to achieve her goals with such a strong mind.
What did she think about what others thought of her? Could you do this too – why / why not?	Suggested responses	20	19	15	38	Although some people can be really mean and say words that can affect your self-esteem she will stay positive and she will never do that to anyone else. I like myself bc I am kind, nice and I make new friends
	Talk with your child about how it doesn't matter what other people think about you	Things that people say about me is bad. I just ignore them	She ignored them, Yes it doesn't matter what others think	She didn't care what they thought of her, I can sometimes be like her bc people say nasty stuff	Someone once called me a jealous girl, but I don't care	
		26	21	11		
	I could do this bc you can get on with stuff	Yes, bc I like myself				
	Suggested responses	20	19	15	38	
What is one thing you like about yourself? I like myself because I'm ME" – what are the things that define you as YOU	Your name/culture/looks/likes-dislikes/interests/goals	I like the culture that I am in. I like my skin color to be brown	I like what I look like	I like myself bc I am fast	I love my life	
		26	21	11		
	I like myself bc I am good at basketball and fishing	My face I don't like my hair	I love to sing			
	Suggested responses	20	19	15	38	
Why do you think she is so confident?	She imagines herself with exaggerated physical features such as "knobby knees, or hippo hips, or purple polka-dotted lips", the little girl's confidence is strong because she has a strong sense of self	She is confident bc she ignores bad thing from people	She has a strong sense of self and she doesn't care	She is very happy of the way she looks and is very positive	I am happy with who I am	
		26	Because she is happy	11		
		Bc she can get on with things she likes challenges		Because		
		20	19	15	38	
Looking at the wording in the book think about a way you could describe yourself, your talents and or what you like about yourself most. Add this to The Reading WELL journal this week. Parents can have a go at this too.	I am Me I can't change I can control myself	Chatterbox Helpful Nice Friendly Worried	Spaghetti hair Tall legs Wiggly toes up to my bones Popping lips	I am joyful and happy gentle and kind		
	26	21	11			
	I like myself bc I am good at basketball, I'm good at maths and could improve on joining letters	I like painting I like helping other people I like to go to the pool I like to play with my family	I love me because I'm free			

Title *I matter!*

Author Laurie Wright

Summary

We all matter, but sometimes, when you're small it is easy to forget that. Elise matters to her brothers, her parents and even to her dog, Ozzy! Children can sometimes feel small and insignificant in a busy and often complicated world. Help your child to develop a strong sense of self by following along with Elise and equipping your child with the powerful mantra: I matter.

Main messages

- Understand and manage our emotions in a positive way
- Talk about our feelings with our friends and adults
- Be proud of our achievements
- Focus on our strengths not our weaknesses
- Accept that you are you! and that you are unique

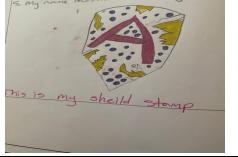
Questions:	Suggested responses	20	19	33	39	26	32
I matter is a powerful thought. Did you know that you are important to others?	Talk with your child about how they are important and matter to other people around them	I matter bc I have feelings, I am a human too	I am me, only me, by myself	I matter to my family and friends	My grandma, grandpa. Mum dada brother and my school friends are who I matter to	Yes because ????	Yes
		23	21	29			4
		I know that I am important to others	Yes, mum dad sisters' brothers' friends	Yes, I do			Yes, I am important to lots of people
Questions:	Suggested responses	20	19	33	39	26	32
How often do you think about all the people you matter to?	Make a list of these people	The person I care about is 26shiya she acts like I matter, and she does too	To my mum and dad bc I am their daughter	Not completed		Not much	A lot
		23	21	29			4
		I think about it a lot		I love thinking about my friends and family			OFTEN EVERYDAY
Questions:	Suggested responses	20	19	33	39	26	32
Do you ever think about WHY you matter?	What are the skills and qualities your child has like the story that makes them important to others.	I have skills and things you may not have or do that's the same as me		I help people with their work	I am important to others bc I am a good friend, kind caring and nice	Not really	Yes
		23		29			4
				Help my siblings ,feed the pets , by kind			When someone falls over I help them up, if someone is sad I would usually help them
Questions:	Suggested responses	20	19	33	39	26	32
What are some of the things you do to help others in your family, community, at school....		I go to MSPS sometimes I help with sports	Brother, help with his homework Help people who are sad	Not completed	I help others by supporting them and giving advice	I feed the dog, I do the dishes, I do the compost.	Do jobs around the house
		23	21	29			4
		Chores and fundraising	The girl is so happy				Helping people makes you feel good
Questions:	Suggested responses	20	19	33	39	26	
What are some others things that this book has shown you about how you matter	Talk through the ideas in the book	Whatever I do means I matter	I am me, only me, by myself	Not completed	This book shows that you matter to everyone and others care for you	Its shown me that everyone matters and cares for each other	
		23		29			

		Talk about something when you are mad					
Questions:	20	19	33	39	26		
Look in the mirror and tell yourself that you matter because mum and dad can do this too.		I did this and felt so good for the rest of the day					

Title <i>The invisible boy</i>								
Author Trudy Ludwig								
Summary Have you ever felt invisible even when you're around other people? Meet Brian, the invisible boy. Nobody ever seems to notice him or thinks 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. Read Watch and Listen – link on The Reading WELL website								
Main messages								
<ul style="list-style-type: none"> • Talk about our feelings with our friends and adults • Accept that you are you! and that you are unique 								
Questions	Suggested responses	66	20	19	18	12	parent summary	
Why do you think it means to feel invisible?	Someone who feels invisible feels like no one knows they are there, they aren't included in anything and no-one talks to them.	No-one includes them, they're not friends	Someone who feels invisible feels like they aren't being cared for they are lonely and not noticed	It means you are not getting included and not treated nicely	It's kind of annoying bc it's like you are not there	It's sad that Brian got excluded	M enjoyed reading this book. She doesn't like how the kids were ignoring Brian bc that can hurt his feelings.	
		37	67	42	30	1		She liked the way how Justin encouraged Brian to draw something for the project and finally feel important for the other kids.
How did Brian feel when everyone was talking about the good time they had at the birthday party? Why?	Brian would feel sad and alone not noticed. Talk with your child about times that they may have been left out of something	Invisible means you are lonely and scared	When someone feels invisible they are hidden in a group	Means that you don't get noticed	To feel like nobody cares about you	It would feel like nobody is paying attention to you		
		37	67	42	30			Never let a bad situation bring out the worst in you
		37	67	42	30			
How did Justin encourage Brian?	66	20	19	18		1		
	He noticed that he was a good artist and suggested he draw the pictures for the story their small group needed. Justin could see Brian's strengths	Justin noticed that he did very good drawings	He encouraged Brian that his drawings were great	He talked to Brian and included him	Justin invited Brian into the group bc of his good drawing	To show respect to him		
	37	67	42	30				
	Justin made Brian be in his group	Justin's loves	Justin encouraged Brian by being	Justin cared about Brian				

		and let him draw the pictures	Brian's talents	a friend he encouraged Brian			
Suggested responses	66	20	19	18			
How did this Help Brian	Talk about feeling included and supported	Brian felt included when Justin came to his school	By making him feel not so invisible	He felt happy, included and supported	He felt happy and a part of something		
		37	67	42	30		
		It helped Brian not be invisible	Brian likes to exercise his strengths	To gain confidence to make friends			
Write an encouraging note to Brian or someone you know in your Reading WELL journal this week.		You are a very good drawer Brian I hope you do not get left out of something	Brian your drawing is so the best, I love it	Brian, I hope you and Justin be bet friends It will be a very good thing		I just wanted to let you know you are never alone I will always be here for you	
		37		42		30	
		You are a very good drawer Brian				Dear Brian, now you have Justin as a friend always know that you mum and dad care for you. And if you have a problem talk to them from 30	

Title <i>The name jar</i>							
Author Yangsook Choi							
Summary							
Having just moved from Korea, Unhei is anxious that American kids will like her. So instead of introducing herself on the first day of school, she tells the class that she will choose a name by the following week. Her new classmates are fascinated by this no-name girl and decide to help out by filling a glass jar with names for her to pick from. Unhei practices being a Suzy, Laura, or Amanda, one of her classmates comes to her neighborhood and discovers her real name and its special meaning. On the day of her name choosing, the name jar has mysteriously disappeared. Encouraged by her new friends, Unhei chooses her own Korean name and helps everyone pronounce it—Yoon-Hey.							
Read Watch and Listen – link on The Reading WELL website							
Main messages							
<ul style="list-style-type: none"> • Talk about our feelings with our friends and adults Accept that you are you and that you are unique							
Questions	Suggested responses	46	40	25	18	15	11
Why does Unhei choose not to share her name with her class? How does the class react?	When she was on the bus the other children teased her, she felt sad. Her class are curious and want to know why	The children on the bus teased her and made fun of her – her class were curious bc she didn't have a name	On the bus he was getting teased by her name and she didn't want to feel embarrassed by her name They were surprised and confused	Unhei is from Korea, they teased her on the bus about her name.	She didn't want people to make fun of her everyone was wondering why she didn't have a name	She was teased by the other kids Her class was surprised	Bc kids on the bus made fun of her name
Have you ever had an experience like Unhei's	Help your child identify a time in their life that	Yes I have moved to a new country	I haven't moved countries or schools I	So in class she didn't have one and her classmates found her a name jar	When I moved into grade 2 I only knew 1 person in my class, it made me feel nervous	At swimming I changed my swimming No	They wanted to help her

Have you come to a new country? Have you ever changed schools? Have you been somewhere where you didn't know anyone? How did you feel?	was new, and they had to meet new friends – talk about their feelings	I have changed schools I did not know anyone I felt lonely	would feel scared nervous and excited to meet new people			class I felt very happy	No Yes in Fiji, I felt scared
Why does Unhei's class create the name jar? What is it for?	The name jar is to help her come up with a name. They are trying to help her	She wanted an American name	They created the name jar bc they thought she didn't have a name they wanted to help her choose a name		People made up names for Unhei to choose	To help pick a name for her	Bc they were worried they wanted to help
With her classmates help Unhei chooses her own name at the end? Do you think this was the right choice? Why or why not?	Talk through this with your child		I think it was the right choice to pick her own name bc you shouldn't feel embarrassed about your name	They help her choose Unhei	It was the right choice bc she was bringing true to herself	Yes bc she found out what her name meant	I think it was bc you should be yourself
Unhei loves the Korean name stamp her grandmother gave her. Our names often have meaning do you know yours?	An internet search should provide your child's name meaning if it's not known		40 means full of goodness	My names means beautiful as the moon	My names means being protected by god	The meaning of my name is princess of a fairy queen	Striving and industrious
Now think of a symbol for your name and draw it in The Reading WELL Journal	Not completed	(created a symbol)	So creative				

Title <i>The thing Lou couldn't do</i>
Author Ashley Spires
Summary
Lou and her friends are BRAVE adventurers. They run FASTER than airplanes. They build MIGHTY fortresses. They rescue WILD animals.? But one day, when they're looking for a ship to play pirates in, Lou's friend has an idea: Up there! The tree can be our ship! Ummm ...says Lou. This is something new. Lou has never climbed a tree before, and she's sure she can't do it. So, she tries to convince her friends to play a not-up-a-tree game. When that doesn't work, she comes up with reasons for not joining them her arm is sore, her cat needs a walk, you shouldn't climb so soon after eating. Finally, she tells herself she doesn't want to climb the tree. But is that true, or is this brave adventurer just too afraid to try
Read Watch and listen – link on The Reading WELL website
Main messages
<ul style="list-style-type: none"> • Understand and manage our emotions in a positive way • Talk about our feelings with our friends and adults • Be proud of our achievements • Focus on our strengths not our weaknesses • Accept that you are you And that you are unique

Questions:	Suggested responses	60	33	39	15	35
Lou faces a challenge. How does she deal with this challenge during the story.	At the start, Lou avoids her challenges, she comes up with reasons not to climb the tree... at the end she	Lou doesn't want to, but she tries in the end	At the start, Lou avoids her challenges she comes up with reasons not to climb the tree	At the start, Lou avoids her challenges, she comes up with reasons not to climb the tree at the end Lou tried and she had fun	She was trying to get away with it	Lou comes up with excuses not to climb the tree
	38	27	67	42	9	
	Lou tried to climb a tree, but she couldn't	Lou comes up with excuses then finally says she can't climb the tree	Tried to make excuses so not to play	Lou makes excusers not to climb the tree, but she sees her friends having so much fun, so she decided to have a go but fails the next day she tries again	She comes up with excuses but in the end has a go	
Questions:	Suggested responses	60	33	39	15	35
Have you faced a challenge before? What was it like? How did it make you feel?	Talk about a time when you child faced a challenge	Yes but I don't remember them	I faced a challenge when I was trying to make my drawing pop out	The Naplan test last year, bc it was very new for me and I was scared to do it, I tried my best	I challenged myself to climb a rope at gymnastics, it was hard and made me scared	Talked about the butterfly at the district swimming
	38	27	67	42	9	
	I once tried to do a front flip I failed and felt sad	Yes I have felt anxious and stressed when I faced a challenge	By climbing the risk wall it made me feel scared	My first basketball game bc I didn't know what to do or what the rules were it made me feel nervous	Going on planes scares me	
Questions:	Suggested responses	60	33	39	15	35
Is there something that you would love to do but can't quite do it yet? With practice you will be able to master it...	Help you child think of some things that they are still learning how to do Talk about how trying and practice will help achieve this.	Swimming		I am learning to do better at math and have neater writing. I will do more practice with maths books to help me and I was scared to do it	I would love to achieve a high jump with practice	Talked about drawing and ways to get better at it
	38	27	67	42	9	
	I would love to do a front flip	There is something I want to do but I can't if I practice then I will be able to do it	Rock climbing I can practice it	I would like to be able to cook as good as my mum with practice I will	Division is hard	
Questions:	Suggested responses	60	33	39	15	35
Have you ever felt pressured to do something you are not ready to do?	It's okay not to join in things when you don't feel safe. It is okay to say no	Yes I have before		Not really	Yes jumping g in the deep end my couch let me stay with her until I was ready	At the beach I was pressured to keep up with my older cousin
	38	27	67	42	9	
	I have not felt pressured before	I have felt pressured before bc I am scared to make a mistake	If I see a challenge I don't feel safe	No I don't think so	Hopping on a plane	
Questions:	Suggested responses	60	33	39	15	35
In The Reading WELL journal		Illustration included		I am trying to have neater	Image of high jump	Drawing

The thing you couldn't do Write a short story or draw a picture of something you are trying to achieve.....			handwriting and will do more at school.		
	38	27	67	42	9
	Image of trying to do a front flip	I am trying to paint a good picture 		Image of tree and climbing it	Image of plane

Title <i>The wonderful things you will be</i>						
Author Emily Winfield Martin						
Summary						
When I look at you and you look at me I wonder what wonderful things you will be. From brave and bold to creative and clever, it celebrates all personalities and their potential. With its loving and inspiring message. Then I'll look at you, And you'll look at me, And I'll love you, Whoever you've grown up to be. Read Watch and Listen – link on The Reading WELL website						
Main messages						
<ul style="list-style-type: none"> • Talk about our feelings with our friends and adults • Be proud of our achievements • Focus on our strengths not our weaknesses • Accept that you are you and that you are unique 						
Questions	Suggested responses	19	39	37	9	2
What do you think this story is about?	Growing up and parents wondering what their child will be like and who they will become	We need to believe in ourselves and like who we are	Its about parents wondering what their child will be like	Parent think that you can be whatever you want to be	Something that I will be when I grow up	Parents predicting what children will be
What do you think this means? – “When nights are black and days are grey. You'll be bright and brave so no shadows can stay”	It means than sometimes life can be hard, but we can get through these times with help and support – we need to believe in ourselves and solve our problems	Life can be hard and you'll have to be brave and solve problems	Some days are hard but with help you can get through them	When your beave your happy and when the sky is black and grey you are sad	Life can be hard but we will get by with some help with our friend	When times are hard you will solve them
What do you think you will be like when you are an adult?	Talk with your child about their strengths and how they are unique. Talk about the kinds of roles they might like to do when they are older.	I will be kind and caring I will always tell my child to believe in yourself	I will be a kind and caring person	I will be a good role model and be healthy and happy	Amazing teacher good friend	I think I will be kind, helpful and funny
In The Reading WELL journal draw yourself as an adult			I would like to be a hairdresser to make people hair look nice		Teacher Good morning	

Title <i>Unstoppable me!</i>						
Author Wayne W. Dyer						
Summary						
<i>Unstoppable me!</i> supports children with how to hold on to the no-limit thinking. The 10 important lessons in this book include the value of taking risks, dealing with stress and anxiety, and learning to enjoy each moment. Each point includes an example showing how a child might apply the concept in his or her everyday life. Read Watch and Listen – link on The Reading WELL website						
Main messages						
<ul style="list-style-type: none"> • Understand and manage our emotions in a positive way • Talk about our feelings with our friends and adults • Be proud of our achievements • Focus on our strengths not our weaknesses 						

• Accept that you are you and that you are unique								
Questions	Suggested responses	66	40	31	19	16	26	55
Can you think of a time where you were scared or embarrassed but everything turned out okay?	Talk with your child about a time they may have felt this way and then talk through how it was all okay in the end – it might be a time they were late for school or they missed the goal in a sports game	My first day at the new school I did not have friends I was scared but later I found new friend to play with	When I thought I was in trouble at school, it tuned out okay	This book taught me 10 enchanting lessons to soar through life. I always turn up early for school, twice a year I visit the dentist I am always really embarrassed but everything turns out to be ok.	I spilt tea on my white dress	The first time I hosted an assembly I felt scared and embarrassed but It went ok.	Once I farted at dinner, but everyone farts	When I forgot what time maths was
		63						
		At my first concert I was nervous about everything but it all turned out fine						
Questions	Suggested responses	66	40	31	19	16	26	55
To be good at something we need to practice and better our skills – what is something that you persisted with until you go it!	Think of a time when you child has to learn something, and it takes practice – this could be swimming, riding a bike, or a schooling skill	I kept on doing my joined handwriting till I got it	I am a wicket keeper I know I am good but when I first stated I wasn't good at it I kept on practicing and I got better	I am still trying and persisting to shoot my first ever basketball goal. Basketball is one of my favorite sports so I'll never give up	Reading	I kept on trying to bounce 2 balls at the same time	I practice basketball and still do	I tired basketball and I was good at it
		63						
		I persisted when I started swimming						
We all have worries – who is someone that you can talk to about your worries?	Suggest a few people your child can seek support from if they have worries or a problem – older siblings, family members – teachers	My dad and mum at home my teacher at school and principal	I can talk to my mum, dad, nanna, friends about my worries	When I worry about something I can my teacher and parent	Parents, grandparents family members teacher	If I am worried, I talk to my mum	My mum and dad	My grandpa, grandma, granddad, mum, dad, uncle nana, aunty
		63						
		I can talk to my parents						
Questions		66	40	31	19	16	26	55
Select one of the 10# ways to soar through life – create a fact page that you can share with others in The Reading WELL journal.		Healthy me mind map Have spirit / exercise everyday / eat healthy food / laugh / talk / have spirit	Added a list of 10 facts	Unique – MY WAY I am creative and think outside the box but	Calm down Be healthy Be your self Don't fight Take it easy Done give up Don't worry	Parent notes see other doc		Keep trying your best practice Watch a video Read a book

			sometimes people ask me to stop but ill follow my passion and be on my way and that is all	Be confident you have a choice			Ask somebody
63							
Healthy me number 8 Your body is amazing Tell yourself often that you are healthy and strong If you get sick know that it won't be for long							

Title <i>Allie's basketball dream</i>							
Author Barbara Barber							
Summary Hooked on basketball from the moment she first plays, Allie nearly gives up trying to get her girlfriends to play the "boy's game" with her, but her persistence is finally rewarded.							
Main messages							
<ul style="list-style-type: none"> • Be responsible for ourselves • Face challenges • Focus on our strengths to create a growth mindset and rebound from setbacks (cope with up and downs) 							
Questions	Suggested responses	66	40	60	65	12	
Allie's dad brought home a basketball for her. How did she feel when she and her dad played.	She was happy she loved the sound of the ball when it bounced	She loved her new basketball	I think she felt happy and excited to play she loved the sound of the ball when it bounced	She felt happy and she adored the orange basketball	When her dad bought her the ball She was very very happy she loved the sound of the ball when she bounced it.	Allie felt happy, excited, and proud when she and her dd played	
		28	37	17	39		
		Excited and happy	Happy and excited	Happy	She felt happy		
Questions	Suggested responses	66	40	60	65	12	
Why doesn't Allie give up even though she misses many shots and the boys were laughing at her?	Allie believes in herself and she wants to do it. She really loves playing basketball. Talk with your child about following their dreams and not giving up	Allie believes in herself	She knows she can do it and she doesn't give up even when the boys are laughing	Because she knows she could get the shot in if she tried	Allie believes in herself and she can do it	Bc her dad gave her the basketball	
		28	37	17	39		
		Bc she wants to get a goal	Bc it was fun and she believed in herself	Because she had a growth mindset	She believes in herself and misses the shots makes her want to practice more		
Questions	Suggested responses	66	40	60	65	12	
How limiting might it be if people can't do things just because they are a boy/girl	It would be unfair if only boys or girls could do certain things. It would be unequal. Boys and girls should be able to do whatever they like – an example of this is the recent girls WAFL league	It would be unfair if only boys or girls could do certain things	It would be unfair as boys and girls should be allowed to do anything; we are all equal	It would be unfair if only boy / girl played certain games	It would be unfair if only boys or girls could do certain things. It would be unequal. Everyone should be able to do whatever thy like	It would be very limiting not to do something bc you are a boy or a girl	
		28	37	17	39		
			It would be sad and unfair to not be able to		It would be bad bc boys and girls should be able to do anything		

			play what you like				
Questions	Suggested responses	66	40	60	65		
What could you learn from Allie? What advice do you think she might give you about pursuing a dream? Why?	Talk with your child about persistence, trying something new and facing challenges.	Try and try again	I would expect her to tell me not to give up	Don't give up you can only achieve your dreams if you keep trying	Persist, never give up , face new challenges	12 Allie would tell me not to give up bc I can always do better	
		28	37	17	39		
		Never give up keep trying	Allie told me to never give up	To face challenges	Always try your best and advise her to never give up we want to reach our goal		
As the sports writer for a newspaper. What could the headline be for Allie achieving her dream Add this to The Reading WELL journal.		66	40	60	65	12 Don't give up your dream just bc you are a girl	
		Not completed	Girls can do anything (with illustration)		Illustration		
		28	37		39		
		Not completed	Little girl never give up		Go Alice Go		

Title <i>Bounce back</i> (Being the best me)								
Author Cheri Meiners								
Summary								
The ability to recover or “bounce back” from problems, hurt, or loss—is critical for social and emotional health and helps people feel happy, capable, and in charge of their lives. This book supports perseverance, patience, and resilience in children.								
Main messages								
<ul style="list-style-type: none"> • Talk with our friends and adults • Be responsible for ourselves • Face challenges • Focus on our strengths to create a growth mindset and rebound from setbacks (cope with up and downs) • Be prepared to say no to others especially if it is not the right thing to do • Don't be a bystander 								
Questions	Suggested responses	46	40	18	64	32	17	4
What does it mean to bounce back from a problem?	We use our positive mindset to work through the problem and feel good again.	To think about the problem and look at the positive things	It means you get up and try gain and don't give up	It means you don't worry about it	Use your mindset to solve your problem	Get over it	It means to forget about it and not worry about it	Thinking positive thoughts and remembering all the good stories
Think about a time when you made a mistake / did something perhaps you shouldn't have – what happened – How did this get solved? How did you bounce back?	Talk with your child about these points help them think of a time when they worked through a mistake they have made.	One time I did not clean my room I planned to clean my room part by part everyday I learnt to not throw things on the floor and clean my room when it is messy		I cheated on a board game and upset my brother It was solved by apologizing and I learnt from my mistake	I lost my bay blade stadium I asked my teachers about it, I tried to stay calm	I said to someone they are rude I apologized to them and I moved on	Once I spilt water all over my worksheet so I had to let it dry	Thinking about doing something wrong and the reasons not to do it again
What is a problem that you can't change? How could you bounce back?	The friend in the story is moving to a new house, this is something that can't be changed.	To leave your country I try to keep in contact with my friends and family	A problem I can't change is when my pop passed away and I am thinking about it.	My best friend moved schools but I didn't let it affect my friendship	Not completed	My friend is moving so I can go and see her	Almost cutting my eye o-pen Not think about it	
How can a problem help you grow and learn?	Problems challenge us a make us	To learn how to handle problems and get over it	Problems can help you learn from your	Because you don't make as	Problems help me to be strong,	Because you have made a mistake	Because you can learn from	

	confident, independent etc ...When we face a problem it increases our positive mindset.		mistakes and next time it won't happen again	many mistakes	confident, calm and brave		your mistakes	
There are some other great discussions and activities at the back of this book. Complete them in The Reading WELL journal this week.				Illustration added				

<p>Title <i>My two blankets</i></p> <p>Author Irena Kobald</p> <p>Summary</p> <p>A young girl leaves her war-ravaged homeland and arrives in Australia. Everything looks and sounds strange, even the wind. She doesn't speak the language and feels intimidated and lonely. To cope, the girl wraps herself in a beloved blanket and takes comfort in the memories of her homeland. One day at the park, a local girl smiles and waves at her.</p> <p>Read Watch and Listen – link on The Reading WELL website</p> <p>Main messages</p> <ul style="list-style-type: none"> • Talk with our friends and adults • Face challenges • Focus on our strengths to create a growth mindset and rebound from setbacks (to cope with ups and downs) 								
Questions	Suggested responses	46	66	40	20			
Cartwheel left her old home after the war came. How do you feel towards Cartwheel?	Talk about what you know of what it would be like to leave a country that is at war and to come to a new place like Australia to live. Feeling about fear and uncertainty but also safety would be good discussion points	I feel sad and proud for cartwheel. She left her country and became lonely	Cartwheel would feel nervous and very very scared	I would feel sad bc I wouldn't know anyone and I wouldn't understand them	I would feel nervous and scared bc there are different people and different languages I would also feel happy for leaving danger (war)			
What did Cartwheel do to adjust?	She took comfort from her blanket	She wraps herself in her old blanket when she needs to feel safe		She wrapped herself in her blanket				
Have you ever felt left out/alone/scared before or Have you been the person who made someone feel welcome?	Talk with your child about the two scenarios and if they have felt this way before/what happened	I made my friend Paige feel welcome by asking her if she was having a good time – I felt good	I felt scared when I went to my new school	I sometimes feel alone in the playground	I have been scared and nervous when I went to my language school but some friends let me now			
What did/might you do if you couldn't speak the language spoken in a new place? How did Cartwheel cope with this change?	Learning a new language would not be easy communication would be in simple words and pictures it would be confusing to know what is being said by the people in the new country	I would learn the new language and if I couldn't I would draw or use expressions Whenever cartwheels meets her new friend she learns a new word to add to her blanket	it was difficult to speak but easier to draw or understand a picture	I made my buddy feel welcome I would use google	I would get help on how to speak a new language – I like the way Cartwheel got some help			
Do/Did you have anything that makes/made you feel at home or comfortable	Talk about some of the items you have in your home that offer you safety and comfort	I have my favorite toy bunny that I take with me wherever I go because when I feel sad, worried, scared or uncomfortable I always have it with me.	I have a photo of me when I was little	My blanket makes me feel comfortable	I have a teddy that makes me feel safe			
Draw your items from the above in The Reading WELL journal add some words about why they help you feel safe.				Illustration				

<p>Title <i>My secret bully</i></p> <p>Author Trudy Ludwig</p> <p>Summary</p> <p>Monica and Katie have been friends since kindergarten. Monica loves being around her when she's nice. But there are times when Katie can be just plain mean. And Monica doesn't understand why. Monica confides to her mother that her best friend Katie is treating her badly, and together they figure out what to do about it.</p> <p>Read Watch and Listen – link on The Reading WELL website</p>																																																							
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It's important to talk with an adult when you have a problem	She told Monica to be brave and tell Katie about it	Monica's mum helped her by not saying that Monica should be nicer to her and treat her better, instead she role played some ideas with Monica on what to say	Stand up and talk to Katie	She told her supportive things	By telling her if there is a problem to talk with an adult	Monica's mum helped her, If my mum said those words it would help me	Monica stood up to Katie and everything changed after that – what strengths did Monica show	Talk with your child about qualities – she was brave and resilient	She was brave and faced her problem	When she said it she was brave and resilient	She showed braveness, strong and powerful	Bravely	She was brave and stood up to her	Positive, confidence,
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How could Sarah have helped Katie when she asked to play? Why do you think she didn't do anything	Sarah could have included Monica in the game when she asked to play. She may have been feeling scared of Katie	Sarah could tell Katie to include Monica in the game bc it was fun but maybe Sarah was scared of Katie – maybe bc she told her not to let Monica play and this made her really scared	Sarah should have included Monica, but she was scared of Katie	The should have included Monica in their game but Sarah was scared of Katie	She could have said she could play She was shy	Sarah could have asked Monica to join the game	Sarah could have asked Katie to play she probably didn't bc she was nervous																																																
How would Monica be feeling when her friend and Katie were excluding her	Very unhappy so much she had a tummy ache and didn't want to go to school	She could feel safe and warm inside, and maybe realized she felt lonely and though she had made Katie mad	Monica felt so unhappy she had a stomach-ache and didn't want to go to school	Monica felt bad a sick	Sad, devastated	Very sad and her stomach is hurting																																																	
How did Monica's mum help	When Monica told her mum and they came up with plan – they role played some ideas on what to say. It's important to talk with an adult when you have a problem	She told Monica to be brave and tell Katie about it	Monica's mum helped her by not saying that Monica should be nicer to her and treat her better, instead she role played some ideas with Monica on what to say	Stand up and talk to Katie	She told her supportive things	By telling her if there is a problem to talk with an adult	Monica's mum helped her, If my mum said those words it would help me																																																
Monica stood up to Katie and everything changed after that – what strengths did Monica show	Talk with your child about qualities – she was brave and resilient	She was brave and faced her problem	When she said it she was brave and resilient	She showed braveness, strong and powerful	Bravely	She was brave and stood up to her	Positive, confidence,																																																
<p>What happened to Katie can happen to anyone when we see or feel this way we need to speak up and let someone know. Have a look at the Bullying basics link on the website for more information.</p>																																																							

<p>Title <i>Oh, the places you'll go</i></p> <p>Author Dr Seuss</p> <p>Summary</p> <p>In this classic Seussian tale, the good doctor primes his readers against all the little mishaps and misadventures that can befall even the best of us – from bang-ups and hang-ups to lurches and slumps – encouraging us to take life in our stride!</p> <p>Read Watch and Listen – link on The Reading WELL website</p>							
<p>Main messages</p> <ul style="list-style-type: none"> • Talk with our friends and adults 							

- Be responsible for ourselves
- Face challenges
- Focus on our strengths to create a growth mindset and rebound from setbacks (cope with ups and downs)

Questions	Suggested responses	66	60	59	15	9
Dr Seuss suggests that you some of the places you will go will include the good times and the bad – what do you think this means?	Life is unpredictable things can happen that we don't expect. We have good days and bad days. It's important to talk with someone when we have a problem or challenge.	Life is unpredictable things can happen that we don't expect.	Life is unpredictable and unexpected	I think it means sometimes you'll face good challenges and sometimes you face bad challenges	We have good days and bad days	Good things happen but bad things happen at the same time I felt bad but I had Italian after and that was good
		26	29	10		
		You will encounter some good things and some bad	You can be happy or sad	Sometimes places are bad and others are good		
Questions	Suggested responses	66	60	59	15	9
Dr Seuss suggests to never give up That we need to keep trying no matter what. Do you agree with Dr Seuss?	Talk with your child about how we need to be resilient when things get hard or challenging. We need to learn new things at school that are sometimes hard but if we practice and try again we get better at it.	If we practice and try again and again we can get better at it	Yes, I agree with Dr Seuss	Yes I do agree, you should never give up if you don't you won't be useful in your life	I agree when he said never give up bc I believe we need to keep trying	Yes, if you make a mistake never give up bc it trains your brain (growth mindset)
		26	29	10		
		I agree bc you need to have a growth mindset and if you make a mindset your brain will grow	It is important to believe in yourself	I agree that you should never give up		
Questions	Suggested responses	66	60	59	15	9
What is success? Is success the same for everyone? Will everyone's path to success be the same?	Success is when we achieve our goals We all have different ideas and things that make us successful, it is different for everyone. Our strengths and interests are often what will make us successful. Our path to success will not be the same as everyone else – there are lots of different ways to achieve our success.	Success is when we achieve our learning intention goals	Means achieving something and it's not the same for everyone	The best thing of being successful it to focus on your goals and your strengths and interests No bc everyone's success path is different	Success is when you reach your goal in life. Not everyone's success is the same and the path to success is not the same for everyone	Success is when you do something you need to do – success will be different bc everyone want to do different things No – everyone learns differently
		26	29	10		
		Success is when you succeed but if you don't succeed your brain will still grow	Everyone is different so success is different	Success is not the same for everybody everyone has their own path		

Title *Rosie Revere, engineer*

Author Andrea Beaty

Summary

Where some people see rubbish, Rosie Revere sees inspiration. Alone in her room at night, shy Rosie constructs great inventions from odds and ends. Afraid of failure, she hides them away under her bed. Until a visit from her great-great-aunt Rose, who shows her that a first flop isn't something to fear—it's something to celebrate. Rosie's gizmos would astound—if she ever let anyone see them.

Read Watch and Listen – link on The Reading WELL website

Main messages

- Talk with our friends and adults
- Face challenges
- Focus on our strengths to create a growth mindset and rebound from setbacks (cope with ups and downs)

Questions	Suggested responses	46	60	33	59	34	13
What are Rosie's strengths	Talk about the things Rosie is good at and also her qualities	Rosie can make gadgets, gizmos and inventions out of trash	Building and making make gadgets, gizmos	Rosie was shy and kept her inventions to herself	Building using her creativity and imagination	Are making great inventions	Building, constructing imagination
		41	56	55			2
		Not giving up and trying her hardest		Rosie is good at inventing things			Building
Questions	Suggested responses	46	60	33	59	34	13
What made Rosie stop creating inventions?	Uncle Fred laughed at Rosie's invention that she made for him	When people laughed at her failures when she was trying an invention	An uncle she liked laughed at her and then Rosie stopped sharing her creations	Her aunty and uncle laughed at her inventions	Because her uncle Fred laughed at her inventions that she made she felt it wasn't good enough	Uncle Fred laughed at her invention	Uncle Fred laughed at her cheese hat
		41	56	55			2
		She thought people were making fun of her		Uncle Fred laughed at her creation			Uncle Fred bullied her
Questions	Suggested responses	46	60	33	59	34	13
Have you ever felt discouraged when something you wanted to make didn't turn out the way you wanted? What did you do next?	Talk with your child about a time when they may have felt disappointed or upset when something didn't work out the way they planned it too – then talk about how they faced the challenge and coped with feeling down.	Yes, I did I felt discouraged when I showed my experiment to people in my old school I did my experiment again and thought about what went wrong then I succeeded	I drew pictures that didn't look perfect, so I tried again		I have been upset when I tried to make a boat using cardboard and sticky tape, it didn't work so I just gave up bc some kids were laughing at me	When I draw a crocodile and it turned out wrong, I calm myself	Yes my cubby was destroyed then I rebuilt it and it worked
		41		55			2
		I get frustrated at calisthenics if I can't get a routine right		I tried to make an origami fox but I failed			I wanted to build a giant tower of blocks but someone knocked it down I was very angry but then I forgot about it
Questions	Suggested responses	46	60	33	59	34	13
Why do you think Rosie stayed up all night to figure out how to help her Aunt Rose fly?	Her aunts wish was to 'fly' so Rosie	She wanted her aunties dream to come true	Because aunt rose wished she could fly and rose wanted to help	She stayed up bc she wanted to build an aeroplane	She wanted to make something fly for aunt rose so she worked on it all nights and tested it and she felt good	To make her aunts dreams come true	Aunt Rosie's goal was to fly
		41		55			2
		She wanted to help her aunt try something new		It was her dream but never gave up			Her aunts wish was to fly so Rosie attempted to make it happen and it did

Questions	Suggested responses	46	60	33	59	34	13
At the end of the book, Rosie's Great-Great-Aunt Rose helped her with the next version of her airplane and then she and her classmates were pictured in school making things and cheering about their failures. What did Rosie learn from her Aunt Rose? Why did they cheer for their failures....	When we try something and fail we can then try again this is problem solving. This is where new ideas and learning and knowledge come from. Celebrating failures is the next step to success.....	To never give up and learn from her failures because now they can fix it and learn from it and make it better from last time	bc mistakes help you learn		She learnt to never give up and try from your mistakes to fix them and solve your failures	Never quit until you have success	She learnt that if something doesn't turn out right the first time try again bc you can make it better next time
		41		55			2
		Rosie learnt to bounce back and that failure is a part of life		They cheered bc it was her first attempt			Sometimes we try and fail and sometimes we succeed

<p>Title <i>The secret of the peaceful warrior</i></p> <p>Author Dan Millman</p> <p>Summary – The secret of the peaceful warrior help children understand principles of conflict resolution – A young boy who learns to face his fears (and a neighborhood bully) not by fighting or running away. Danny learns what it means to live like a peaceful warrior aided by a girl and an old man named Socrates.</p> <p>Main messages</p> <ul style="list-style-type: none"> • Talk with our friends and adults • Be responsible for ourselves • Face challenges • Focus on our strengths to create a growth mindset and rebound from setbacks (cope with up and downs) • Be prepared to say no to others especially if it is not the right thing to do • Don't be a bystander 							
Questions	Suggested responses	66	40	31	65	3	
"If you run from the problem, even though you get away for a while, it keeps chasing you."	That if you ignore the problem it won't go away. Talk with your child about some examples of this such as when you haven't done your jobs around the house or if you have done something wrong and not told anyone about it.	the problem it won't go away if you ignore it	I think it means you are scared of it		If we ignore the problem, it won't go away by itself we need to solve the problem	Don't charge or fight it Don't run away face it Be brave Don't be a bystander	
Danny learns important lessons from Joy's grandfather – You have to develop your own skills, internally, not just emulate someone else What skills does Socrates develop in Danny – How does this improve his self-confidence overtime?	That we all have different strengths we are not all good at the same things – these qualities and strength makes us unique Socrates helps Danny with gymnastics and self-defense skills – this builds his confidence as he believes in himself	We all have our skills and techniques	If you are scared of something you should turn around and face it think it developed self confidence in this book He can believe in himself it	Self-defense, and gymnastics is what Socrates (joys grandpa) helped Danny to do – he showed him how to bring his new abilities out	Danny learns many lessons from Joy's grandfather Socrates he helps Danny to develop self-defense skills and gymnastics which builds his confidence and he believes in himself	If someone chases you and you get away it will be back soon, you should just face it	
Danny, learns that "The secret of courage is to act brave, even if you are not feeling very brave." What else does Danny do to solve his problems at school?	Danny is not being a bystander he faces the boys who are bullying others – he confronts Carl and stands his ground even though he is scared on the inside because he knows that what Carl is doing is wrong	He was kind to Carl the bully, and gave him lemonade	He confronts Carl and he is kind to Carl	Carl was not mean at the end he played with Joy too he said a friend of Danny's is a friend of mine . Joys power was not really helping bc there problem just chase them then joy carl and Danny became friends	Danny was not brave be acts to be brave to handle Carl He offers a drink to Carl and includes him in sports to solve his problem	He buys carl a lemonade makes friends with carl	

	Then he is kind to Carl and gets him a drink and includes him in the sports game – this is showing kindness and being a good role model.					
Watch this video link on the website Don't be a bystander				Video watched	Illustration	

<p>Title <i>Thanks for the feedback, I think!</i></p> <p>Author Julia Cook</p> <p>Summary</p> <p>This story follows RJ as he goes about his day doing the things he enjoys, such as blowing bubbles, playing soccer, and hanging out with friends. But when a couple of friends give him compliments, he just isn't sure how to respond! As RJ continues through the day, he hears from his teacher and parents that while there are many things he's doing very well, there are also some things he needs to work on. His first reaction is to argue and make excuses.</p> <p>Read Watch and Listen – link on The Reading WELL website</p> <p>Main messages</p> <ul style="list-style-type: none"> • Talk with our friends and adults • Be responsible for ourselves • Face challenges • Focus on our strengths to create a growth mindset and rebound from setbacks (cope with ups and downs) 					
Questions	Suggested responses	46	66	65	34
What is a compliment? Do you think that it's hard to accept a compliment (when someone says something nice about you)?	A compliment is when someone says something nice about you – to you. They might say I like your clothing or how you have done your hair today. Ask your child how they feel when someone gives them a compliment – role play – have them respond by saying thank you	A compliment is feedback that is usually kind and makes you feel good. No it is easy to accept bc it makes you feel good and I can say thank you	A compliment is when someone says something good about you Not very hard	A compliment is when someone says something nice about you I feel proud and happy	A compliment is when someone says a good thing about you No it's not hard instead we should say thank you
What is feedback? Who gives you feedback? How do you feel when you get feedback?	Feedback is when a friend teacher or adult might give you advice and suggest a way to improve yourself – this could be your learning or handle a situation Sometimes you can feel upset or hurt when you get feedback – this is okay, but you also need to act on the feedback to improve	A feedback is when someone tells you something and you try to learn from them but sometimes the feedback is a compliment Sometimes I feel kind of surprised I do my best and I get feedback and sometimes I know it will make the thing I am doing better	Feedback is when someone helps you with what you need to improve on You feel relieved so much	Feedback is information when a friend or teacher gives you dv ice and suggest how you can improve yourself	Advice to improve yourself Teacher friend or family can give feedback and I feel good
How do RJ's parents help him when RJ's parents say "...feedback is a good thing. It's information that can help you improve and grow. Most of the time when a person gives you feedback, it doesn't make you feel good. But that's the price you have to pay for growing.".	They give RJ strategies to respond to compliments and also to understand that the feedback is to help him improve and grow and that feedback is something we need to bounce back from especially if we have made a mistake or done something wrong. Talk about this with your child	Then he'll know what to say and not make people feel sad bc he will understand what they are saying	They try to give strategies to responds with their compliments or criticism	I get feedback with respectful manners I don't feel upset if I get not good feedback – I try to learn and improve	They help by telling him how to respond to a compliment and also to take feedback to help improve and grow

When someone compliments me I can When I get feedback this is what I can do ...	I can say thank you – I can complement them on something too I will try to be positive and listen to the feedback. Then I will make changes by setting some goals such as		I can say things like – thankyou		I can say thank you and take the feedback in the right way
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Title <i>The girl who never made mistakes</i>							
Author Mark Pett							
Summary							
Beatrice has never made a mistake. She never forgets to feed her hamster; she never wears mismatched socks and she never forgets her homework. After her “almost mistake,” Beatrice is worried about messing up and making a mistake at the school talent show.							
Read Watch and Listen – link on The Reading WELL website							
Main messages							
<ul style="list-style-type: none"> • Talk with our friends and adults • Be responsible for ourselves • Face challenges • Focus on our strengths to create a growth mindset and rebound from setbacks (cope with ups and downs) 							
Questions	Suggested responses	46	60	31	18	33	15
What did Beatrice do after she made a mistake?	She couldn't stop thinking about what almost happened. She didn't join her friends skating, didn't eat, didn't smile. She wanted to be perfect in every way		She didn't do many other things bc she was scared of making mistakes	Beatrice thought she was a girl who never made mistakes She nearly makes a mistake and didn't join her friends skating didn't eat, didn't smile –		She could never stop thinking about what almost happened	She never forgot it and she felt sad
		38	34	67	32	17	36
			She couldn't stop thinking about what she did, she look at her hamster all soggy and wet	Beatrice was upset and could not believe what happened	She was isolated from others		She was worried to make a mistake bc she thought her friends would laugh at her
		44	13				
How did Beatrice feel when she made her mistake on the stage?	At first, she froze (stood very still). She almost cried and wanted to run off the stage. Then, when she saw the soaked hamster, she giggled, then chuckled and then	46	60	31	18	33	15
			She just laughed and giggled as the audience did the same / she felt embarrassed but she didn't mind	At first, she wanted to hide but then she saw the funny side of it.	when she did, she froze she wanted to cry – she and the audience giggled and then chuckled,	She felt like she wanted to cry and run off the stage then she stood there and waited and then giggled	At first, she froze (stood very still). She almost cried and wanted to run off the stage.
							She did not know what to do she felt weird

	laughed. She could see the funny side of the mistake.		and they all roared with laughter	chuckled and laughed		
		38	34	67	32	17
		Then she laughed and chuckled	She almost froze and cried she didn't know what to do	She was worried and wanted to run off the stage	She laughed she worried	Happy bc she was laughing
		44	13			
		She felt she did not know what to do	She felt sad at first and then became humorous and started to laugh			
What did Beatrice do after she realized that she wasn't the girl who never made a mistake?	She wore different socks, put PB&J on the outside of bread, made messes, skated and fell. She laughed as she took new chances and tried new things because she didn't have to worry about never making a mistake.	46	60	31	18	33
		She wore different socks she put PB on the outside of her bread and she fell while she was skating but she didn't care about making mistakes	She did things differently from before	She wore different socks / put PNB on the outside she saw the funny side of mistakes	She put on a polka dot sock on one foot and a different sock on the other	She wore different socks, put PB&J on the outside of bread
		38	34	67	32	17
		She wore different socks, put PB&J on the outside of bread	She started making mistakes and putting on different socks	She wore different socks and made a mess	She wore different socks, made a mess put on clothes on the outside	She didn't care and she was happy
		44	13			
		Her life was different like wearing odd socks	She had a better sleep than normal put different socks on she played with her fire3nds and fell over she didn't have fears			
Can you think of a time when you made a mistake?.... How did it feel? Could you be like Beatrice at the end of the story?	Talk with your child about their mistake and their reactions ... talk through the main messages and that it is okay to make mistakes	46	60	31	18	33
		I made a mistake in my maths / I felt sad but then I learnt from my mistake Yes I can because I like to learn from my mistakes	I have made lots of mistakes and after I got used to them – yes I could	Not completed	In the school concert I made a wrong move and I felt a bit nervous I couldn't be like Beatrice though	I spilt water on the floor, I felt scared bc I thought I would be in trouble
		38	34	67	32	17
						36

			I was nervous and scared we all learn from mistakes	Yes playing and studying I felt not good and I was crying	Ice-skating \making a mess when I was cooking	Once I accidentally brought my friends bag home I was confused	Arguing about who it is in tiggy at school I solved the problem by making a game to work it out
	44	13					
	When I make a mistake I feel worried	It felt fine when I made a mistake it felt normal yes I can be like Beatrice					
Mistakes show that you are trying and learning new things. It's okay to make mistakes (this is a growth mindset). Watch this video on growth mindsets link on the website	46	60	31	18	33	15	
			Watched				
	38	34	67	32	17		
	Spelling homework			I felt joyful and full of laughter			
		13					

Title <i>The juice box bully: Empowering kids to stand up for others</i>						
Author Bob Sornson and Maria Dismondy						
Summary Have you ever seen a bully in action and done nothing about it? The kids at Pete's new school get involved, instead of being bystanders. When Pete begins to behave badly, his classmates teach him about "The Promise". Will Pete decide to shed his bullying habits and make "The Promise"? Read Watch and Listen – link on The Reading WELL website						
Key messages <ul style="list-style-type: none"> • Talk with our friends and adults • Be responsible for ourselves • Face challenges • Focus on our strengths to create a growth mindset and rebound from setbacks (cope with up and downs) • Be prepared to say no to others especially if it is not the right thing to do • Don't be a bystander 						
Questions	Suggested responses	20	19	18	16	9
Explain what you know about solving problems with friends at school?	Talk through what happens at school when they have a problem – what are the steps they need to take	If you have any friendships problems call everyone involved in the problem and work it out rather than let it go on.	Don't do the wrong thing back and talk through it	I solve problems with friends at school by working together to make us all happy		It's hard you have to work together; it can be done quickly if you are honest. Teachers can help
		30			32	
		Speak it out			Be responsible don't be a bystander and don't not talk	
Questions	Suggested responses	20	19	18	16	9
"What is a bystander?"	A bystander is someone who knows about the bully who is mean to others but it	A bystander knows there's trouble but does nothing to solve it	someone who knows about the bully who is mean to others but does about it	A bystander is someone who watches a bully hurting someone		Someone who sees someone being mean and

	does nothing to stop it			but does nothing about it		does nothing to help
		30			32	
		When someone doesn't stand up for others			A person who stands by and does nothing at all	
Questions	Suggested responses	20	19	18	16	9
In what ways does the 'peace promise' that the children make in the book help the school decrease the negative effects of bullying? Do you think this could be helpful at your school?	<p>The peace promise makes everyone responsible and the problem is shared this would mean that a bully would be stopped by everyone</p> <p>Talk with your child about how this could help at school</p>	<p>A peace promise means to show respect and good values</p>	Not completed	<p>The peace promise makes the whole class responsible for making a positive impact</p> <p>Yes because people bully people every day at our school and I think this would help us</p>	<p>Stand up for yourself</p> <p>Ask a friend to help</p> <p>Tell a teacher</p> <p>The bully will be stepped by everyone</p> <p>parent note – does not see this at school often, the last time she approached a teacher</p>	<p>Because not some but everyone agreed to the promise we don't need the promise bc we have school values and a school song. Our values are respect, honesty, resilience, gratitude and empathy</p>
		30			32	
		It makes them more responsible for their actions				

Title <i>The little refugee</i>								
Author Anh Do and Suzanne Do								
Summary – An Do and his family nearly didn't make it to Australia. They escaped from war-torn Vietnam in an overcrowded boat, surviving a dangerous journey, with murderous pirates and terrifying storms. Life in suburban Australia was also hard for a small boy with no English and funny lunches. But, there was a loving extended family, lots of friends and always something to laugh about.								
Read Watch and Listen – link on The Reading WELL website								
Main messages								
<ul style="list-style-type: none"> • Talk with our friends and adults • Face challenges • Focus on our strengths to create a growth mindset and rebound from setbacks (cope with ups and downs) 								
Questions	Suggested responses	66	40	65	20	18	35	17
Anh Do's family had to flee their home country. Why did they have to flee? How must they have felt?	<p>There was a war in their home country it wasn't safe, so they had to leave</p> <p>They would have been scared for their lives but also have hope for safety</p> <p>People will do anything it takes to save their family and to get to safety</p>	Because there was a war	They were in danger; a war was going on. They felt scared, nervous, terrified	They would feel very bad the way they lost their life but they got a new life	Scared to be leaving so quickly and hungry	They had to leave bc there was a war in their country and Anh's uncle was on the Kings side. They must have felt so sad	An Do's family had to flee their country because there was a war Scared, sad and miserable	Because of war and stress
		56	67					
Questions	Suggested responses	66	40	65	20	18	35	17
How would you make a new student at school feel welcome?	<p>Talk with your child about being kind to</p> <p>I would play with them and eat with him / her</p>	I would ask them what their names were and what they like. I	First I would introduce myself offer help and	Showing them around the school,	I would say welcome and would you	I would play with a new student and show	Id help and be nice	

	new students, being a buddy, helping them.		would help them settle in and help them know more about their school	create a friendly environment	make them welcome	like to play with me	them around the school	
		56	67					
		Welcome them to my school	Be kind, hep each other, play together					
Questions	Suggested responses	66	40	65	20	18	35	17
		You should not be ashamed of that	The students have not laughed at what have for lunch – they laugh bc they are not used to it – it's different	Yes it happened to me bc my food looks different from their food by discussing different cultures we can learn their language and dressing styles	Something like this has never happened, students should learn to show respect	It hasn't happened to me They might laugh bc they think the food is disgusting	They would laugh bc he had different food	No bc they don't usually eat that food
		56	67					
		Different cultures have different foods	The food looks different in smell and taste					
Questions	Suggested responses	66	40	65	20	18	35	17
Even when Anh's mother felt very sad, she told Anh that they must always have hope. Mum said, 'We are so lucky to be alive and living in this beautiful country. There are many people much worse off than us'. How can having 'hope' help you when you have a problem?	With hope in our lives we can look forward to the future we can see through the hard times and have hope that it will get better	With hope you can look forward to the future	If you give up you won't get it done. If you do give it, you might have a chance of getting it	Hope always gives us strength to look forward through a hard time.	We can hope to make the future bright and celebrate differences	When you have hope it means something good can happen when you have a problem	If we do not have hope we will just give up	Because it helps you think on the bright side
		56	67					
		With hope and belief you can achieve anything	Hope helps us to solve problems					
Questions		66	40	65	20	18	35	17
What do you hope for? Add this to The Reading WELL journal		I want to be rich!!!	I hope to win my grand final in basketball and to win a game of footy		I hope to do more drawing	I hope for a beautiful life	I hope to be loved all my life and have good friends	I hope we win the lottery When we win we will get a puppy I can get a different phone
		56	67					
		I hope to get better at soccer I want to go to Spain	I hope for good things in my life					

Title <i>Those shoes</i>							
Author Maribeth Boelts							
Summary							
A young boy dreams about getting a pair of sports shoes that will increase his popularity at school. Unfortunately, his family cannot afford them. He comes across a pair in a thrift shop and buys them even though they are too tight. Another kid in his class can't afford new shoes either, and the boy knows that his feet would fit in the shoes, so, after much self-talk the boy decides to give his shoes to his friend.							
Read Watch and Listen – link on The Reading WELL website							
Main messages							
<ul style="list-style-type: none"> • Talk with our friends and adults • Be responsible for ourselves • Face challenges • Focus on our strengths to create a growth mindset and rebound from setbacks (cope with ups and downs) 							
Questions	Suggested responses	46	40	65	38	9	61 / parent notes
When Jeremy and his grandmother went shopping, his grandmother said 'those shoes' were too expensive. How it would feel if you were Jeremy and you couldn't have the shoes you really wanted?	Talk with your child about how this might feel – it could be upsetting to think you can't have them but other kids at your school do – this can seem unfair.	I would feel very sad because I want the shoes 56 I wouldn't want to waste money on the shoes they are too small I wouldn't buy them	I would feel sad bc if my friends had those shoes I would feel left out	I would be sad and wait another time to get them	I would feel upset sad and disappointed	I would feel sad and ok at the same time as she won't have enough money if I bought them but I won't get the shoes I wanted	61 could find herself in this book because she wanted to buy something very badly, but she realized that she didn't need it, so she was happy to leave it. Although she loves to keep the things that are favorite
Questions	Suggested responses	46	40	65	38	9	I need new shoes, hairbrush, earrings, I want a computer, Ipad, teddy
Do you think Jeremy made a wise decision buying 'those shoes,' even though they were too small for his feet? Have you ever bought something you later regretted?	Jeremy really wanted the shoes so he bought them – they would have really hurt when he put them on ... talk with your child about what they would have done?	Yes because when he knew they were too small he gave them to his friend Yes, I bought something too small and because I liked them 56 When he gave his shoes away and look at his friend and smile	I think it was a bad decision bc you are wasting money. Maybe he could have saved his money then he could have bought them in the right size I can't think of anything I have regretted buying	No bc I always get one size bigger than I wear	I have never bought something	Sort of bc his friend got to have them bc they didn't fit Yes an expensive Minecraft Lego set that I didn't play with	I need new shoes, hairbrush, earrings, I want a computer, Ipad, teddy
Questions	Suggested responses	46	40	65	38	9	I need new shoes, hairbrush, earrings, I want a computer, Ipad, teddy
How does Jeremy show resilience when he gives his shoes to his friend	Jeremy gives his shoes to his friend because they are too small for him. He decides that it is a good thing to do and that the shoes his grandmother has bought for him are	Yes he gave them to his friends even though he really love them	He showed resilience by giving them to a friend that needed them and would fit them	He feels upset bc he buys them they don't fit but they fit his friend	Jeremy gave his friend the shoes that he wanted, he looked at his friends shoes and looked happy and then looked at his shoes and looked mad	He was able to feel happy for his friend when he was the only one without shoes	I need new shoes, hairbrush, earrings, I want a computer, Ipad, teddy

	also good to wear. He is resilient because he faces his challenge he is responsible and kind to his friend.	56					
Questions	Suggested responses	46	40	65	38	9	
Watch these videos links on the website Needs and wants and The Berenstain Bears Get The Gimmies Discuss the difference between needs and wants. Name 3 things you need and 3 things you want – Add these to The Reading WELL journal				The difference btn wants and needs are like so wants – is something you wish you had but there's a choice but you won't get it and needs are something that is worth to buy and use Need – food / books Want dog / harry potter wand (image)	Needs Home Family Water A need is something you have to have to survive Wants Candy PS4 Teddy bear A want is something you don't have to have but is nice to have Viewed both		
	56						
	I need to eat, I want to play, I need to listen more I want to stay up late						

Appendix B: The Reading WELL child journal



THE READING WELL

[Wellbeing in Everyday Language and Literature]

A home reading program using children's books to support self-esteem, body image and resilience.

SHARED READING JOURNAL

NAME

CLASS

SCHOOL

Books I have read record	I thought this book was....
	Awful Not very good Okay Really good Fantastic
Books on body image <ul style="list-style-type: none"> <i>Amanda's big dream</i> <i>Body image and the media</i> <i>Charlie's tales: Cassia and the fire dragons</i> <i>Charlie's tales: Sylvie and the star tree</i> <i>Little Miss Jessica goes to school</i> <i>Messages about me: Sydney's story</i> <i>Messages about me: Wade's story</i> <i>Minnie and Max are OK!</i> <i>Shapesville</i> <i>Stand tall, Molly Lou Melon</i> <i>The colors of us</i> 	My book review

<i>We're all wonders</i>					
<i>Your body is brilliant: Body respect for children</i>					
 Books on self-esteem	My book Review				
<i>Being me A kid's guide to boosting self-confidence and self-esteem</i>					
<i>Better than you</i>					
<i>Bully busters and beyond: 9 treasures to self-confidence, self-esteem, and strength of character</i>					
<i>Feel confident!</i>					
<i>Have you filled a bucket today?</i>					
<i>How full is your bucket? For kids</i>					
<i>I can handle it!</i>					
<i>I like myself!</i>					
<i>The invisible boy</i>					
<i>The name jar</i>					
<i>The wonderful things you will be</i>					
<i>Unstoppable me</i>					
 Books on resilience	My book Review				
<i>Allie's basketball dream</i>					
<i>Bounce back: How to be a resilient kid</i>					
<i>Bounce back! (Being the best me)</i>					
<i>My two blankets</i>					
<i>My secret bully</i>					
<i>Nothing you can't do: The secret power of growth mindsets</i>					
<i>Oh the places you'll go</i>					
<i>Rosie Revere, engineer</i>					
<i>Secret of the peaceful warrior</i>					
<i>Thanks for the feedback, I think!</i>					
<i>The girl who never made mistakes</i>					
<i>The juice box bully: Empowering kids to stand up for others</i>					
<i>The little refugee</i>					
<i>Those shoes</i>					

Welcome to The Reading WELL

For this school term you will read one Reading WELL book each week at home with your parent.

The books are located in The Reading WELL kit in your classroom. The Reading WELL books focus on body image, self-esteem and resilience.

After you have read each book you can complete a journal entry about the book that includes discussion questions and an activity for you to do. The prompts for discussion are in the back of the book you have read.

Please also refer to The Reading WELL information for parents though the Facebook The Reading WELL page and Website <https://thereadingwell.blog/> for the video series and further information and updates



What is body image?

Body image is how we think and feel about our bodies (shape, size, skin colour, facial appearance).

A positive body image means that we are comfortable with our bodies.

We accept how we look and celebrate what our bodies can do

The more positive you feel about yourself the higher self-esteem and self-acceptance you will have. So, promoting a positive body image with girls and boys is very important.

The key messages to focus on when reading books about this topic with your child

- Celebrate the diversity of our appearance
- Promote functional achievements of the body (things your body can do)
- Question/analyse messages' images in the media
- Make no negative comments about appearance



What is self-esteem?

Self-esteem is what and how we think about ourselves. When we have good self-esteem, we think highly of ourselves and can focus on our strengths and achievements in a positive way.

The key messages to focus on when reading books about this topic with your child

- Understand and manage our emotions in a positive way
- Talk about our feelings with our friends and adults
- Be proud of our achievements
- Focus on our strengths, not our weaknesses
- Accept that you are you and that you are unique



What is resilience?

Resilience is being able to cope when things don't go to plan. It's also how we face and recover from experiences and challenges in our lives. To be resilient we can focus on our strengths, stand up for ourselves in a positive way, work through our problems with others to find a solution. Be willing to try new things and see mistakes as a learning opportunity.

The key messages to focus on when reading books about this topic with your child

- Talk with our friends and adults
- Be responsible for ourselves
- Face challenges
- Focus on our strengths to create a growth mindset and rebound from setbacks (cope with ups and downs)
- Be prepared to say no to others, especially if it is not the right thing to do
- Don't be a bystander

What is developmental bibliotherapy?



Bibliotherapy is the process of supporting an individual's wellbeing through book reading and reflective discussion. This is achieved through using specifically selected books that cover developmentally appropriate topics in this instance body image, self-esteem and resilience and have relevance to a person's life situation.

The essence of the book connection is through the thoughtful questions, and subsequent focused discussion about the book in addressing the topic issues.

To receive the full benefits of bibliotherapy four stages are integrated into a book reading and questions:

Identification – The process of relating to the real or fictional character in a non-threatening way, readers are encouraged to draw on experiences from their own lives.

Catharsis – When emotional tension or anxiety can be released during the reading – identified when a character works through a problem and releases emotional tension, here identification becomes further established

Insight – The point where discussion and knowledge come together through follow up questions and activities based on the reading – supporting awareness that his/her problems can be addressed or solved through the plausible solutions to the book character's and synergy one's own experiences.

Universalisation – The recognition that our difficulties and sense of difference are not ours alone but shared and experienced by others and initially the characters in the story.

The developmental bibliotherapy process can be used by teachers, librarians and parents to help children grow and develop. By involving parents in the process, it positions the discussion in a trustful and supportive space. Through the reading and discussion, the child is able to talk through their emotions and emotional pressures. The discussion can also increase critical thinking and analysis.

Follow
The Reading WELL Facebook page
and Website ThereadingWELLblog
for further information and updates

Journal entry 1

Book 1 TITLE –
Question responses
Activity

Journal entry 2

Book 2 TITLE –
Question responses
Activity

Journal entry 3

Book 3 TITLE –
Question responses
Activity

Journal entry 4

Book 4 TITLE –
Question responses

Activity

Journal entry 5

Book 5 TITLE –
Question responses
Activity

Journal entry 6

Book 6 TITLE –
Question responses
Activity

Journal entry 7

Book 7 TITLE –

Question responses
Activity

Journal entry 8

Book 8 TITLE –
Question responses
Activity

Journal entry 9

Book 9 TITLE –
Question responses
Activity

Journal entry 10

Book 10 TITLE –
Question responses
Activity

The Reading WELL information for parents

Refer to the Reading WELL Facebook page and website for further information and updates

Support and assistance

Get help <https://www.ncab.org.au/get-help/>

Kids Helpline – 1800 551 800

Lifeline – 131114

Use these links for other resources

Pretty Foundation – body image	https://prettyfoundation.org/resources/
Confident Body Confident Child	http://www.confidentbody.net/
The Dove Self-Esteem Project	http://www.dove.com/au/dove-self-esteem-project.html
The Resilience Project	https://theresilienceproject.com.au/schools/
Be You	https://beyou.edu.au/?fbclid=IwAR0Kkh9nP5kod3EodcFFgGGIG7Nnu9VmHpXfy96zapI7MUsLiGog1_mR-8
Project ROCKIT	https://www.projectrockit.com.au/
Shape your culture	http://www.shapeyourculture.org.uk/
ChooseREAL	http://chooserealcampaign.com/
Bullying No way	https://bullyingnoway.gov.au/
The wellbeing hub	https://www.studentwellbeinghub.edu.au/parents/primary#/

What ifs So, what should I do when

My child has difficulty reading and makes a lot of mistakes

Encourage your child to read every day. The more they practice with you the more they will improve with their reading skills and comprehension.

When you are reading together, and your child makes mistakes with words, encourage them to go back and re-read. Ask them did that make sense?

Support your child with working out the correct word and then move onto the next sentence. Always praise your child for their reading effort and the work they have done to work out unknown words.

I can't read or speak English very well

You are encouraged to participate during reading with your child even if English is not your first language. The book your child selects should not be too hard for them to read.

They can read the book with you and you can talk about the book and respond to the questions in your first language.

This discussion is very important and you both need to feel comfortable.

Stay with your child while they complete The Reading WELL journal page.

The books are too easy for my child

Most of the books in The Reading WELL are picture story books and the texts are at an instructional level for grade 3 and 4 children. It may seem that the text is too easy, and this may be the case. The questions and discussion however should have more depth and opportunity for you to have a meaningful conversation around the topic area of the book. Take some time to have this discussion and record the responses in The Reading WELL journal.

My child hasn't brought the books home from school

If your child has not brought home a book from The Reading WELL please make contact with your child's teacher so that the selection process can be supported at school.

The reading journal has been lost

A copy of The Reading WELL journal can be replaced via the website.

My child gets upset reading one of the books

Some of the themes and discussions about the book may prompt your child to become upset particularly if they have faced a challenge that is similar to the character(s) in the story.

At home – Support your child by acknowledging that the way they are feeling is okay and that they are safe with you. As the parent you we are best placed support your child in this circumstance and respond in a manner that is consistent with your family values. If they talk about something that is new to you encourage your child to share their feelings. Use the prompts to support them with ways to solve the challenges. If your child continues to be upset in a way that is distressing to you seek support from the ph numbers below.

It is also acknowledged that the content covered *Body Image, Self Esteem and Resilience* in The Reading WELL will mean different things to different cultural groups.

School – If your child has a negative response that is raised at school the teachers are best placed to support your child and will be advised to utilise existing referral pathways to follow up on anything that arises as a result of this project.

To respond any negative effects that may arise during The Reading WELL home reading program parents to access

Kids Helpline – 1800 55 1800

Lifeline 13 11 14

What do I need to know about body image?

The key points that you need to know about body image when reading with your child are to support your child to:

- Celebrate the diversity of our appearance
- Promote functional achievements of the body (things your body can do)
- Question/analyse messages' images in the media
- Make no negative comments about appearance

What do I need to know about self-esteem?

The key points that you need to know about self-esteem when reading with your child are to support your child to:

- Understand and manage our emotions in a positive way
- Talk about our feelings with our friends and adults
- Be proud of our achievements
- Focus on our strengths, not our weaknesses
- Accept that you are you and that you are unique

What do I need to know about resilience?

The key points that you need to know about resilience when reading with your child are to support your child to:

- Talk with our friends and adults
- Be responsible for ourselves
- Face challenges
- Focus on our strengths to create a growth mindset and rebound from setbacks (cope with ups and downs)
- Be prepared to say no to others, especially if it is not the right thing to do
- Don't be a bystander



Siobhan O'Brien is a PhD student in the Institute for Sustainable Industries and Liveable Cities, Victoria University, Melbourne Australia supervised by Dr Zali Yager and Dr Mark Vicars. Siobhan's current research titled The Reading WELL [Wellbeing in Everyday Language and Literature] is focused on parent / child engagement through a ground breaking home reading program using children's books to support self-esteem, body image and resilience.

Siobhan's background includes 20 years of experience as a primary school teacher and literacy coordinator in Schools located in Melbourne and Ballarat. She has worked in leadership as a Leading Teacher and acting Assistant Principal with roles in curriculum and student wellbeing.

Siobhan currently works as a Lecturer and Course Director of the Bachelor of Early childhood and Primary Degree at Swinburne University of Technology in the Department of Education which includes course development for both online and face to face teaching and course accreditation. Siobhan is also a consultant with Cambridge education currently as a facilitator for the Leading Excellence in Classroom Practice course with Cambridge Education and Bastow. Working with school leadership teams and Learning Specialists to develop an improvement plan that focuses on high quality learning and teaching.

For more about The Reading WELL please access the Facebook page and website or email
theradingwell19@gmail.com

Tips for reading with your child

	<p>Before reading – Look at the front cover – Some questions to ask</p> <ul style="list-style-type: none"> • What is the title? • What does the front cover picture suggest? • What do you think this book might be about? (prediction) • What is the genre? – fiction or non-fiction <p>Read the blurb at the back of the book what does this tell us about the story and the topic we are considering? (self-esteem, body image, resilience)</p>
	<p>On the first reading You can read the book together You can also focus on other reading skills such as vocabulary Discuss how words have meaning and the way in which words are arranged to form phrases or sentences.</p>
	<p>After reading Once you have read the book Refer to the discussion prompts – you may not cover all the questions today. Have your child respond to the questions – record the discussion in the journal</p>
	<p>Acknowledge your child's effort after reading and your discussion. For example- you could say something like I really enjoyed sharing the story. You showed good reading habits and concentrated well. I really liked the way you thought about the questions and how you feel when this happens to you.</p>

Second reading (this may be on the following day)

	<p>Before reading Go back through the main points of the book and also the conversation that you had when you last read. Talk about what you think might be coming up (prediction). If you are reading a non fiction book you might go onto the next chapter or section.</p>
	<p>During reading Read the book again. You can read together and focus on other reading skills such as: fluency – This includes the use of rhythm, phrasing, intonation, naturalness, and use of voice for different characters or moods. Accuracy – the number of errors compared to number of correct words read, and speed or number of words read per minute.</p>
	<p>After reading – On completing the book refer to the questions and discuss the meaning and wellbeing concept covered in the book. Record these in The Reading WELL journal.</p>
	<p>Acknowledge your child's effort after each reading session and discussion of the book. You could say something like Thank you for reading with me today I really enjoyed sharing the story. I really liked the way you thought about the questions and shared your ideas and suggestions for what could happen when you are in this situation ...</p>

Appendix C: Mixed methods design

The process for the initial mixed methods design data collection and data analysis is presented below. First the recruitment size is established. Then the role of the participants. The *control group procedure* is particular a point of reference. Then the quantitative data collection and the planned data analysis process. The initial the qualitative aspects of the initial design including case study analysis is also included.

The mixed methods design; data collection and data analysis

Recruitment

To meet the sample size, of 240 participants the schools contacted had a population of around 400 children, anticipating that there would be four grade 3 and 4 classes with 25-30 children in each class. This provided an estimated total of 16 participating classes and 25 students per class, a total of 400 students would be invited to participate. The sample size was established, based on previous studies involving parents with 60–70% parental consent provided. A power analyses conducted using G*Power indicated that a total sample size of 156 would provide sufficient statistical power to complete repeated measures. Whilst there are no power analyses calculators available for linear mixed models, statistical advice indicated that these numbers were sufficient.

Parents	Children	Teachers
<p>The role of the parents Parents were invited to read and discuss a book from The Reading WELL once a week for a school term with their child. Parents were asked to read with their child and support them through the discussion topics using the suggested responses and prompts and also with completing a Reading WELL reflection in The Reading WELL booklet. After reading, the parent and child had a follow up conversation about the story in relation to. These were supported by specific prompts and open-ended questions. The design of the open-ended prompt questions and follow up activities. These were developed in alignment to the key messages explained in the introduction chapter.</p>	<p>The role of the children The participating children were invited to read and discuss a book with their parent from The Reading WELL once a week for a school term. Parents Were asked to support their child with completing a Reading WELL reflection located in The Reading WELL booklet. Children who were not participating in the research study were still able to take home books and complete a journal, but these were not included in the data collection. At the end of the project The Reading WELL journals were collected and analysed.</p>	<p>The role of the teachers One teacher, the team leader was the school contact person. They were asked to communicate with parents, and other teachers, distribute information sheets/consent forms to parents who do not attend the information session on the PhD candidate's behalf. They were also cc'd into any parent emails sent by me. Most school communication to parents was via the school's portal inclusive of group information around the project. This teacher also liaised with me for any questions or concerns from parents during the program.</p>
<p>Parent data collection quantitative The quantitative measures used for the study were carefully considered as the questionnaires for the children and parents, needed to be easy to understand take under 30 minutes to complete. The parents were</p>	<p>Children data collection quantitative It was planned for the participating children to complete both self-report measures at pre-test, post-test and 3-month follow up. Children who did not participate in the research study could still complete the</p>	<p>No quantitative data was collected from the teachers</p>

<p>asked to complete a prequestionnaire that included consent for both parent and child, demographic information, questions about their family reading behaviour from an adapted Stony Brook Family Reading Survey Whitehurst (1993) and measures for self-esteem / self-efficacy from The family functioning survey (Noller, 1992). Information about their existing knowledge and understanding of the three focus areas body image, self-esteem and resilience was also collected through questions developed around each topic and asked about their ability to communicate with their child about wellbeing.</p> <p>The parents were able to complete the Qualtrics survey software using a smart phone mode enabled web app.</p>	<p>program, with no data collected. The surveys were to be conducted in class; online using Qualtrics survey software and a class set of I-pads, supervised by the researcher and the classroom teacher. The criteria for selecting standardized measures include that they are short with less than 24 items, reliable and validated for use with children (8-10 years) and were both recently and widely used. The measures included Self-esteem: Rosenberg Self-Esteem Scale (Rosenberg, 1965). Resilience: The Devereux Student Strengths Assessment-Mini (Naglieri, LeBuffe, & Shapiro, 2014). The Children's Body Image Scale (Tatangelo & Ricciardelli, 2015) and the Body Esteem Scale (Franzoi & Shields, 1984).</p>	
<p>The control group procedure</p> <p>The quasi-experimental method was designed to capture the program's effectiveness through making comparisons between the pre and post questionnaires of the control and intervention groups of children and their parents. The participant numbers provided 120 children in the intervention group and 120 in control group which was determined sufficient to complete repeated measures (pre and post surveys). The intended outcome was to see a measurable increase of the children and parents knowledge of the wellbeing topics (body image, self-esteem and resilience) and improved children's wellbeing. The qualitative data would also add to the evaluation. The process for the control group was to have two control and two intervention classes within in each school with an active wait-list. It was planned for the control groups to continue with the school's existing home reading program and then receive The Reading WELL program as the final class in the school set, to commence after the follow-up data collection of the intervention groups were concluded.</p>		
<p>Data analysis quantitative – linear mixed models [LMM]</p> <p>The plan for the analysis of the quantitative data was to import from Qualtrics to SPSS, clean, and sub-scale totals calculated. We would then run baseline analyses to determine whether the control and intervention groups are similar enough at baseline to serve as comparison groups. Then within-between comparisons using Linear Mixed Models [LMM] would occur. LMM was considered a well-suited data analysis as it provides a flexible analytical tool that simulates where the estimation of differences can be determined between the standard deviation and variation between student responses using pre and post repeated measures (West, Welch, & Galecki, 2014).</p>		
<p>Parent data collection qualitative</p> <p>The participating parent/carer(s) were also invited to participate in an interview at the end of the project, those who expressed an interest through the questionnaire were contacted at the end of the program. The interviews were focused on obtaining parent perspectives in relation to The Reading WELL program, benefits, feasibility and barriers to completion of the program. Interviews were offered to be conducted at a convenient time at the end of</p>	<p>Children data collection qualitative (as part of the mixed methods)</p> <p>The information recorded by the parent and child after reading the books was supported through discussion prompts. This was recorded in The Reading WELL journal. These responses were to be used to form the analysis. See Appendix B The Reading WELL Journal.</p>	<p>Teacher data collection qualitative (as part of the mixed methods)</p> <p>Teachers were also invited to participate in a focus group at the end of The Reading WELL program. The teacher focus group from both schools was conducted at the end of the data collection phase. This allowed for gathering teachers' observations and perceptions</p>

<p>the school day, or after-school hours on the school grounds or by phone. The 30 min interviews were recorded and transcribed verbatim. In total 2 parent interviews were conducted.</p>		<p>of the program and whether they considered The Reading WELL to be a sustainable form of home reading as a part of ongoing school practice. The grade 3/4 teachers responded to a series of open-ended questions to determine their perceptions of the feasibility and impact of The Reading WELL program. The interviews were recorded, and transcribed verbatim</p>
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Data analysis qualitative (as part of the mixed methods) – Case study

For the qualitative aspects of the mixed-method study, data was to be collected from The Reading WELL journals and the parent and teacher interviews with the analysis presented as case studies. Case studies are well-established in the social sciences with its “status as one of the most popular and most fertile design frames open to the researcher” (Thomas, 2013 p. 310). Providing a way to offer understanding, learning and presenting encounters of educative evaluations Yin (2003) defines case study research as “a contemporary phenomenon within a real-life context, especially when the boundaries between a phenomenon and context are not clear and the researcher has little control over the phenomenon and context” (p. 13). Merriam’s and Tisdell’s (2016) work in the field also contributed to the case study definition as “an intensive, holistic description and analysis of a bounded phenomenon such as a program, an institution, a person, a process, or a social unit” (p. xiii).

Using constructivist principles, the case study within The Reading WELL was to act with the intention to make meaning of what had been encountered offering an “entrée to information that might otherwise be inaccessible” (Thyer, 2009, p. 376, 378). The role for me as the researcher within case study as described by Stake (2005) suggests “the case researcher needs to generate a picture of the case and then produce a portrayal of the case for others to see. In certain ways, the case is dynamic” (p. 3). In achieving this a number of reflective steps would be taken for the case to be produced, Gary (2011) proposes for the outcomes to be achieved the work is recursive “it needs to go backwards and forwards, with twists and turns; there will be a to-ing and fro-ing as you find out new things and refine your questions and your decisions about your approach in the light of these revisions” (p. 26). The intensive phase being the data analysis where all the information is brought together (Merriam & Tisdell, 2016, p. 233).

Patton (2014) points out the fundamental aspects of case study analysis is the intricate process that requires the refinement of data with all the pieces of a puzzle coming together where the “information is edited, redundancies are sorted out, parts are fitted together, and the case record is organized for ready access either chronologically and/or topically” to make the process a manageable” (p. 537). The process of the analysis of narrative data by Polkinghorne (1995) and Miles and Huberman (1995) was to be followed through organising the data in narratives you can work across cases, where the coding is not essentially explicit; look for key words, phrases and sequences to locate the most characteristic accounts (p. 87). Supporting this process, Riessmann (2008) and Stake (2005) notes how the use of case study in narrative is written in ordinary language that seeks to portray the stories we have interpreted in a way that also offers the readers to interpret what has been described. A the “cases reveal facets, each attracting different readers who can decide the meaning of the case” through their own interrogation, interpretations and summaries (Riessmann, 2008, p. 194). Where a sound analysis engages the reader to “think beyond the surface of a text” (Riessmann, 2008, p. 13).

Appendix D: The Reading WELL book titles and total reads of book titles

Books on body image			
	School 1	School 2	
	Total reads	Total reads	
Amanda's Big Dream	2	7	
Body Image and the media	2	1	
Charlie's Tales Cassia and the Fire Dragons	1	1	
Charlie's Tales Sylvie and the Star Tree	1	1	
Little Miss Jessica goes to school	1	5	
Messages About Me: Sydney's Story		2	
Messages About Me: Wade's Story	1	4	
Minnie and Max are OK		3	
Shapesville	4	5	
Stand Tall, Molly Lou Melon	1	2	
The Colors of Us		11	
We're All Wonders	1	15	
Your Body is Brilliant: Body Respect for Children		5	

Books on self-esteem			
	School 1	School 2	
	Total reads	Total reads	
Better Than You		8	
Bully Busters and Beyond: 9 Treasures to Self-Confidence Self-Esteem	1	3	
Feel Confident!	1	2	
Have you filled a bucket today?	1	12	
How Full Is Your Bucket? For Kids	1	8	
I Can Handle It	1	6	
I Matter	1	11	
I Like Myself	1	10	
The Invisible Boy	2	8	
The name Jar	1	8	
The Things Lou Couldn't do	5	8	
The Wonderful Things you will be	2	4	
UNstopable me		11	

Books on resilience			
	School 1	School 2	

	Total reads	Total reads	
Allie's Basketball dream	1	13	
Bounce Back! (Being the Best Me)	1	9	
My two blankets		5	
My Secret Bully		5	
Oh the places you'll go	1	8	
Rosie Revere, Engineer	3	7	
Secret of the Peaceful Warrior	2	6	
Thanks for the feedback		8	
The girl who never made mistakes	3	16	
The Juice Box Bully: Empowering Kids to Stand Up for Others	1	8	
The Little Refugee		12	
The Secret Bully		5	
Those Shoes	1	9	

Appendix E: Interview transcripts

Interview – A – Father / L – Student / School 2

contact number

Date – 19 September

Phone interview

Time length of interview 11:05

Parent – Semi-structured interview questions

Thank you for offering your time to participate in an Interview about your experience and reflection of The Reading WELL.

- Go over consent and withdrawal details
- This interview will be recorded

Discussion questions

Did you enjoy the reading time with your child? Why –
Was it any different to previous reading activities?

How do you think The Reading WELL created a different type of experience?
If it didn't – what could be done to improve this...

Did your child enjoy The Reading WELL books? Was your child more or less engaged – Could you tell me about one book in more detail...

How does this compare to previous reading at home?

Did you find the follow up questions useful for discussing the topic covered in the book? Why do you think this was the case?

Do you think your child learnt skills and strategies to deal with things that happen to them around:

Body Image – how your child sees themselves

Resilience – how child deals with problems or challenges

Self esteem – how child feels about themselves eg: confidence

Is there anything else you would like to add about The Reading WELL books and the reading experience you had with your child?

Did you watch the video series?

Are you following The Reading WELL facebook page?

Time	Transcript	
0.00	1	Alright good to go now I sent you through a list of the questions, so we are just going to work through those with you if that's okay but I um feel free to just jump in or sort of suggest something else they're very flexible
	2	Ok
	3	So um that's fine, okay so
00.25 Did you enjoy the reading time with your child? Why – Was it any different to previous reading activities?	4	With our first question just really interested to know whether there was a level of enjoyment with you and Layla doing the reading you know comparing that to other previous activities, like she might already be um a sort of active reader anyway but just to get some feedback on what you thought this project was like. STORY The sustainability and accessibility of The Reading WELL concept, for parents and children to engage in as a regular form of home reading
	5	Yeah absolutely so it was enjoyable for both my daughter and myself, I also noticed that my daughter loved reading these books and having this activity and it really helped me when reading with her. It gave her more interest in reading
1:03	6	So that was more based around the relationship and the time she had to get with you?
	7	Ah Yes
	8	Wow
	9	And um I also noticed that she is more open to share her feedback not Just on the books she read but even on her experiences at school and also other stuff
	10	Did you find it that came through from the question that you asked after reading the book
	11	Yes that was part of it yes
	12	Wow that's really interesting so that gave an opportunity to really kind of expand on things with you.
	13	Absolutely yes
	14	Really
	15	Yes
	16	That's so nice to hear that, that she and maybe that wasn't for something that she would have done as easily without the book?
	17	Umm I keep encouraging her to be open with me and share everything that worries her you know anything that comes to her mind
	18	Yep
	19	Err I was, was I've been noticing progress on that I think the improvements I noticed was after she started The Reading WELL.
	20	Yep It was more noticeable
	21	That's really Interesting
	22	Yep

	23	So I guess the books with the characters in it, you know there's a scenario there, there might have been a problem or there might have been an experience that they talked about so she could frame that from the story into her own life.
	24	Yeah yeah correct yeah I think that one of the books she read was it was very related to her experience as a foreign student
	25	Aha
	26	Coz we just moved to Australia a year ago
	27	So you're new arrivals STORY Aspects of parent and child connections to schooling with a view on socioeconomic circumstances
	28	Yes
	29	Can you remember the name of the title?
	30	No I can't I've been trying to remember the title the main character was a girl as well she was a student around the same age Oh I know it was My Two Blankets
02:28	31	Was it What was it again?
03:14	32	My Two Blankets
	33	Oh yes yes yes, Was it chosen on purpose?
	34	Ah well, my background is working in schools with newly arrived families Ah right and I love that story, it is sort of one of my personal favourites and I really wanted to get it into the collection (laughter)
	35	Oh Yeah Yeah well she really related to the book very much
	36	Oh fabulous
	37	Yep
	38	Wow So did that help frame a conversation About her experience of moving to this country
	39	Absolutely yes absolutely Yes she is a she is very a good adaptor she Lida she adapt very quickly STORY The program's effectiveness and improvement of child and/or parent knowledge of the wellbeing topics explored in the books and follow up discussions and conversations
	40	Yes
	41	well to her new country but I wasn't 100% sure that she had had her challenges as well. But she wasn't open enough to share some of them with me
	42	Yep
	43	So I guess reading the story I know that she knows other people went through the same challenges that she's gone through and that made her may be more courageous to share.

	44	Ah that's so nice to hear that (laughter) I think that even is adults we do that don't we Look for connections
	45	correct yeah
04:32 05:01	46	We look for Similarities or something that we can frame Our experience to whether it's the movie or Even if you meet someone down the street you might ask has this ever happened to you So we are looking for that connection to sort frame it off something
	47	Absolutely yes
	48	That's so.... I'm really pleased I'm so. Good for her that's so good
	49	Yeah I know I know um, especially when it's coming from kids, Yeah
	50	Yep Different
	51	It is fitting you know; you can't be inside their heads you don't know what they're thinking, she probably looked really settled she probably gave you all the information that everything's fine but just been able to talk about it STORY The program's effectiveness and improvement of child and/or parent knowledge of the wellbeing topics explored in the books and follow up discussions and conversations
	52	Yeah you're right yeah I agree Wow
	53	Oh just going back to my list of questions we are covering everything beautifully is a more just to keep you on track if anything So you said that you found the follow-up questions useful
	54	Yes
	55	Did you sort of as you're reading through them change them in anyway Did you just use some of them?
	56	No actually, some of them I think I had to skip some of the questions As Lida wasn't sure how to answer them
	57	Ah Yep
	58	And we missed some of the follow-up activities
	59	yep
	60	I think she had 4 books in total
	61	Yep
	62	And I think I missed once
	63	Oh there's no issue with that, It was more if they flowed well there's no problem with missing a question if she didn't know how to answer it you just Go onto the next one
	64	Correct yes but overall I think the questions Very good and the content was summarised of story very well

	65	Ok, so the books themselves sort of covered three topic areas, so these were with body image which is How children see themselves, resilience How a child feels about problems and challenges and self esteem How they feel about themselves as far as confidence and things like that sort of their own sense of self. did you notice anything About when she was reading the books or With her discussions or any of that Like was there a strength area or anything like that or was there something that you thought aw that she needed to develop a bit more
06:38	66	Yeah I was thinking about this this morning I don't know if you can relate this directly to the books but it's just her experience That she is at school one of the main challenges I think is related to body image Yep STORY The program's effectiveness and improvement of child and/or parent knowledge of the wellbeing topics explored in the books and follow up discussions and conversations
08:42	67	Is for her being a Muslim girl wearing a hijab
	68	Yep
	69	And not many girls wear hijabs at her school
	70	Yep
	71	so when she first started she was very worried about her body image I would say
	72	Yes
	73	But I noticed that these kinds of feedbacks coming from her coming from her are very rare recently, she rarely talks about this topic recently
	74	Yep
	75	Err yes I I think absolutely I can relate some of this to The Reading WELL but I am not sure if all of it came from The Reading WELL or just part of it
	76	Yeah
	77	That's one of my observations definitely an observation actually
	78	That's a very interesting observation and one that could be related to the books, or it could also be her developing more confidence about herself and getting that little but older like you know, or it could be a combination of all of those things
	79	Yes , yes
	80	Yeah that's really fascinating
	81	And that would be for a child going into a new setting and maybe not With so many Muslim children in the population that she would feel quite umm visible in the yard
	82	Yep correct yes
	83	And how am I going to be perceived by the other children
	84	Right yes

	85	Even by her teacher like you know what does that mean, you know coming into a western population where you stand out as different
	86	Yeah, yeah you're right yeah
	87	Yeah, so that's great, that's great that you're not noticing that as much
	88	Yeah correct and that has obviously affected her self-esteem and I guess even her resilience.
	89	Yep
	90	Umm so yeah
09:02	91	Wow so Umm We have covered a fair bit of ground I really appreciate it so is there anything else that you would like to mention or add as a follow up or
	92	Umm no nothing off the top of my head. I went through the questions beforehand and this cares of all the points I had
	93	Okay and comparing it to the normal home reading that Layla is doing now what do you think? Do you think there is a value in this kind of program coming home more regularly?
	94	Yes, I think these is, there is absolutely more focus on this type of reading
	95	Yep
	96	Umm as compared to the other reading she does really, it more focused as the other reading is more random
	97	Yep
	98	I have to wait as she reads to book from school then she writes a reflection, passage on each reading every day,
	99	Yep
	100	On the other reading I have to wait for that whereas The Reading WELL was not like that
	101	So you were more engaged
	102	Yes, correct yeah
	103	Okay Fantastic, that's so very very helpful you have no idea (laughter) STORY The sustainability and accessibility of The Reading WELL concept, for parents and children to engage in as a regular form of home reading
	104	Yeah Yeah yeah
	105	So I really appreciate your time and please pass on my thanks to Layla for being such a valued part of the project
	106	Sure
	107	And now I've got heaps and heaps of work to do to get it all finished
	108	Good luck
	109	Thank you (laughter) Thank you so much

	110	No problem
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Interview – Parent C Student – E

School 2

Date –

Phone interview

Time length of interview – 15:37

Parent – Semi-structured interview questions

Thank you for offering your time to participate in an Interview about your experience and reflection of The Reading WELL.

- Go over consent and withdrawal details
- This interview will be recorded

Discussion questions

Did you enjoy the reading time with your child? Why –
Was it any different to previous reading activities?

How do you think The Reading WELL created a different type of experience?
If it didn't – what could be done to improve this...

Did your child enjoy The Reading WELL books? Was your child more or less engaged – Could you tell me about one book in more detail...

How does this compare to previous reading at home?

Did you find the follow up questions useful for discussing the topic covered in the book? Why do you think this was the case?

Do you think your child learnt skills and strategies to deal with things that happen to them around:

Body Image – how your child sees themselves

Resilience – how child deals with problems or challenges

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Is there anything else you would like to add about The Reading WELL books and the reading experience you had with your child?

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Time	Transcript	
0.00	1	Just get this recording going to catch all the good bits Laughter Yeah ok Thank you...so much we'll get started
00:13	2	So could you give me umm some information about your overall feeling of the program itself, whether he enjoyed reading time and whether that was the same or different to reading at home before this?
00:45	3	I really enjoyed it; my son looked forward to reading each day. He was keen to read each day and he looked forward to The Reading WELL books. Once I knew there were structured questions to follow and overall it was a really good experience. STORY The sustainability and accessibility of The Reading WELL concept, for parents and children to engage in as a regular form of home reading
02:40	4	Okay, so what did you find about the books he was selecting to bring home. Did they follow a theme from what he was selecting? Were they kind of different or was there a thread to what he was choosing?
	5	It faded over time with camp and everything else,
	6	yep, that's understandable for sure
	7	umm so his motivation did drop off a bit over the term,
	8	Hhmmm
	9	but he brought home books about resilience, self-esteem and one on body image.
	10	Right, so was the content easy for him to engage with?
	11	Yes, for sure the content was age appropriate so he could relate to it straight away. I also found the questions really supported the story. He was willing to sit with me and read, I really liked that part of it
	12	Oh that's so great
	13	It was pretty engaging as far as topics that he brought home.
	14	Right yes, and did you find that you could get a bit more from him through using the questions, look I don't know, he might talk all the time or he might be reserved or
	15	Well his personality is really suited to this kind of program STORY

03:42	
04:46	
	<p>The program's effectiveness and improvement of child and/or parent knowledge of the wellbeing topics explored in the books and follow up discussions and conversations</p>
16	Yep
17	He is willing to talk and he is happy to sit and have a discussion with me most of the time ummm
18	Yep whereas my other son is not so much like that he is harder to engage yeah and this son,
19	Yep yep It his personality it really suits him, he was quite happy to engage and happy to do the activities
20	Yeah
21	Yeaahh you know he's like we have to do The Reading WELL mum... Yep He's one that doesn't like to miss out Laughter
22	Haha that's really good, that's really interesting that dependent on the child's personality it can mean that you need to dig down a bit further or need to work a bit harder because they are more reluctant to open up., Yeah
23	Yes right but this one is so willing to share he is quite a gentle boy.
24	Yes
25	He is attuned to what is going on and people's feelings.
26	And does Elijah read for enjoyment at home? Is that something he does
27	Yes all the time he is such a reader definitely
28	So he would go and pick up a book and use 30mins/half an hour to read ...
29	Terrific that's so great
30	Yes, definitely that is something he is very much inclined to do. (laughter)

	31	And you have kind of mentioned that the follow up questions were reasonably helpful to guide did you umm, just from your perspective, did you read through those first or was it just sort of what come up in conversation that formed the discussion?
	32	No I didn't really look at them first, I kinda just read the book with him and then worked through the questions at the end. It was sort of more natural that way so i wasn't looking for things Yep
	33	Yeah so what every discussion came up was guided by the questions but you know some of the questions didn't make sense because of what we got talking about
	34	Yes I get that, it all just depends as some parents might be a little bit uncertain with reading together so the questions guide them as they can be uneasy about reading with their child. So they might go through the questions and the book before hand.
	35	Yeah yeah for sure
	36	So if it is something that you do naturally anyway then that makes sense you would need to do that
06:00	37	Okay so ummm, with just from thinking about some of the things you talked about with the body image, resilience and self esteem, is there anything you might have noticed as far as Elijah picking up new skills, or being able to deal with problems or his own self confidence through the story? Is there anything that stood out or
	38	Yes well there was one thing.... When we went to church last week, there is a parishioner who has a disability and the boys sometimes stare and have a giggle at this person, and they have responded inappropriately so I have to talk to them but last week I was able to use the book that Elijah had brought home that week that was about being different
	39	Wow, yes
	40	It was a really good way to raise issues and to talk to him about what is appropriate when we come across people who are different in looks and features. I was able to draw connections to the character and the person they see at church
	41	Yes, great....

10:11	42	The story was great because I could help them make connections to real life and also to provide ways to respond appropriately when you might feel uncomfortable in these situation
	43	Yes
	44	but also about how people can feel. So the book was really useful and applied beautifully to a real life context. That's what I really liked about it
	45	Yes, that's so important.
	46	Then the other book was a basketball one which linked to a bit of competition in sport and that was really useful because we could make connections to a situation like the characters did.
	47	Yes, yes that's so great They're are both really fantastic examples. We talk about text to world and text to life here so you know you have used the ideas and scenarios in the story and then related them to examples in Elijah's life and what is happening in his experiences by linking it back to the characters.
	48	Yes exactly
	49	So if you can talk through the characters it can often take the pressure off the child so rather than trying to point something out you are, you know you can use a character to (laugh) say oh well how do you think such and such felt in the story? and then kind of softly move over to the real life implication
	50	Yes that's so true
	51	Yeah
		Our school also has a program that covers body image, looking after me and that the incorporation of growth mindset work has made a framework my sons to talk with. I am so happy about that and The Reading WELL has fit right into this.
	52	It's so nice to hear that (laugh) I was really looking forward to the books he was bringing home to read and discuss Have you got your reading well book what did you pick this time?

12:12	53	So just touching on that and in comparing that to other home reading that children bring home, this could be anything Do you see or think if this sort of reading was embedded into school practice that it would have more impact?
	54	Yes but the routines need to be good, often we get busy so then it might not happen all the time, if it's quite late at night then the depth of that might not be there The kids could also switch off
	55	Yeah like Not these again I don't feel like talking about this now
	56	Like I said earlier mine only did it for the first few weeks and then he lost a bit of interest.
	57	Yeah the time of the day would be important
	57	Yes, that's right and fitting it all in can be hard It's a bit of a challenge and at this age they are more independent like in the early years they are learning to read
	59	Yep, yep Mmmmm
	60	but this is different, at grade 3 – 4 level they are independent readers and sometimes don't actually want to sit with you and read....
	61	Yes I get that for sure
	62	You can lose that interaction as they become older don't you. They can become a bit too independent, like hang on a minute Laughter
	63	So thinking around that is there anything that you thought um as far as topics or other areas that may be age appropriate would there be anything else that the books could have covered?
	64	We covered 3 body image, resilience and self esteem I mean you have boys, so would other things come up for them that would be helpful through story? So I have a daughter as well so maybe something like gender would be good it's an interesting area, that's in discussion at the moment in society.
	65	Yes, yep that's true

66	My children haven't had anything that stands out a far as experience but gender could be an issue to consider....
67	Yep Yep
68	The refugee experience could also be a good one our school is quite diverse so just being able to open up the topics for discussion
69	Yes that's another good area especially when it's relevant
70	But really what's already included is really good there's nothing that is really missing in the books you have included..... Yeah great.....
71	You know what it's like boys have a squabble and get on with it and it's a bit different for girls from what i have noticed these days
72	Yeah
73	Um so personal safety might be one this is covered in school also
74	Yep great that's also very important
75	No other suggestions
76	Nearly there a couple of things about the resources face book page and videos
77	No I didn't I just wanted to do an interview to give you feedback and that I really enjoyed it
78	that's okay
79	Thanks so much leave it here I really appreciate your time. No problem Goodluck

Interview – School 2 / focus group / semi-structured interview

4 teachers / 1 on LSL

Date – 17/09/19

Duration: 15:44

Time	Transcript
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0.00	<p>Introductions/overview of session and thanks</p> <p>They enjoyed it</p> <p>Yeah I reckon they got a lot out of the books</p> <p>They did yeah definitely yeah</p> <p>Cos they'd come to me and they be like "can we get our new reading while book now"</p> <p>yeah yeah mine did that too yeah they really liked it</p> <p>Oh great well that's good to know</p> <p>Yeah cos Cos I did the self-selection and I kind of had an idea Of what the age group would like but I didn't really know</p> <p>STORY The sustainability and accessibility of The Reading WELL concept, for parents and children to engage in as a regular form of home reading</p> <p>Mmm</p> <p>But I was also not so much restricted but I was kind of picking out those themes So that's great</p> <p>Yes mmm, Well yeah but I think that it linked really well with our SEL (social and emotional learning) program and stuff that really earning in SEL as well so that was good</p> <p>STORY The wellbeing policy and linking The Reading WELL program to the wider school curriculum and school values (Dwyer, 2017; Barkhuizen, 2008, p. 235).</p> <p>Yep agree</p> <p>Yeah</p> <p>I didn't go through all their answers or anything I just gave the books out</p> <p>no no you didn't need to do that all you need to do was give out help with the books being selected</p> <p>So yeah I feel like they really liked it</p>
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	<p>I think they also just enjoyed writing in their own journal entry</p> <p>They did</p> <p>that was something that I was a bit worried about with asking them to write maybe they won't want to write because it's sort of an extra on top of reading at home</p> <p>Supposed some might think that but we get them to write something after their reading anyway</p> <p>Yeah</p> <p>So you mean when they're doing a literacy activity</p> <p>Yeah and like also in their home reading diary, so they would do a connection text to text text to self and text to the world.</p>
01:28	<p>STORY</p> <p>The sustainability and accessibility of The Reading WELL concept, for parents and children to engage in as a regular form of home reading</p> <p>Yep yep yep</p> <p>Oh great could you say that again</p> <p>Yes sure so they would do a connection text to text text to self and text to the world.</p> <p>Wow the only reason I asked if I have just written up a whole section in my literature review that works off the research based in this</p> <p>Oh my god (laughter) when research and interview come to life</p> <p>And they're supposed to do that every night</p> <p>Yep</p> <p>So I think that writing something wasn't unusual</p> <p>yeah ok great</p> <p>Yes so they were expecting to write something anyway yeah they were</p> <p>Yeah like used to read and write something down So it probably wasn't too much more for them responding to organised questions</p>

	<p>STORY</p> <p>The wellbeing policy and linking The Reading WELL program to the wider school curriculum and school values (Dwyer, 2017; Barkhuizen, 2008, p. 235).</p> <p>ok ok</p> <p>I guess that's age appropriate as well so they're independent</p> <p>yeah yeah</p> <p>Hello some of them did choose to take a book that had no extra activity at the back</p> <p>laughter</p> <p>They were the smarter ones</p> <p>Laughter</p> <p>Yeah like I just picked up my Riley's journal and he hasn't anything in there Which is not surprising</p> <p>ok</p> <p>But there's something in this one, I know this isn't Riley's oh ok</p> <p>Laughter</p> <p>Yeah</p> <p>Yeah so I think it just depends on the kids and what they're prepared to do</p> <p>02:16 Yeah yeah course yeah</p> <p>And what they wanted to put into it</p> <p>Like a lot of my kids when I said it was time if they hit their 10 journal entry They got quite like upset like "can I do more"? , "I wanna to keep doing it"</p> <p>Really!</p> <p>Yeah! and I'm like or you've done 10 That's amazing</p> <p>That's fantastic</p> <p>Yeah I agree but some of them did and some of them didn't</p>
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	<p>STORY</p> <p>The sustainability and accessibility of The Reading WELL concept, for parents and children to engage in as a regular form of home reading</p> <p>Yeah</p> <p>Did you do it over 2 terms?</p> <p>Umm no I did it last term</p> <p>Yeah yeah Your groups were a little bit shorter</p> <p>Yeah they were but I sort of gave mine to in one week if they wanted it</p> <p>did you</p> <p>03:00 Yeah yeah they were really happy with that really happy</p> <p>Ok so that pushed them up a bit Fantastic</p> <p>yep yep</p> <p>Some of my boys got a little (naw naw) do I have to do it again</p> <p>yep yep</p> <p>Then there were some who wanted to read more They took them home even if they didn't put the responses in they definitely read them</p> <p>OK that's good to know so they were interested in the topics even if they didn't complete the journal entry</p> <p>yep yep that's right definitely</p> <p>Ok</p> <p>there was one book pause I think it was it was a body image book Body image in the media</p> <p>Yes</p> <p>Yeah I think that was it</p> <p>yeah that's the one you took out you took that out</p> <p>yep ok</p>
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	<p>Did you put it back in in the end, no I didn't but the reason was because a parent Yeah one parent sort of complaint about that one</p> <p>oh really can you tell me you're a little bit more about what happened and the parents said about the book</p> <p>The parent was (stated parent name) – (teacher was hesitant)</p> <p>That's ok (gave teacher non-verbal sign to not have to explain)</p> <p>Was it something to do like in the text sexuality?</p> <p>Ok</p> <p>It was like the boy the boy (teachers trying to recall the text)</p> <p>this was a non-fiction book</p> <p>oh yeah that's right</p> <p>Teacher goes to get the book – was it in here or did you take it out ... no I took it out and kept it in the office.....</p> <p>The cover has a boy on it</p> <p>Here it is</p> <p>Yep that's right</p> <p>04:42 It had something about sexual attraction or something like that and the kids are like what does that mean That was pretty much the conversation I'd say</p> <p>Yep yep</p> <p>The parent wanted to have a conversation, And they were like I don't think this is appropriate</p> <p>Fair enough</p> <p>And yeah it was a grade three so I like showed her the other books and she was fine so I said look I will pull this one out</p> <p>Thank you for doing that and also for talking with the parent I appreciate that We did have a discussion around including non fiction books to suit children who would perhaps prefer them so that's why that one went in there</p>
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	<p>I only gave it to my top readers as they would be the kid who could cope with it anyway and there was only one grade 3 in the group and of course they pick it, and that's what happened umm and that mum can be a bit precious</p> <p>Yep I Think that families have every right to make decisions on content such as that and follow up</p> <p>Yeh but we dealt with it and didn't say anymore about it</p> <p>Yes here it is Sex appeal was the topic</p> <p>Right right that explains it</p> <p>Yep yep but after that she was fine</p>
05:17	<p>Okay so were there other parents who engaged more?</p> <p>Well when my group stopped doing it I had one parent come and ask "oh ...that's disappointing I wanted it to keep going" I'm like if he want to he can go and take the books from the next room He never did</p> <p>Laughter</p> <p>His sister is in Karen's grade so I think she would have read it with both of them anyway coz they were doing it in different terms so i think she took it upon herself to keep going with both kids</p> <p>Okay that's sounds great</p> <p>So it sounds like most of them have gone home and read with a parent not just on their own</p> <p>STORY</p> <p>The sustainability and accessibility of The Reading WELL concept, for parents and children to engage in as a regular form of home reading</p> <p>Yes yes they have</p> <p>Yeah yeah they have read with them and then the parents have asked the questions at the back of the book with their kids</p> <p>Yep okay, great</p> <p>Mmmm</p>

	<p>So from your opinion do you think it would be something that is sustainable as a classroom based program if there were other kits of books, topics, things like that? I reckon, it could replace our home reading</p> <p>STORY</p> <p>06:13</p> <p>Yeah</p> <p>Like even if they did it like once a week or something,</p> <p>Yeah that's how I'd do it</p> <p>Yeah (all voices)</p> <p>Well we did it once a week</p> <p>Yeah we did</p> <p>But like it just ties in with all the stuff that we are learning with SEL so they could go home and apply the knowledge that they learn in SEL</p> <p>Yeah</p> <p>Yep</p> <p>At home as well</p>
06:32	<p>Okay And did you use the books at all</p> <p>Yeah I would do it as an after lunch reading</p> <p>So you would pick a book</p> <p>Yeah ... and have a read of one</p> <p>I we used One in our writing session</p> <p>Oh did we What was it? Hmm not sure</p> <p>It was a little while ago Laughter</p> <p>Yeah I know we can't remember even yesterday were a bit disheveled at the end of term</p> <p>Laughter</p> <p>Oh I know Allies basketball dream (Body image)</p> <p>No we used that before – we used that last year</p> <p>Well even that meant some of the books were familiar</p>

	<p>Oh yeah that's true</p> <p>..... Yeah so then we'd have discussion after reading</p> <p>And Rosie Revere Engineer</p> <p>Yes there should be a few familiar books there</p> <p>And was the Little Refugee in there</p> <p>Yeah , yep.....</p> <p>Oh yeah that's the one we used for a writing session</p> <p>Yep that's right sorry it feels like ages ago</p> <p>I know right</p> <p>That's fine and really it's great to hear they're familiar and used</p> <p>Laughter</p> <p>There was lots happening between now and then</p>
07:37	<p>So is there anything else you would like to add?</p> <p>Nah not really</p> <p>That's okay</p> <p>But so one minor negative (pointing to Body image in the media text)</p> <p>But otherwise fabulous</p> <p>Yep ,.... Mmmm</p> <p>The kids enjoyed it and I think the parents liked it as well</p> <p>yeah yeah</p> <p>So they could have those conversations with their kids at home</p> <p>Yep</p> <p>The only other thing that I've got Viber last week the kids have lost incentive</p> <p>Yep ok that's fine cool</p> <p>Did we lose any books?</p>

	<p>I don't think might even came with a full set yes yes it did you came from my room</p> <p>(laughter)</p> <p>I might have to check to see if I have everything but I think they're all here well most of them</p> <p>But there's some that I feel like I never saw like ever (in response to full kit of books being handed over) Like if you look at the list at the front there was no way that there was that many books in the collection when I got it</p> <p>Well with that did you find it there was enough of them to select from</p>
08:38	<p>Yeah so yeah I got them to choose and bring back books each day so there was always books that were being replaced in taken throughout the week</p> <p>Excellent</p> <p>Background noise – discussion about the juice box bully / checking texts – nothing you cant do etc</p> <p>Yeah so that meant that there are only five or six kids at a time doing a selection yep yep that would work well</p> <p>Ok</p> <p>So you like Monday night you're reading this Tuesday night you're taking this Wednesday night and so on</p> <p>great yep yep</p> <p>And that seemed to work pretty well</p> <p>They were actually pretty good with bringing them back</p> <p>Teachers going through some of the journals They have put alot of work into it Yeah they really have</p> <p>Yeah like you can tell they have enjoyed it I guess it's something different as well isn't it</p> <p>Yeah it's true isn't it</p>

12.44	<p>(referring to journal entry) I like this look this is how will I bounce back in recover wow</p> <p>Oh that's gorgeous</p> <p>And this is how ill be when I'm sad Aw who's that Simeone</p> <p>Aww that's so cute</p> <p>I think he's one of the ones who's parents did the survey</p> <p>All flicking through journals observing and sharing</p> <p>Some of them are really good like some of them did two a week And then some of them only did one a week or even just one entry</p> <p>And like you were saying it doesn't mean that they didn't read it it just means that they didn't complete the journal But that's the only way I can capture it so</p> <p>And even if they hadn't completed the survey I still sent them home with a book just to read</p> <p>yep</p> <p>And then they just did that as their normal home reading</p> <p>yes yes that's great</p> <p>They were happy to do that</p> <p>It was all really good so thank you so much</p> <p>yeah thank you we loved it</p> <p>End</p>
	<p>One teacher from School 2 was on LSL during the interview time she sent this via email on her return – she is the grade ¾ team leader</p> <p>From: “Jeffery, Karen L” <jeffery.karen.l@edumail.vic.gov.au></p> <p>Date: Friday, 6 December 2019 at 10:23 am</p> <p>To: Siobhan O’Brien <siobhanobrien@swin.edu.au></p> <p>Subject: Reading Well books</p> <p>Hi Siobhan, I have collected a few more booklets.</p>

	<p>I also asked my students for comments about the program and this is what they said:</p> <p>Georgia: Really good because it talked about kids who want to be cool instead of just being themselves.</p> <p>Emma: The books are good for social well-being. If you are in that situation it helps to talk.</p> <p>Sophia: They prepare you for problems you might have in the future.</p> <p>Luke: If you get bullied at school or online you know what to do about it.</p> <p>Cassie: These books are good because a girl wanted to change their body but then she wanted to be herself.</p> <p>Akshaj: After reading these books I felt like I could help myself in this situation.</p>
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Interview – school 1 teachers x 4

Date – 27th of June 2019

Duration: 15:07

Time	Transcript
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00.00	<p>Okay so we are recording So this is just an opportunity to discuss your involvement in the study, which I am very grateful for so thank you But more or less I am interested In as much as how you went for instance with the book selection process And maybe benefits, limitations or other ideas that you might have and maybe just the general interest of the children in the groups and how you thought it went overall. So I would just love to hear your feedback and any other insights</p> <p>Umm well Can I go and grab one of the booklets because one of the responses was something I wanted to talk about It was really good and it went all the way to the principal so I'll just go and fish that one out</p> <p>yes of course, Oh wow</p> <p>So yeah i need to tell you what it was</p> <p>That's great (laughter)</p> <p>We got these out of the books in the room as well so umm We also read them because they're just such a lovely selection and their topics that we know we need to discuss and it's often hard to find an in with things like that so with the picture books, It's lovely so with that and your questions at the back we certainly made use of them</p> <p>oh that's amazing well done fantastic so great to hear, So was that informal or something that you planned</p> <p>no informally And I found that really valuable</p> <p>STORY</p> <p>The sustainability and accessibility of The Reading WELL concept, for parents and children to engage in as a regular form of home reading</p> <p>And as far as the kids taking home the books I stayed out of that</p> <p>Yep yep</p> <p>Great</p> <p>I left them to that and I didn't even read their books or journals when they brought them back</p> <p>no no that's fine you didn't need to</p> <p>Yeah so I didn't have any participation in that part of it</p>
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	<p>that's all fine no worries at all it wasn't required</p> <p>But I did encourage one student in my class who wasn't signed up but does have issues with things like making mistakes And you know a perfectionist type personality encourage her to take part just by following the books and I think that It had a really positive impact on that students</p> <p>oh that's great to hear</p> <p>Yep yep and I did direct her towards the making mistakes types of books that were in the kit But she wasn't part of your program</p> <p>yes ok that's ok</p> <p>Teacher from start</p> <p>Mmm I have a little boy in my class whose mum had come to us to let us know that he wasn't having a really good time from early in the year to tell us that he wasn't having a good time in the yard, And wasn't enjoying coming to school and things like that so she signed him up for The Reading WELL and our principal came to us probably a couple of weeks ago just to say that the mother had been in contact with him to say what a great program this was and that it had kind of turned his thoughts around and that type of thing</p> <p>so yeah some of the work that we've been doing with the kids as well and a combination of this had really helped him and he read the one about the juice box bully and they had a kindness kindness pact and one of the questions was do you think that this would be helpful to have something like this in your school?</p> <p>and he was like</p> <p>No we don't need the promise because we have the values of our school Our school song and our values and he wrote them all out It was like he could see how I would help but you're so could see that we have all these really great things in place it our school too</p> <p>yep that's really nice that's amazing so great that he was able to make a connection to what was already in place</p> <p>yes yes that's right Yeah and that he realised that he has things to help him if he has a problem</p> <p>That type of thing so yeah it's great</p> <p>oh well that's so good I'm having an emotional response to this really emotional that he would be able to cope like that</p> <p>It was really nice and the fact that your mother went and spoke to our principal cos he's in my class and I was worried about it but this would be helpful and his mum is really quite into doing this with him I guess them working together it's all really</p>
02:05	
03:12	

	<p>come out really well for them and probably really perfect timing for this to come into his life at this age so that was a nice one for my class</p> <p>story</p> <p>yeah that's just so so great</p> <p>Thanks you laughter</p> <p>No worries</p> <p>So yep yeah that probably the best of our feedback, it was very relaxed from our point of view They do have the routine of reading A couple of the parents mentions that they really liked having the questions</p> <p>OK that's good to know</p> <p>Because they can often find that hard</p> <p>We have to agree with that because that's often what we find ourselves</p> <p>Yeah and we also do the resilience project hear back to school</p> <p>So that would be another thing</p> <p>Yeah it offered and really nice link</p> <p>Exactly yes so it was familiar to them when they brought the books home even things like the vocabulary with something that they already knew</p> <p>yep yep that's great thanks they're able to make those connections</p> <p>yes yes that's right</p> <p>And even things like Have You Filled a Bucket Today we use that all the time so when you have the books it's something that they immediately related to and then that made that great for home as well because the children could help and talk to parents and that gets that consistency like the kids to be on my bucket list it today and the parents are like what do you mean What's that all about And now that they've done the book that's really good</p> <p>yes yes that's great that makes perfect sense</p> <p>STORY</p> <p>The wellbeing policy and linking The Reading WELL program to the wider school curriculum and school values (Dwyer, 2017; Barkhuizen, 2008, p. 235).</p>
04:49	
07:59	

	<p>So would you, would you think that and you've talked about the home experience and that's been pretty positive for the children that have been involved would you think that's something like that in guided reading sets would be useful</p> <p>So yeah but like those sorts of books for guided reading I just feel that Yes they're really rich but they're also quite long</p> <p>yes yes</p> <p>Guided reading sessions are short and specific focus and you wouldn't have the time to be able to talk through To the meaty part of the discussion points</p> <p>It would be a different part may be a different lesson yeah I've just wondering where it would fit as far as classroom use as well as at home</p> <p>Mmm mmmm I see what you're saying</p> <p>Yeah right well some of the shared reading that we use like the little refugee that links perfectly with the topic so yeah that way we will already be reading that next term as a shared reading that links to our topic And that supports our enquiry topic maybe like as part of resilience we can read a book and then do a follow-up activity</p> <p>STORY</p> <p>The wellbeing policy and linking The Reading WELL program to the wider school curriculum and school values (Dwyer, 2017; Barkhuizen, 2008, p. 235).</p> <p>yeah yeah we could do that can we do that</p> <p>Depend on how long the book reading was and how much you could get done in a session</p> <p>Or you could do it like it's Megan said as a shared reading where the teacher's doing the reading It together and then you do a follow-up but that would be just with one text</p> <p>yes yeah yeah</p> <p>An activity in their grips and we do turn and talk as well so that could get discussion you going Can you put your questions to guide you so I think yeah that would be more talking and discussing</p> <p>Yes that would work</p> <p>See where a journal is useful for what you did</p>
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	<p>Yes that's right because I had to catch you at some way so the journal did that for me worried it might be too laborious for them to have to write after each book I didn't want them to think that they were having to do homework that wasn't what was but I needed it to cut be captured somehow</p> <p>yes yes exactly that make sense In a real world day today setting it really lends itself to discussion and conversation</p> <p>12:23</p> <p>yes yes you're right that's right</p> <p>Yeah that's what they got I know that some parents talked about how the kids were tired They were doing the questions but they didn't really record much physically as far as writing them down</p> <p>STORY</p> <p>The wellbeing policy and linking The Reading WELL program to the wider school curriculum and school values (Dwyer, 2017; Barkhuizen, 2008, p. 235).</p> <p>yep yep ok</p> <p>So I said that's fine</p> <p>yep yep I was expecting that that make sense</p> <p>Yeah like you know my class was 2nd so it was the end of term, one little girl and she was a bit like this is too much for me I don't know if that was like this because we're just exhausted</p> <p>You know what I mean I don't think it was particularly that she didn't want to</p> <p>you could have been a whole range of things at that time of term</p> <p>yes yes that's right Timing might be a thing as well perhaps Is hard to get the info that you need though</p> <p>laugh yes this is a challenge</p> <p>Well thank you I'm very happy thank you so much</p> <p>Thank you</p> <p>end</p>
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Appendix F: Thematic analysis of the categorical content-categories

Story 2 titles	Colour codes
<i>Aisha wears a hijab</i>	AH
<i>Max and the Pokémon club</i>	MP
<i>Aleksander's new friend</i>	AF
<i>Felicia sings</i>	FS
<i>Girls soccer team</i>	GS
<i>Alice running free</i>	AR
<i>Camille's birthday party</i>	CB
<i>Noah and the love bank</i>	NL
<i>Study buddies</i>	SB
<i>Cindy's perfect mistake</i>	CP

The Reading WELL key messages acted as the content categories with 15 broad categories linked to the three focus areas; body image, self-esteem and resilience.

Key messages as content categories	<p><i>Drawing conclusions from the results.</i> The information collected in each category is the ordered by frequency, collated within each category and used “descriptively to formulate a picture of the content universe” in relation with the research aims and questions (p.2).</p> <p>Assigned to the relevant the content categories (the key messages) within each of the three focus areas.</p> <p>These results are further elaborated upon and re-interpreted in bibliotherapeutic stories – also using interview transcripts</p> <p>SB</p> <p>Jaymala celebrates her appearance when she dances in her bedroom, she makes funny faces and dance moves in the mirror</p>
Body image	<p>Celebrate the diversity of our appearance</p> <p>Identified with the characters in the BI</p> <p>I enjoyed it when she grew horns out of her nose – it looked funny</p> <p>I liked the part when her hair went everywhere but she didn’t care, I like her with crazy hair</p> <p>I like how the book rhymes; she didn’t care what other people said</p> <p>I enjoyed the parts where she was thinking about herself</p> <p>My favourite part is the inside, outside upside down from head to toe and all around.</p> <p>Pinky dotted lips</p> <p>AH</p> <p>Reflected in the story when Aisha tells her teacher what is happening to her at school self-compassion is focused on through the need to look after your own needs and wellbeing</p> <p>SELF LOVE</p> <p>Love yourself / take care of yourself</p> <p>I enjoyed the parts where she was thinking about herself</p> <p>We had an excellent conversation about this little girl and her happy personality. Metaya is relating so much to her character especially how she is loving herself, she believes that she is able to achieve her goals with such a strong mind.</p> <p>I love my life</p>

I like myself bc I am good at basketball and fishing

AF

Aleksander is a keen basketball player; he is confident in himself as a person through the strong relationships he has formed with friends and family.

ACCEPTING OURSELVES AND OTHERS APPEARANCE

Themselves

They identified that they looked like other people in their family and they liked certain features about themselves

I think I look good; I like my body hair colour, eyes

Thick hair and smallness

MP

Max is smaller than the other kids in his class

The children were aware that their skin colour represent the culture that they have come from, that it represented cultural differences to be proud of.

It means everybody is different

My skin is light brown I am happy that I am, this colour it means I am unique and belong to a culture

My skin is an organ that keeps my blood in

My skin colour is a light brown and it doesn't mean anything to me because I think we are all the same

I am from Pakistan, but I am made up of peach, white, and a hint of brown apparently I am Turkish, Indian, Australian and much more. I've got light skin bc my parents are fair I was born in America – it is a part of my parents' culture

My skin colours mean I am Indian and different

My skin colours means I am special to have this colour

CB

This is reflected in the narrative when Camille realizes that worrying about how she looks and what others will say limits her thoughts and stops her from having fun at her party. She loves the water. Her friends model not being conscious of how they look. Her brother Fetu is also featured and teased bc of this larger body shape

AH

Aisha's culture and religion is represented as a main theme of this narrative where cultural differences and diversity is celebrated. The school has a no tolerance policy which is enacted in the narrative through the restorative practice approach also presented in STORY 3

Siobhan O'Brien

CB

Camille's family is from Samoa, she is taller and stronger than others her age. Her skin is brown and her hair is dark and thick

FS

Elcia is also from the Pacifica region, this is not essentially highlighted in the story but reference to her height and weight is made

AR

Alicia is from an Aboriginal indigenous background (Australia) her skin and hair is referred to through the social media beauty influencer

GS

Sachika is from a Hindu family, her skin is brown.

Appreciate all that you body can do / Do something nice for yourself/ Surround yourself with positive people / Remind yourself that 'true beauty' is not simply skin deep / Look at yourself as a whole person.

Be happy in yourself /Make your friends feel good with yourself .

AH

Aisha's friends and family support her when she talks to them about the bullying that happened in the school. Her friends support was critical in the recovery process as the shared understanding and experiences gave Aisha opportunity to identify and confidence to speak up.

Others

Everyone is unique / Respect /

The children were very clear that it was okay to look different and mentioned that we need to value and accept their bodies as they are.

AR Alicia knew that the social media photos and comments were not respectful and that the way she looked made her special and unique

We are all different and unique so matter what we look like short and tall.

It's okay to look different to accept and value what we are

Yes, bc our bodies are all special and different (We discussed someone who is different may be able to do something you can't and visa versa (parent note)

We are all special, different and unique was reflected in the following narratives

AF

FS

AH

MP

GS

Sachika has a skin condition that she is often teased about. Through the narrative she learns not to let others limit her choices on what she wants to do and achieve.

Three children noted others with differences in their class and showed an understanding that they needed extra support to learn. Yes, bc some kids need extra helpers Emily has curly hair / Thomas is in a wheelchair

Disability and accessibility and ableism was reflected in AF

Aleksander made friends with Ryan aligned with the concept We are all wonders (also see parent note below) – this was also mentioned in one of the parent interviews

Parent note – We discussed how everyone is different we talked about asking people about their differences and that can be a good way to make friends. We talked about when people are different to us it can make them feel uncomfortable bc we don't know why or what it means we discussed that one way to understand is to ask in a nice way (relates to AF)

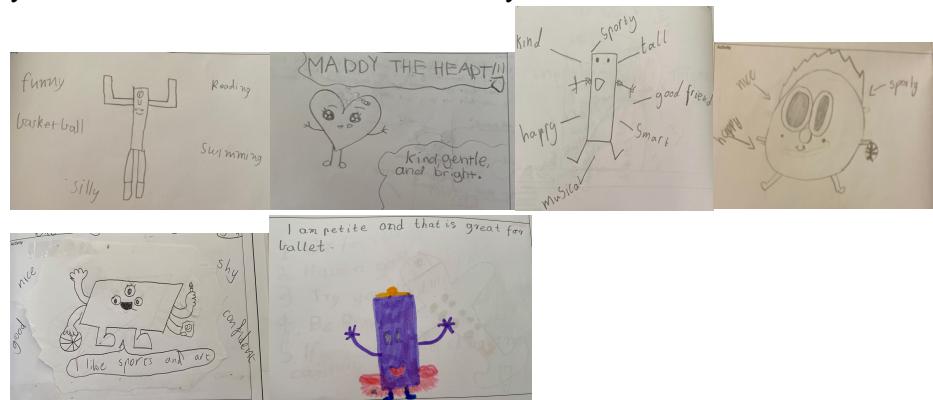
Daisy was most like them being smart, enjoying reading and having a good heart were the reasons they listed.

Then Robbie, the green Triangle and Tracy were also suggested

In relation to the quote "It's not the size of your shape, or the shape of your size, but the size of your heart, and that deserves first prize. So be proud of your body, any size or shape will do. Be proud of your body because YOU are a STAR too!"

See images in Shapesville

Some of the children drew themselves as a shapesville character in the Reading WELL journal – What are your strengths and qualities that make you YOU! Add some words that describe you.



Body positivity / size and shape is referred to in

FC

CB

MP

School 2 is located within a diverse community and the responses to the question If you walked around your neighbourhood, like Lena in the book, what different skin tones do you think you would notice reflected this. The descriptive words that the children used to describe the skin colours was thoughtful and creative for example

In my neighbourhood/class I would see lots of different colours. There is cinnamon, chocolate, honey, toffee coffee and butterscotch different types: Butterscotch, tan, light the colour of ginger and chilli powder

CB

Explores the cultural identity of family

In

AH

FS

AR

GC

skin colour/culture is also explored but more so through the imagery.

Captured through their responses on why Lena's mum take her on a walk of the neighborhood to notice all the different skin tones they all recognized that everyone is different that things like skin colour make us unique and special.

Her mums takes her to show her the types of brown and to show her all the people. To see different types of skins

	<p>So that Lena could see all the colours and shades. She wants her to see that lots of people have differ skin colours and we are all special. To see that everyone is different colours. Looking around to show her the different skin colours and different countries people come from</p> <p>So Lena can understand that there are many types of colours</p> <p>See images colours of us in the raw data</p> <p>AH</p> <p>The concept of migration is presented in this narrative</p> <p>CB</p> <p>The concept of race is explored in this narrative</p> <p>They explain what they think Auggie means when he says, "People just need to change the way they see." And their inference is very enlightened in the sense that they realize its other people's perceptions that will help Auggie</p> <p>This means they need to look past his difference</p> <p>People need to change their perspective</p> <p>People need to expect differences AF</p> <p>It means people need to stop judging how they look and focus on how he is unique</p> <p>He means that people should be nice</p> <p>Don't judge people by their looks CB Fetu was teased by some boys from another school about his size</p> <p>They see that he is different</p> <p>They change bc they see people and what they look like</p> <p>People should look for other people's positives should get to know people and not worry about what they look like</p> <p>AF</p> <p>This concept is explored through Aleksander seeing past Ryan's disability he is amazed at his skill of playing basketball in a wheelchair.</p> <p>MP</p> <p>Noah is friends with Max, he helps him to take risks and overcome his fears. Through building confidence Max makes new friends and takes on new challenges. There is a suggestion that Max is on the autism / Asperger's spectrum though this is not made explicit</p> <p>GS</p> <p>Sachika has eczema, her condition manes that she is teased in the playground resulting in a lack of confidence.</p>
Promote functional achievements of the body (things your body can do)	<p>The children all agreed that it okay to be good at different things because of our unique skills and abilities, they suggested that:</p> <p>We all have different skills and talents this is what makes us unique</p> <p>It's okay to be good at different things bc everyone is different</p> <p>our bodies are all special and different</p> <p>MP</p> <p>Max does not like rough or fast games. He doesn't go on the playground. He loves Pokémon, Through the narrative with the help of his friend Noah he takes a few more risks and makes other friends.</p> <p>Building on this Max also features in CB – where he is wearing his snorkel and watching Jaymala get the rings at the bottom of the pool</p> <p>SB</p>

	<p>Jamayla is not good at team sports or her times tables, she loves to read, dance and play with her friends</p> <p>The children identify a number of activities that they love to do In the narratives the children have a number of activities they enjoy including:</p> <p>AF Basketball is featured FS Singing CB Swimming SB Dancing Hula-hoop reading swinging on the swings/ playing on the playground AR Running GS Soccer NL totem tennis</p> <p>Doing sport – running / jumping / skipping My body loves to do exercise my body wants to be fit and healthy and I want to challenge ourselves in sports , Dance, sing, run, relax My body loves to do gymnastics, running jumping, dancing, splashing, signing Make a list of 5 wonderful things your body can do that makes you feel happy I am good at playing soccer Riding my bike Playing with friends Colouring and drawing Trampoline fun Run fast, swim, do athletics, drum They also identify ways the body can feel AR Alicia is injured and unable to participate in sport or running for a while so that she can recover It makes you feel hurt / sick / hungry / tired My body is happy for me, my body feels sad when I am sick</p> <p>When asked about how can we look after our bodies, all the children agreed that diet, exercise and sleeping were important Never give up / Exercise is important Healthy me mind map Have spirit / exercise everyday / eat healthy food / laugh / talk / have spirit Eat healthy food / Do exercise</p>
Question/analyse messages images in the media	<p>Stay off social media</p> <p>The recorded responses considered the influences of media and social media. One child noted the awareness of being cybersafe, that media alters the images of people in photos and the children all noted the need to be kind to others or accept their body as it is. In linking to the</p>

	<p>main messages this reflected their ability to question/analyse messages images in the media and to celebrate the diversity of our appearance</p> <p>FS</p> <p>Cindy is influenced by her singing teacher who was on a TV show like the voice</p> <p>AR</p> <p>Alice is influenced to try out make up by a social medi a post then her cousins post photos of her on social media without her mum consent</p> <p>The children noted that the advertising makes you want things and that Wade gets mixed messages from what he is looking at. There were various responses to what the children thought about this</p> <p>Because of the images Wade is seeing the children note that he feels pressure to change how he looks, and this makes him feel unhappy</p> <p>They also agreed that Lucy helped Sidney because Lucy is not following what the media says to do</p>
Make no negative comments about appearance	<p>Two children noted others with differences in their class and showed an understanding that they needed extra support to learn.</p> <p>Yes, bc some kids need extra helpers / Thomas is in a wheelchair</p> <p>The children were asked to think about why the children in the class laughed at Jessica the responses were very honest and included that</p> <p>They thought it looked funny</p> <p>We can think it's funny</p> <p>I think they giggled bc not many people have a missing arm</p> <p>Bc thy have never seen a girl with one arm</p> <p>At the first day, James not meaningly said she was the odd one out</p> <p>AH</p> <p>Aleksander and his mum talked about the man at the fruit shop and how laughing at him was not okay</p> <p>GS</p> <p>Sachika is teased bc of her skin condition</p> <p>AH</p> <p>Aisha is bullied for her wearing a hijab as a part of her Muslim religion</p> <p>Parent note – We discussed how everyone is different we talked about asking people about their differences and that can be a good way to make friends. We talked about when people are different to us it can make them feel uncomfortable bc we don't know why or what it means we discussed that one way to understand is to ask in a nice way</p> <p>AF</p> <p>Aleksander saw past Ryan's disability</p> <p>They were also able to infer that because the children laughed that this would hurt Jessica and that she left the classroom.</p> <p>It made Jessica feel sad she left the class</p>

	<p>She ran out of the class Jessica felt sad and wanted to be normal She got upset Jessica did not want to be seen then. Her teacher told her it was ok to be different. If we all looked the same, it would be boring The children were then asked to think about how they could respond to someone like Jessica in your class or school. They related to this and talked about being kind, checking in and ask if they are okay.</p> <p>GS</p> <p>Sachika's friends encourage her to start the soccer team and also seek help about Lachie's teasing</p> <p>Ask what happened and if she is okay I would help them make them feel good about themselves Be kind positive talk / no name calling / have a role model / Never be too mean to someone and say they are big.</p> <p>They expressed concern that the coach said that she is the strongest skater but that if she would lose weight she could have even better chance for a solo. They all felt that a coach should not be allowed to say things about a child's body shape. The coach should not have said anything The coach shouldn't say things like that, she should be making positive comments I am shocked that the coach said that Not comment on her size and shape Amanda was very sad when the coach told her to lose weight. It sounds rude she should only say things about her skills, strengths without talking about her weight she should have kept that to herself A parent noted in the journal: Lily's first comment was – you should never comment on someone else's weight it is rude Weight loss in children is a sign that something is wrong FS Cindy has teased Felicia about her weight and height it has had ongoing effect on her confidence. CB Body Weight is also explored in this narrative</p>
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Self-esteem

Understand and manage our emotions in a positive way	<p>The children shared what makes them feel confident about themselves and they believed that trying and feeling supported by others meant the most. They also thought about and discussed what it is like learning to do something hard... How does it feel to keep trying? That I keep trying even when something is hard I am good at basketball. When others cheer for me / others think that I am good at something It makes me nervous; It makes me feel good to keep trying The children were asked to identify with Cartwheel and think about a time when they may have felt left out/alone/scared before or if they had made someone new feel welcome. The children talked about feeling scared and alone in new experiences and how making new friends really helped them cope.</p> <p>AH</p>
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Aisha has come to Australia from another country she misses her old friends and family members.

She also has new friends from her school

I made my friend Paige feel welcome by asking her if she was having a good time – I felt good
I felt scared when I went to my new school

I sometimes feel alone in the playground

MP

Max feels isolated but he lacks confidence to take risks on the playground so he retreats to the quieter areas of the school.

I have been scared and nervous when I went to my language school but some friends let me know

In the narratives the characters have fears and emotions, they face challenges and also overcome them

FS

Lacks confidence to sing in the talent show she rises above it with help and encouragement from her friends and family

GS

Sachika follows her dream and starts the girls soccer team

SB

Jaymayla and Sachika help each other with their learning

MP

Noah helps Max become more self-confident

AF

Aleksander loves basketball he is confident and happy in himself

They were asked to think of a time that they have felt how Unhei felt
Some children had moved to a new country, others had changed schools before or have been to places that were new. They said they felt nervous, scared but also a bit excited about a new experience.

Yes I have moved to a new country

AH

Aisha reflects the experiences of some of the children in the study who have migrated from another country / or changing schools

I have changed schools

I did not know anyone I felt lonely

I haven't moved countries or schools I would feel scared nervous and excited to meet new people

So in class she didn't have one and her classmates found her a name jar

When I moved into grade 2 I only knew 1 person in my class, it made me feel nervous

At swimming I changed my swimming class I felt very happy

They wanted to help her

Yes in Fiji, I felt scared

They described a situation that caused a strong emotion/reaction in them, their shared responses were very mature such as

When the baby died

	<p>I felt annoyed when my brother takes my things, but I can handle it I had to wake up early to go to school I felt annoyed I can handle it by going to be early The children then discussed a problem they had that they couldn't change and they could bounce back from things they can't control, the prompt response was how the friend in the story is moving to a new house, this is something that can't be changed.</p> <p>AR Alice feels very upset when she is injured and the Dr tells her no more sport or physical activity for a few months.</p> <p>FS Felicia works on her confidence to sing at the talent show</p> <p>CB Camille overcomes worrying about what she looks like in her swim suit</p> <p>The children were able to identify situations that have happened in their lives which were quite traumatic such as moving countries, grief and injuries. They were able to see that they could stay in touch with friends and family when they move away.</p> <p>AH Aisha misses her old friends and extended family they keep in contact via social media To leave your country I try to keep in contact with my friends and family A problem I can't change is when my pop passed away and I am thinking about it. My best friend moved schools, but I didn't let it affect my friendship My friend is moving so I can go and see her Almost cutting my eye open</p>
Talk about our feelings with our friends and adults (also from resilience)	<p>Through the characters The children noted that Wade's dad helped him when he went to him for support and he encouraged Wade to do what he wanted to do so that he would be happy</p> <p>They also agree that Lucy helped Sidney because Lucy is not following what the media says to do</p> <p>AR Alice was supported by her mum when her cousins posted photos of her on social media with her consent.</p> <p>They could see that being teased at school would be upsetting for Minnie The children agreed that if this happened to them they could tell an adult; parent, teacher</p> <p>AH Aisha was bullied for wearing a hijab she didn't tell anyone for a while but it was affecting her health and wellbeing she didn't want to go outside at recess. Her teacher family and friends supported her through the problem</p> <p>The children liked the way Molly Lou stood up for herself, she didn't care about how she looked and used this to her advantage. She listened to her grandma like they listen to their mums.</p>

I thought Molly's attitude was very nice – her grandma advice was very useful she was called shrimp and still made the most out of it her voice was sounding like a bullfrog being squeezed by a boa constrictor she has buck teeth

They were then asked to discuss how do RJ's parents help him when RJ's parents say "...feedback is a good thing. It's information that can help you improve and grow. Most of the time when a person gives you feedback, it doesn't make you feel good. But that's the price you have to pay for growing.". The children understood that RJ can learn and grow from feedback even if it is hard to hear.

NL

In the story the class talks with Eve about good things and bad things they have done, their parents are sometimes not happy with their behavior and sometimes there are consequences.

The children liked the way Molly Lou stood up for herself , she didn't care about how she looked and used this to her advantage. She listened to her grandma like they listen to their mums.

I thought Molly's attitude was very nice – her grandma advice was very useful she was called shrimp and still made the most out of it her voice was sounding like a bullfrog being squeezed by a boa constrictor she has buck teeth

They could also see that by telling her mum, this helped her to deal with the problem
She told Monica to be brave and tell Katie about it

Monica's mum helped her by not saying that Monica should be nicer to her and treat her better, instead she role played some ideas with Monica on what to say

Stand up and talk to Katie

She told her supportive things

By telling her if there is a problem to talk with an adult

Monica's mum helped her, If my mum said those words it would help me

All the narratives have the parents, family or teacher acting as a role model

AH

Parents and teacher/principal – restorative practice

FS

Parents, sibling and teacher runs circle time session

MP

Parent, teachers and principal

CB

Parents

AR

Parent

NL

Parents and teacher

SB

Grandparent

GS

Parents, sibling and teacher

AF

	<p>Parent</p> <p>Themselves All the children noted that they can talk about their worries with a trusted adult, this included parents, extended family and teachers. My dad and mum at home my teacher at school and principal I can talk to my mum, dad, nanna, poppy friends about my worries When I worry about something I can my teacher and parent Parents, grandparents family members teacher If I am worried, I talk to my mum My mum and dad My grandpa, grandma, granddad, mum, dad, uncle nana, aunty I can talk to my parents</p> <p>The children talked through what they know about solving problems with friends at school, they mentioned a range of strategies that support solving problems such as taking things through and seeking support If you have any friendships problems call everyone involved in the problem and work it out rather than let it go on. Don't do the wrong thing go back and talk through it I solve problems with friends at school by working together to make us all happy It's hard you have to work together; it can be done quickly if you are honest. Teachers can help Speak it out Be responsible don't be a bystander and don't not talk</p> <p>Non-bystander behavior was modelled by peers in some of the narratives</p> <p>CB Aleksander and Lachie supported Fetu</p> <p>FS Sachika and Camille supported Felicia</p> <p>MP Noah helped Max to feel safe and take risks by being his friend</p>
Be proud of our achievements	<p>The children had a range of responses as to what they were proud of about themselves</p> <p>I am proud of my body because I live in my body I feel proud as I am kind and polite helpful and smart It doesn't matter what you look like, it matters what you are That I am different from everyone I think I am a good friend They describe a bucket-filling moment as a time when you help someone, doing good work and being kind. They shared some ways about how they feel when their bucket is full</p> <p>NL Noah and his peers help their friends and family</p> <p>I feel good when my friend plays with me and I get my buck filled I would feel happy and great I feel happy joyful and nice</p>

	<p>I feel happy, enjoyed and amazing You feel happy when your bucket is full They then planned for ways to fill their bucket that week. Getting a goal / Helping / Smiling / Being kind / Caring Being nice to others makes me feel happy I can be nice I can help someone / I can do other people's jobs / Happy /Glad Awesome Helping mum with the clothes Help my brother up I hep my mum with the clothes A friend helped me pick up paper I helped my mum put the dishes away</p> <p>They suggest a few things they are good at too including making new friends, playing soccer and technology Playing drums, knowing dinosaurs</p> <p>They then shared what they do for themselves and what they need help with Set my clothes out and shower myself, I can get my own brekky. I need help with my homework I make toast and do the dishes so we can eat on plates and bowls</p> <p>In general all the narratives draw on the strengths and weakness and skills ad interests of the characters and how the things they love to do make them happy.</p> <p>AH Aisha is proud that she solves the problem FS Felicia loves to sing and is proud of winning the talent show audition GS Sachika loves soccer and is proud of starting the girls soccer team SB Jaymala and sachika are porud of improving their learning MP Max is proud for starting the Pokémon club NL Noah is proud for helping is brother and parents</p>
Focus on our strengths not our weaknesses	<p>Through the characters The children were able to identify how Beatrice felt when she made a mistake, they were aware that she couldn't stop thinking about what almost happened. She didn't join her friends skating, didn't eat, didn't smile. She wanted to be perfect in every way and that she was worried, scared and upset when she did make any mistakes</p> <p>When it came to them moment that she made a mistake on stage, the children could see a change in the way she responded. She just laughed and giggled as the audience did the same / she felt embarrassed but she didn't mind. At first, she wanted to hide but then she saw the funny side of it.</p>

when she did, she froze she wanted to cry – she and the audience giggled and then chuckled, and they all roared with laughter

They all noted that Amanda's parents were supportive and encouraged Amanda to do what she loves, to follow her dreams and never give up on achieving her goals

Parents played an important role in most of the narratives they acted as role models and provided advice to their children, they pointed out the things they were good at and what made them special and unique

AH

CB

GS

FS

SB

NL

Cindy

The children were asked to think about the meaning of wonder and why Auggie's mother calls him a wonder. They could identify that Auggie's mother loved him no matter what happened and Auggie knew this too. She knows he is different to other children but she encourages him to believe that he can do what he wants to do.

Auggie's mother loves him and knows he has special qualities. She knows Auggie looks different, but she knows if he believes in himself he can do anything

He is unique, his mum needs to tell him he is great so he can be strong around people who tease him

Because he is a wonderful kid

AF

Ryan's mother overheard Aleksander's amazement at the wheelchair basketball team. She asks Aleksander's mum if they could meet up

The children are able to identify a range of ways that Sebastian solves problems that occur in the book.

Making his sister laugh / moving away from her was a good solution when she bugs Sebastian
He takes lessons, sends out search parties, and adds funny ideas to his thoughts

By drawing, being polite or making a sorry sign

He asks nicely if he can come back to the pool

Problem solving and overcoming emotional tensions are common threads in all the narratives

The children could identify that the little girl in the story had a strong sense of self and confidence through the way she could get on with things. They noted that she didn't care about what others said about her and that this is an example of being a confident person.

She is confident because she ignores bad things from people

She has a strong sense of self and she doesn't care

She is very happy of the way she looks and is very positive

I am happy with who I am
Bc she can get on with things she likes challenges

Themselves
The children also shared times when they made a mistake and how everything turned out okay
I made a mistake in my maths / I felt sad but then I learnt from my mistake
Yes I can because I like to learn from my mistakes
I have made lots of mistakes and after I got used to them – yes I could
In the school concert I made a wrong move and I felt a bit nervous I couldn't be like Beatrice though
I spilt water on the floor, I felt scared bc I thought I would be in trouble
I was nervous and scared we all learn from mistakes
Yes playing and studying I felt not good and I was crying
Ice-skating \making a mess when I was cooking
Once I accidentally brought my friends bag home, I was confused
Arguing about who it is in tiggy at school I solved the problem by making a game to work it out
When I make a mistake, I feel worried
It felt fine when I made a mistake it felt normal yes I can be like Beatrice

This aspect is explored in Noah and the Love Bank

NL

The children share time when they have made a wring decision

FS

Cindy is guided by Eve with expectations after teasing Felicia

They were also able to consider why they mattered to others. The children felt that if they were helpful, kind and caring this would mean they mattered to other people.

I help people with their work

I am important to others bc I am a good friend, kind caring and nice

Help my siblings ,feed the pets , by kind

When someone falls over I help them up, if someone is sad I would usually help them

I have skills and things you may not have or do that's the same as me

This concept is explored in

MP – Max is supported to make friends by his teacher hers and Noah

NL – Noah realizes he is kind and helpful

AF – Aleksander is kind to Ryan

GS Sachika realizes her parents want the best for her

The children were asked to define what is a compliment and also to think about whether they found it hard to accept a compliment (when someone says something nice about you). They were all able to share what this was and no-one found compliments hard to accept., they rather enjoyed them and compliments made them feel proud and positive about themselves as it shows they have done something good

They were asked to do the same feedback and could discuss what this was in detail.

	<p>A feedback is when someone tells you something and you try to learn from them but sometimes the feedback is a compliment</p> <p>Sometimes I feel kind of surprised I do my best and I get feedback and sometimes I know it will make the thing I am doing better</p> <p>Feedback is when someone helps you with what you need to improve on</p> <p>You feel relieved so much</p> <p>Feedback is information when a friend or teacher gives you dv ice and suggest how you can improve yourself</p> <p>Advice to improve yourself</p> <p>Teacher friends or family can give feedback and I feel good</p> <p>The children were asked to talk about hope, in the story it showed that even when Anh's mother felt very sad, she told Anh that they must always have hope. Mum said, 'We are so lucky to be alive and living in this beautiful country. There are many people much worse off than us'. All the responses showed an understanding of how hope is related to achieving success and the future.</p> <p>With hope you can look forward to the future</p> <p>If you give up you won't get it done. If you do give it, you might have a chance of getting it</p> <p>Hope always gives us strength to look forward through a hard time.</p> <p>We can hope to make the future bright and celebrate differences</p> <p>When you have hope it means something good can happen when you have a problem</p> <p>If we do not have hope we will just give up</p> <p>Because it helps you think on the bright side</p> <p>With hope and belief you can achieve anything</p> <p>Hope helps us to solve problems</p> <p>The children hoped for various things in life</p> <p>I want to be rich!!!</p> <p>I hope to win my grand final in basketball and to win a game of footy</p> <p>I hope to do more drawing</p> <p>I hope for a beautiful life</p> <p>I hope to be loved all my life and have good friends</p> <p>I hope we win the lottery</p> <p>When we win we will get a puppy I can get a different phone</p> <p>I hope to get better at soccer I want to go to Spain</p> <p>I hope for good things in my life</p> <ul style="list-style-type: none"> • The children shared some of the items that offered them safety and comfort have my favourite toy bunny that I take with me wherever I go because when I feel sad, worried, scared or uncomfortable I always have it with me. <p>I have a photo of me when I was little</p> <p>My blanket makes me feel comfortable</p> <p>I have a teddy that makes me feel safe</p>
Accept that you are you and that you are unique	<p>Through the characters</p> <p>The children identified that Auggie was an ordinary kid in the way he liked the same things other children, they note that he likes ice-cream, ride a bike, play ball he is kind and nice to</p>

people and he is human. They then note that he is extraordinary due to his disability, they saw that his difference was his strength. his imagination

AF

Aleksander sees past Ryan being in a wheelchair and is amazed by his skills as a basketball player

They agree that Unhei should have her own name and that this was being her true self, and that our parents choose names for us and that they can have meanings

I think it was the right choice to pick her own name bc you shouldn't feel embarrassed about your name

They help her choose Unhei

It was the right choice bc she was bringing true to herself

Yes bc she found out what her name meant

I think it was bc you should be yourself

The characters are able to be comfortable as themselves

AH

Aisha is proud to be Muslim

GS

Sachika is proud to play soccer

CB

Camille is proud to come from a Samoan culture

Themselves

They then identified skills and qualities that made them unique. They suggested identifying features such as dimples, moles and freckles scars and birthmarks.

The children name some features that make them different the added skin colour and my birth mark and background as unique qualities

The children share what their family say they were like when they were babies

I was always happy and outgoing I was special to them bc I was their little girl. I am special now bc I am their big girl

I was so little bc I was six weeks early

Qualities / Encouraging people /Loving brother

Did you know that you are important to others?

All the children could identify that they mattered to others. Some listed who they mattered too and that they were important to them as family and friends

I matter bc I have feelings, I am a human too

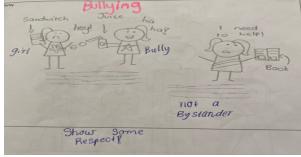
I am me, only me, by myself

I matter to my family and friends

My grandma, grandpa. Mum dada brother and my school friends are who I matter to

Yes because ????

I know that I am important to others

	<p>Yes, mum dad sisters' brothers' friends Yes, I do Yes, I am important to lots of people</p> <p>Unique – MY WAY I am creative and think outside the box but sometimes people ask me to stop but ill follow my passion and be on my way and that is all</p> <p>All the narratives have characters that celebrate unique qualities</p> <p>MP Max and the Pokémon club is a strong example of being accepted – this is also in alignment to The Reading WELL book The Invisible Boy by Trudy Ludwig</p>
Resilience	
Talk with our friends and adults	This section is included in self-esteem due to overlap in evidence
Be responsible for ourselves	<p>Through the characters The class in the story created a peace promise, the children were asked to consider In what ways does the ‘peace promise’ that the children make in the book help the school decrease the negative effects of bullying? And if this could be helpful at your school as it is possible that the peace promise would everyone responsible and the problem is shared this would mean that a bully would be stopped It was also interesting that the children connected the peace promise to value that are already in place in their schools. A peace promise means to show respect and good values</p>  <p>The peace promise makes the whole class responsible for making a positive impact Yes because people bully people every day at our school and I think this would help us Stand up for yourself Ask a friend to help Tell a teacher The bully will be stopped by everyone parent note – does not see this at school often, the last time she approached a teacher Because not some but everyone agreed to the promise we don’t need the promise bc we have school values and a school song. Our values are respect, honesty, resilience, gratitude and empathy These are drawn upon in STORY</p> <p>It makes them more responsible for their actions</p> <p>MP Max knows he is safe at school but he still worries he might get hurt so stays away from the busy parts of the yard. The peace promise come from the RW title – The Juice Box Bully: Empowering Kids to Stand Up for Others and was discussed in one of the interviews</p>

When Jeremy and his grandmother went shopping, his grandmother said ‘those shoes’ were too expensive How it would feel if you were Jeremy and you couldn’t have the shoes you really wanted?

The children were able to identify with how Jeremy might have felt when he couldn’t have the shoes he wanted; upset, sad and disappointed included the responses others said ok because they didn’t have the money to pay for them

I would feel very sad because I want the shoes

I would feel sad bc if my friends had those shoes, I would feel left out

The children were also able to share their thoughts on how Jeremy showed resilience when he gives his shoes to his friend, in how he gave the shoes to his friend because they were too small for him.

Yes, he gave them to his friends even though he really loved them

He showed resilience by giving them to a friend that needed them and would fit them

He feels upset bc he buys them they don’t fit but they fit his friend

Jeremy gave his friend the shoes that he wanted, he looked at his friends’ shoes and looked happy and then looked at his shoes and looked mad

He was able to feel happy for his friend when he was the only one without shoes

Parent note: Mateya could find herself in this book because she wanted to buy something very badly, but she realized that she didn’t need it , so she was happy to leave it.

Although she loves to keep the things that are favourite, she also ends up giving lots of things to her friends or to someone who cannot afford it. She feels excellent when she is able to help someone

The children considered what Lou’s strategy was at the start of the story and noted how she avoids her challenges; she comes up with reasons not to climb the tree. They also notice that she sees the other children having fun so she eventually has a go fails and then tries again.

MP

Max is reluctant to take risks and try new things Noah helps him

The children related to Lou when they recalled a challenge they have faced, they talked about feeling scared, stressed and nervous trying things that are new or difficult to achieve. **MP**

As Max grows in confidence he tries new activities

I faced a challenge when I was trying to make my drawing pop out

The Naplan test last year, bc it was very new for me and I was scared to do it, I tried my best I challenged myself to climb a rope at gymnastics, it was hard and made me scared

Talked about the butterfly at the district swimming

I once tried to do a front flip I failed and felt sad

Yes I have felt anxious and stressed when I faced a challenge

By climbing the risk wall it made me feel scared

My first basketball game bc I didn’t know what to do or what the rules were it made me feel nervous

Going on planes scares me

Most of the narratives explore a challenge that the character is facing

The children could identify how Tyler felt when he has to do something that he isn't very good at.

In the book it says that Tyler gets sweaty hands and his brain turns to mush, he doesn't like maths tests and says, "I am stupid", and the maths "Test is stupid".

And that they have felt like Tyler with Jake teased him, some of them have shared examples when they were teased by siblings/cousins and also when they have done something for the first time I felt like this when I first faced a cricket ball

FS

Cindy was teasing Felicia about her singing in the talent show

SB

Jaymala doesn't feel good when she drops the ball in basketball matches

Themselves

They were then asked to think about a time when they made a mistake / did something perhaps you shouldn't have – what happened – and talk through how this got solved and how they bounced back from the situation. Three children provided some good insights to a problem they had and how they went about solving it which included staying calm, telling an adult and learning from mistakes so that they don't happen again.

This concept is explored in

NL

SB

The children talked about how problems help you grow and learn. They recorded examples that included how problems solved help you make less mistakes, increase a positive mindset and developing confidence and independence.

Problems challenge us and make us confident, independent etc ... When we face a problem it increases our positive mindset.

The children were asked to think of a time where you were scared or embarrassed but then everything turned out okay the prompt responses include the example; it might be a time they were late for school or they missed the goal in a sports game. The children's responses were simply delightful with some great shares on life

My first day at the new school I did not have friends I was scared but later I found new friends to play with

When I thought I was in trouble at school, it turned out okay

I spilt tea on my white dress

The first time I hosted an assembly I felt scared and embarrassed but it went okay.

Once I farted at dinner, but everyone farts

At my first concert I was nervous about everything but it all turned out fine

They then shared a problem they had and how they handled it

I have a similar problem to Sebastian when adults don't listen I get frustrated. He always thought positive and could handle anything with a growth mindset

I asked if I could play with my friend she said no so I told her how I felt, and she said sorry

	<p>Once I was frustrated bc there were 5 toddlers and I was one of the kid's ad it was a lot to handle</p> <p>If I can't watch TV I play bay blade or make origami with tape</p>
Face challenges	<p>Through the characters</p> <p>Cartwheel left her old home due to a war, the children were asked to think about how they feel towards Cartwheel. The prompt response asked parents to talk with their child about what you know of what it would be like to leave a country that is at war and to come to a new place like Australia to live. The children also provided responses that showed they could relate to Cartwheel, and they felt scared, sad for her and also happy that she was out of danger.</p> <p>AH</p> <p>This narrative is taken from story where the child read My two Blankets Aisha has come from another country to Australia</p> <p>I feel sad and proud for cartwheel. She left her country and became lonely Cartwheel would feel nervous and very very scared I would feel sad bc I wouldn't know anyone and I wouldn't understand them I would feel nervous and scared bc there are different people and different languages I would also feel happy for leaving danger (war)</p> <p>A discussion on learning a new language would not be and it would be confusing to know what is being said by the people in the new country The children were asked to think about how Cartwheel coped with this change and what did/might you do if you couldn't speak the language spoken in a new place? The children were able to empathize with how hard this would be. They talked about using pictures and expressions to communicate.</p> <p>I would learn the new language and if I couldn't I would draw or use expressions Whenever cartwheels meets her new friend she learns a new word to add to her blanket it was difficult to speak but easier to draw or understand a picture I made my buddy feel welcome I would use google I would get help on how to speak a new language – I like the way Cartwheel got some help</p> <p>The children were asked to identify why Anh Do's family had to flee their home country and then consider how they must have felt during this time. They were able to connect with the characters and shared emotions such as fear, terror, sadness, but also that they were seeking safety.</p> <ul style="list-style-type: none"> • The children shared some of the items that offered them safety and comfort have my favourite toy bunny that I take with me wherever I go because when I feel sad, worried, scared or uncomfortable I always have it with me. <p>I have a photo of me when I was little My blanket makes me feel comfortable I have a teddy that makes me feel safe</p> <p>They were also able to interpret “When nights are black and days are grey. You'll be bright and brave so no shadows can stay” With some quite mature interpretations</p>

It means than sometimes life can be hard, but we can get through these times with help and support – we need to believe in ourselves and solve our problems
Life can be hard and you'll have to be brave and solve problems
Some days are hard but with help you can get through them
When your beave your happy and when the sky is black and grey you are sad
Life can be hard but we will get by with some help with our friend AH
Aisha was able to overcome the bully incidents with the support from her friends, family and teacher
When times are hard you will solve them

Dr. Seuss suggests that you some of the places you will go will include the good times and the bad and that Life is unpredictable things can happen that we don't expect. We have good days and bad days. The children considered what this meant and understood the inference to their lives.

The message here is relayed in a number of the narratives

Life is unpredictable things can happen that we don't expect.

Life is unpredictable and unexpected

I think it means sometimes you'll face good challenges and sometimes you face bad challenges
We have good days and bad days

Good things happen but bad things happen at the same time I felt bad but I had Italian after and that was good

You will encounter some good things and some bad

You can be happy or sad

Sometimes places are bad and others are good

Daily challenges

They all noted that Amanda's parents were supportive and encouraged Amanda to do what she loves, to follow her dreams and never give up on achieving her goals

The children could identify how Tyler felt when he has to do something that he isn't very good at.

In the book it says that Tyler get sweaty hands and his, brain turns to mush, he doesn't like maths tests and says, "I am stupid", and the maths "Test is stupid".

And that they have felt like Tyler with Jake teased him, some of them have and shared example when they were teased by siblings/cousins and also when they have done something for the first time, I felt like this when I first faced a cricket ball

The children considered what Lou's strategy was at the start of the story and noted how she avoids her challenges; she comes up with reasons not to climb the tree. They also notice that she sees the other children having fun so she eventually has a go fails and then tries again.

The children related to Lou when they recalled a challenge they have faced, they talked about feeling scared, stressed and nervous trying things that are new or difficult to achieve.

I faced a challenge when I was trying to make my drawing pop out

The Naplan test last year, bc it was very new for me and I was scared to do it, I tried my best I challenged myself to climb a rope at gymnastics, it was hard and made me scared

Talked about the butterfly at the district swimming
I once tried to do a front flip I failed and felt sad
Yes I have felt anxious and stressed when I faced a challenge
By climbing the risk wall it made me feel scared
My first basketball game bc I didn't know what to do or what the rules were it made me feel nervous
Going on planes scares me

When Allie was practicing she missed a lot of shots and some boys were teasing her. The children were asked to discuss why they thought Allie just kept trying anyway and wasn't discouraged because of the boys. The children could see that Allie believed in herself and that she loved playing basketball so much that she doesn't give up. Vocabulary such as growth mindset and following dreams were shared responses.

Allie believes in herself
She knows she can do it and she doesn't give up even when the boys are laughing
Because she knows she could get the shot in if she tried
Allie believes in herself and she can do it
Bc her dad gave her the basketball
Bc she wants to get a goal
Bc it was fun and she believed in herself
Because she had a growth mindset
She believes in herself and misses the shots makes her want to practice more

The characters in the following narrative faced some significant challenges

FS – fear of singing bc she was teased

AR- being injured and not allowed to participate in sport

GS – being bullied / teased about her skin condition

MP overcoming his anxiety and make new friends

AH – being bullied for wearing a Hijab

The children could see that when Monica faced her problem and stood up to Katie and everything changed after that – the listed the strengths that Monica showed including resilience, confidence and bravery

She was brave and faced her problem
When she said it she was brave and resilient
She showed braveness, strong and powerful
Bravely
She was brave and stood up to her
Positive, confidence

At the end of the book, Rosie's Great-Great-Aunt Rose helped her with the next version of her airplane and then she and her classmates were pictured in school making things and cheering about their failures.

What did Rosie learn from her Aunt Rose?

Why did they cheer for their failures....

The children could see that from not giving up and being resilient when there is a challenge that this will bring success

	<p>Themselves</p> <p>They then shared a problem they had and how they handled it</p> <p>I have a similar problem to Sebastian when adults don't listen, I get frustrated. He always thought positive and could handle anything with a growth mindset</p> <p>I asked if I could play with my friend, she said no so I told her how I felt, and she said sorry</p> <p>Once I was frustrated bc there were 5 toddlers and I was one of the kid's ad it was a lot to handle</p> <p>If I can't watch TV I play bay blade or make origami with tape</p> <p>The children were asked to think of a time where you were scared or embarrassed but then everything turned out okay the prompt responses include the example; it might be a time they were late for school or they missed the goal in a sports game. The children's responses were simply delightful with some great shares on life</p> <p>My first day at the new school I did not have friends I was scared but later I found new friend to play with</p> <p>When I thought I was in trouble at school, it tuned out okay</p> <p>I spilt tea on my white dress</p> <p>The first time I hosted an assembly I felt scared and embarrassed, but It went ok.</p> <p>Once I farted at dinner, but everyone farts</p> <p>At my first concert I was nervous about everything, but it all turned out fine</p> <p>They were then asked to think about a time when they made a mistake / did something perhaps you shouldn't have – what happened – and talk through how this got solved and how they bounced back from the situation. Three children provided some good insights to a problem they had and how they went about solving it which included stating calm, telling an adult and learning from mistakes so that they don't happen again.</p> <p>The children talked about how a problem help you grow and learn. They recorded examples that included how problems solved help you make less mistakes, increases a positive mindset and developing confidence and independence.</p> <p>Problems challenge us a make us confident, independent etc ... When we face a problem it increases our positive mindset.</p>
Focus on our strengths to create a growth mindset	<p>Through the characters</p> <p>Because of this Brian was supported and included. He had a friend, and this would help him gain confidence</p> <p>Brian felt included when Justin came to his school</p> <p>MP</p> <p>Noah helped Max to try new things</p> <p>He played with him in the quiet part of the playground</p> <p>By making him feel not so invisible</p> <p>He felt happy, included and supported</p> <p>It helped Brian not be invisible</p> <p>Brian likes to exercise his strengths</p> <p>To gain confidence to make friends</p>

Inner glow was referred to within this story as a way for children to understand the strength they have within themselves; to face problems and challenges the children understood this concept well and responded that their inner character and strength will help them believe in themselves when others are negative and that their character is reflected in their behaviour. The children identified their inner glow with skills and qualities that are part of their value system
I think I have a very positive mindset which is important in life
To love each other help in need and accept everyone
Positive attitude, give things a red-hot go believe in myself

Inner strengths and self belief is addressed in

FS – she sings her best in the talent show

AH – she faces her problem and the bullies

MP – takes risks

GS – Sachika gets the courage to play soccer in her team

The children were asked to think about Allies persistence and growth mindset and what they could learn from Allie. What advice do you think she might give you about pursuing a dream? They all felt that Allie would tell them to keep trying and never give up on a dream

Try and try again

I would expect her to tell me not to give up

Don't give up you can only achieve your dreams if you keep trying

AF

Ryan shows that anything is possible

Persist, never give up, face new challenges

Allie would tell me not to give up bc I can always do better

Never give up, keep trying

Allie told me to never give up

To face challenges

Always try your best and advise her to never give up we want to reach our goal

The children were asked to think about what it meant to bounce back from a problem. They all had a strong sense of what this meant with ideas that included using a positive mindset, to look at the positives, to get over the problem by forgetting about it and trying to worry.

We use our positive mindset to work through the problem and feel good again.

To think about the problem and look at the positive things

It means you get up and try again and don't give up

It means you don't worry about it

Use your mindset to solve your problem

Get over it

It means to forget about it and not worry about it

Thinking positive thoughts and remembering all the good stories

These narratives called for resilience and to bounce back

FS – she sings her best in the talent show

AH – she faces her problem and the bullies

MP – takes risks

GS – Sachika gets the courage to play soccer in her team

SB – works hard to improve

AR – needs to rest and not play sport

That we need to keep trying no matter what. Do you agree with Dr Seuss?

The children talked about how Dr. Seuss says to never give up and how we need to be resilient when things get hard or challenging. They could align this to things that happen to them
We need to learn new things at school that are sometimes hard but if we practice and try again, we get better at it.

If we practice and try again and again, we can get better at it

I agree bc you need to have a growth mindset and if you make a mindset your brain will grow
Yes, if you make a mistake never give up bc it trains your brain (growth mindset)

NL

The love bank means we make mistakes but we are still loved

Yes, I do agree, you should never give up if you don't you won't be useful in your life

I agree when he said never give up bc I believe we need to keep trying

AF

Ryan shows that anything is possible

FS

Felicia– she sings her best in the talent show

Themselves

The children also identified that practicing is the way that you can become good at something.
They mentioned a number of skills and interests that they practice or love to do Drawing, singing lessons, basketball and gymnastics

They also thought about and discussed what it like learning to do something hard... How does it feel to keep trying It makes me nervous; It makes me feel good to keep trying

I need help with basketball practice it is sometimes annoying but fun

Reading hard words / reaching things off high shelves

They also talked about skills they are still learning to do and how by practicing it becomes something they can get better at.

SB

Jamayla and Sachika work together to improve their learning

FS

Felicia practices her singing with her mum and sister

Swimming

I am learning to do better at math and have neater writing. I will do more practice with maths books to help me and I was scared to do it

I would love to achieve a high jump with practice

Talked about drawing and ways to get better at it

I would love to do a front flip

There is something I want to do but I can't if I practice then I will be able to do it

Rock climbing, I can practice it

I would like to be able to cook as good as my mum with practice I will

	<p>Division is hard</p> <p>To be good at something we need to practice and better our skills – what is something that you persisted with until you go it!. The children's responses ranged from sorting skills to academic reading and writing</p> <p>I kept on doing my joined handwriting till I got it</p> <p>Reading</p> <p>I am a wicket keeper I know I am good but when I first stated I wasn't good at it I kept on practicing and I got better</p> <p>I am still trying and persisting to shoot my first ever basketball goal. Basketball is one of my favourite sports, so I'll never give up</p> <p>I kept on trying to bounce 2 balls at the same time</p> <p>I practice basketball and still do</p> <p>I tired basketball and I was good at it</p> <p>I persisted when I started swimming</p> <p>Keep trying your best practice</p> <p>Watch a video</p> <p>Read a book</p> <p>Ask somebody</p> <p><i>5 ENCOURAGING words/phrases that you can use for yourself</i></p> <p><i>Never give up You can do it</i></p> <p><i>Persistence is the key</i></p> <p><i>Keep persevering</i></p> <p><i>Always go your way</i></p> <p><i>Go for it</i></p> <p><i>Have a go Try your best</i></p> <p><i>Be brave</i></p> <p><i>If you can't do it no-one can</i></p> <p>The children were asked to think about the difference between wants and needs, they were able to discuss these</p> <p>so wants – is something you wish you had but there's a choice but you won't get it and needs are something that is worth to buy and use</p> <p>Need – food / books Want dog / harry potter wand (image)</p> <p>Needs – Home, Family. Water A need is something you have to have to survive</p> <p>Wants – Candy, PS4, Teddy bear A want is something you don't have to have but is nice to have</p> <p>I need to eat, I want to play, I need to listen more I want to stay up late</p> <p>I need new shoes, hairbrush, earrings, I want a computer, Ipad, teddy</p>
Be prepared to say no to others especially if it is not the right thing to do	<p>They were able to identify that Cassia would feel upset and left out when she wasn't able to play.</p> <p>They were all able to suggest ways to go about including others in the games they play; with specific ideas such as changing the rules of the game to be inclusive,</p> <p>I can ask people to join in.</p> <p>Ask them to make it be fair</p> <p>You can ask do you want to play you might need to change the rules or type of game</p>

They felt that Molly helped the other children in the class to be brave and that eventually Ronald Durkin became foolish

CB

Aleksander spoke up to the boys who were teasing Fetu by not being bystander

They could also infer that Jakes did this behavior because he lacked confidence and was doing it to get attention even though it was negative attention

AR

negative attention is highlighted when Alice's photos are posted on social media and people that she doesn't know make comments on them

The children were asked to discuss what it means to them to feel invisible. They were all able to provide a description about what this meant to them that sensed around exclusion, isolated, lonely and ignored.

No-one includes them, they're not friends

Someone who feels invisible feels like they aren't being cared for they are lonely and not noticed

It means you are not getting included and not treated nicely

It's kind of annoying bc it's like you are not there

Invisible means you are lonely and scared

When someone feels invisible they are hidden in a group

Means that you don't get noticed

To feel like nobody cares about you

It's sad that Brian got excluded

It would feel like nobody is paying attention to you

MP

This concept is explored through Max

AH

Aisha felt alone and afraid when she was being bullied and didn't tell anyone

The children were asked to think about why Unhei won't share her name with her class, they identified that after she was teased on the bus by some kids she was embarrassed by her name. This made the children in her new class very curious and surprised.

The children on the bus teased her and made fun of her – her class were curious bc she didn't have a name

On the bus he was getting teased by her name and she didn't want to feel embarrassed by her name They were surprised and confused

Unhei is from Korea, they teased her on the bus about her name.

She didn't want people to make fun of her everyone was wondering why she didn't have a name

She was teased by the other kids

Her class was surprised

Bc kids on the bus made fun of her name

AH

Aisha wears a Hijab this makes her different and a provocation for the bullies

The children were asked to think about if they have ever felt pressured to do something you were not ready to do.

For those who had they provided examples such as keeping up with older children, swimming skills.

Others talked about feeling pressured, scared to make mistakes and not feeling safe. Some included illustrations of their goal

AR

Alice is influenced by her older cousins and also the things she sees about beauty on social media

Yes jumping g in the deep end my couch let me stay with her until I was ready

At the beach I was pressured to keep up with my older cousin

I have felt pressured before bc I am scared to make a mistake

If I see a challenge I don't feel safe

Hopping on a plane

They then discussed gender and whether it would be limiting if people can't do things just because they are a boy/girl. All the children identified that this would be unfair and that girls and boys should have equal access to everything.

Some of the children acted as a sports writer for a newspaper. They came up with these headlines

Girls can do anything (with illustration)

Don't give up your dream just bc you are a girl

Little girl never give up

Go Alice Go

GS

Sachika is bullied by Lachie who doesn't want her team to use the playing space. Gender is considered in a subtle way in this narrative

The children could identify that when Katie was teasing Monica that it was excluding and that this behaviour was not okay.

FS

Teasing is represented through Cindy in this narrative

They were also able to identify that Katie's reactions such as not wanting to go to school and her stomach aches were directly linked to Katie's teasing

AH

Aisha is showing negative effects from bullying. Once Aisha's friends and teacher know what's happening they stop it

Danny learns that "The secret of courage is to act brave, even if you are not feeling very brave." By not being a bystander he faces the boys who are bullying others – he confronts Carl

	<p>and stands his ground even though he is scared on the inside because he knows that what Carl is doing is wrong. The children discussed what else does Danny do to solve his problems at school and note that by befriending Carl through showing kindness and being a good role model Carl's behavior changes.</p> <p>Bystander and standing up for your self is addressed in a few narratives</p> <p>AH FS GS</p> <p>They were then asked to think about how they can make a new student at school feel welcome. The responses included that they could play with them tell them about the school and be friendly.</p> <p>I would play with them and eat with him / her I would ask them what their names were and what they like. I would help them settle in and help them know more about their school First I would introduce myself offer help and create a friendly environment Showing them around the school, make them welcome I would say welcome and would you like to play with me I would play with a new student and show them around the school Id help and be nice Welcome them to my school Be kind, hep each other, play together</p> <p>AH Migration is touched on in this narrative but is not a central theme</p> <p>The story mentions how the food they took to school was different to the others it smelt funny and the kids teased them. The children all agreed that this was the wrong thing to do, it is disrespectful and it had also happened to a few of the children You should not be ashamed of that The students have not laughed at what have for lunch – they laugh bc they are not used to it – it's different Yes it happened to me bc my food looks different from their food by discussing different cultures we can learn their language and dressing styles Something like this has never happened, students should learn to show respect It hasn't happened to me They might laugh because they think the food is disgusting They would laugh because he had different food No because they don't usually eat that food Different cultures have different foods The food looks different in smell and taste</p>
Don't be a bystander	<p>They were also able to define the term bystander A bystander knows there's trouble but does nothing to solve it Someone who knows about the bully who is mean to others but does about it A bystander is someone who watches a bully hurting someone but does nothing about it</p>

Someone who sees someone being mean and does nothing to help
When someone doesn't stand up for others
A person who stands by and does nothing at all

CB

Bystander modeling is described through Aleksander

They also were aware that Sarah could have helped Katie but that she may have not done anything because she was afraid of Katie.
She may have been feeling scared of Katie
Sarah could tell Katie to include Monica in the game bc it was fun but maybe Sarah was scared of Katie – maybe bc she told her not to let Monica play and this made her really scared
Sarah should have included Monica, but she was scared of Katie
She should have included Monica in their game but Sarah was scared of Katie
She could have said she could play
She was shy
Sarah could have asked Monica to join the game
Sarah could have asked Katie to play she probably didn't bc she was nervous

GS

Peer support and bystander behaviors are described through Fetu

Justin started at the school and encouraged Brian. The children agreed that Justin did a good thing and helped Brian by noticing that he was good at drawing, including him and encouraging and being kind
He noticed that he was a good artist and suggested he draw the pictures for the story their small group needed.
Justin could see Brian's strengths
Justin noticed that he did very good drawings
He encouraged Brian that his drawings were great
He talked to Brian and included him
Justin invited Brian into the group bc of his good drawing
Justin made Brian be in his group and let him draw the pictures
Justin loves Brian's talents
Justin encouraged Brian by being a friend he encouraged Brian
Justin cared about Brian
To show respect to him

MP

Noah supports Max with by focusing on his strengths to build his confidence to take risks
Teasing and bullying is not a central theme in this narrative

The children wrote heartfelt letters to Brian to support him, their words showed their empathy and want for Brian to be happy.

They were also able to define the term bystander
A bystander knows there's trouble but does nothing to solve it

Someone who knows about the bully who is mean to others but does about it
A bystander is someone who watches a bully hurting someone but does nothing about it
Someone who sees someone being mean and does nothing to help
When someone doesn't stand up for others
A person who stands by and does nothing at all

GS

Peer support and bystander behaviors are described through Fetu

CB

Bystander modeling is described through Aleksander

FS

Teasing is represented through Cindy in this narrative

They also were aware that Sarah could have helped Katie but that she may have not done anything because she was afraid of Katie.

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Appendix 7: Colour coding of the thematic analysis of Story

Coding of the thematic analysis Story *Aisha wears a hajib*

To develop the re-storied narrative *Aisha wears a hajib* the thematic analysis and the story *Lida* were used to develop the plot, theme and scenario. The below coding shows how the thematic analysis occurred for the Story *Aisha wears a hajib*. The table illustrates where and how the thematic analysis was re-interpreted and re-storied from within each of the three topic areas. The linked key messages and Reading WELL books are also listed to show the synergy with the re-storied work and the home reading program.

Synopsis	<i>Aisha wears a hajib</i> is written from the story <i>Lida</i> and the thematic analysis. In this narrative, the main character Aisha is bullied and teased by three older girls at her school because she wears a hijab. When her teacher Eve notices that Aisha is avoiding being outside at recess and lunch, she talks with Aisha with her friend Asal. Aisha then finds that others have also been bullied. Her teacher Eve and the school principal help fix the problem.		
Topic area	Body image	Self-esteem	Resilience
Reading WELL books linked to the re-storied narrative	Minnie and Max are OK: A Story to Help Children Develop a Positive Body Image	My Two Blankets Bully Busters and Beyond: 9 Treasures to Self-Confidence Self-Esteem, and Strength of Character	Secret of the Peaceful Warrior The Secret Bully The Juice Box Bully: Empowering Kids to Stand Up for Others
Key messages within this Story	<ul style="list-style-type: none"> - Celebrate the diversity of our appearance - Make No negative comments about appearance 	<ul style="list-style-type: none"> - Understand and manage our emotions in a positive way - Talk about our feelings with our friends and adults - Be proud of our achievements - Accept that you are you and that you are unique 	<ul style="list-style-type: none"> - Face challenges - Focus on our strengths to create a growth mindset and rebound from setbacks (cope with up and downs) - Be prepared to say no to others especially if it is not the right thing to do
Coding – AH of the thematic analysis	SELF LOVE Love yourself / take care of yourself in the story when Aisha tells her teacher what is happening to her at school self-compassion is focused on	The children were asked to identify with Cartwheel and think about a time when they may have felt left out/alone/scared before or if they had made someone new feel welcome. The children talked about feeling scared and alone in new	Cartwheel left her old home due to a war, the children were asked to think about how they feel towards Cartwheel. The prompt response asked parents to talk with their child about what

	<p>through the need to look after your own needs and wellbeing</p> <p>ACCEPTING OURSELVES AND OTHERS</p> <p>APPEARANCE</p> <p>Aisha's culture and religion is represented as a main theme of this narrative where cultural differences and diversity is celebrated. The school has a no tolerance policy which is enacted in the narrative through the restorative practice approach also presented in STORY</p> <p>Be happy in yourself /Make your friends feel good with yourself .</p> <p>Aisha's friends and family support her when she talks to them about the bullying that happened in the school. Her friends support was critical in the recovery process as the shared understanding and experiences gave Aisha opportunity to identify and confidence to speak up.</p> <p>So that Lena could see all the colours and shades. She wants her to see that lots of people have differ skin colours and we are all special. To see that everyone is different colours. Looking around to show her the different skin colours and different countries people come from</p> <p>The concept of migration is presented in this narrative</p> <p>Parent note – We discussed how everyone is different we talked about asking people</p>	<p>experiences and how making new friends really helped them cope.</p> <p>Aisha has come to Australia from another country she misses her old friends and family members. She also has new friends from her school</p> <p>They were asked to think of a time that they have felt how Unhei felt Some children had moved to a new country, others had changed schools before or have been to places that were new. They said they felt nervous, scared but also a bit excited about a new experience.</p> <p>Yes I have moved to a new country</p> <p>Aisha misses her old friends and extended family they keep in contact via social media</p> <p>The children were able to identify situations that have happened in their lives which were quite traumatic such as moving countries, grief and injuries. They were able to see that they could stay in touch with friends and family when they move away.</p> <p>To leave your country</p> <p>I try to keep in contact with my friends and family</p> <p>Aisha reflects the experiences of some of the children in the study who have migrated from another country / or changing schools</p> <p>They could see that being teased at school would be upsetting for Minnie The children agreed that if this happened to them they could tell an adult; parent, teacher</p> <p>Aisha was bullied for wearing a hijab she didn't tell anyone for a while but it was affecting her health and wellbeing she didn't want to go outside at recess. Her teacher family</p>	<p>you know of what it would be like to leave a country that is at war and to come to a new place like Australia to live. The children also provided responses that showed they could relate to Cartwheel, and they felt scared, sad for her and also happy that she was out of danger.</p> <p>I feel sad and proud for cartwheel. She left her country and became lonely</p> <p>This narrative is taken from story where the child read My two Blankets</p> <p>Aisha has come from another country to Australia</p> <p>They were also able to interpret “When nights are black and days are grey. You'll be bright and brave so no shadows can stay”</p> <p>With some quite mature interpretations</p> <p>It means than sometimes life can be hard, but we can get through these times with help and support – we need to believe in ourselves and solve our problems</p> <p>Aisha wears a Hijab this makes her different and a provocation for the bullies</p> <p>Daily challenges</p> <p>They all noted that Amanda's parents were supportive and encouraged Amanda to do what she loves, to follow her dreams and never give up on achieving her goals</p>
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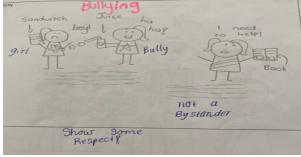
	<p>about their differences and that can be a good way to make friends. We talked about when people are different to us it can make them feel uncomfortable bc we don't know why or what it means we discussed that one way to understand is to ask in a nice way</p> <p>Aisha is bullied for her wearing a hijab as a part of her Muslim religion</p>	<p>and friends supported her through the problem</p> <p>They could also see that by telling her mum, this helped her to deal with the problem</p> <p>She told Monica to be brave and tell Katie about it</p> <p>Parents and teacher/principal – restorative practice</p> <p>The children had a range of responses as to what they were proud of about themselves</p> <p>Aisha is proud that she solves the problem</p> <p>They all noted that Amanda's parents were supportive and encouraged Amanda to do what she loves, to follow her dreams and never give up on achieving her goals</p> <p>Aisha is proud to be Muslim</p> <p>Parents played an important role in most of the narratives they acted as role models and provided advice to their children, they pointed out the things they were good at and what made them special and unique</p>	<p>The children could see that when Monica faced her problem and stood up to Katie and everything changed after that – the listed the strengths that Monica showed including resilience, confidence and bravery</p> <p>Aisha felt alone and afraid when she was being bullied and didn't tell anyone</p> <p>About being bullied for wearing a Hijab</p> <p>Aisha is showing negative effects from bullying. Once Aisha's friends and teacher now what's happening they stop it</p> <p>Inner glow was referred to within this story as a way for children to understanding the strength they have within themselves; to face problems and challenges the children understood this concept well and responded that their inner character and strength will help them believe in themselves when others are negative and that their character is reflected in their behaviour. The children identified their inner glow with skills and qualities that are part of their value system I think I have a very positive mindset which is important in life</p> <p>Aisha was able to overcome the bully incidents with the support from her friends, family and teacher she faces her problem and the bullies</p>
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			<p>The children were asked to discuss what it means to them to feel invisible. They were all able to provide a description about what this meant to them that sensed around exclusion, isolated, lonely and ignored.</p> <p>No-one includes them, they're not friends</p> <p>They were also able to identify that Katies reactions such as not wanting to go to school and her stomach aches were directly linked to Katie's teasing</p>
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Coding of the thematic analysis Story *Max and the Pokémon club*

To develop the re-storied narrative *Max and the Pokémon club* the thematic analysis and the story *Max* was used to develop the plot, theme and scenario. The colour coding below illustrates where and how the thematic analysis informed the interpretive elements of Story within each of the three topic areas. The linked key messages and Reading WELL books are also listed to show synergy between the re-storied narrative and the home reading program.

Synopsis	Max is in grade 3, he is smaller than the other boys his age. Max likes reading and making things with Lego. His friend Noah and his teachers help him to develop his confidence by joining in on the playground and starting the first ever school Pokémon club.		
Topic area	Body image	Self-esteem	Resilience
Reading WELL books linked to the re-storied narrative	Charlie's Tales Cassia and the Fire Dragons Charlie's Tales Sylvie and the Star Tree	Feel Confident! I Like Myself I Matter The Invisible Boy The Things Lou Couldn't Do The Wonderful Things you will be	Bounce Back! (Being the Best Me) The Juice Box Bully: Empowering Kids to Stand Up for Others
Key messages within this Story	- Celebrate the diversity of our appearance - Promote functional achievements of the body (things your body can do)	- Understand and manage our emotions in a positive way - Talk about our feelings with our friends and adults - Be proud of our achievements	- Face challenges - Be responsible for ourselves

		<ul style="list-style-type: none"> - Focus on our strengths not our weaknesses - Accept that you are you and that you are unique 	<ul style="list-style-type: none"> - Focus on our strengths to create a growth mindset - Don't be a bystander
Coding – MP of the thematic analysis	<p>Accepting ourselves and others appearance</p> <p>Themselves</p> <p>They identified that they looked like other people in their family and they liked certain features about themselves</p> <p>I think I look good; I like my body hair colour, eyes</p> <p>Thick hair and smallness</p> <p>Body positivity / size and shape is referred to in MP</p> <p>Daisy was most like them being smart, enjoying reading and having a good heart were the reasons they listed.</p> <p>Then Robbie, the green Triangle and Tracy were also suggested</p> <p>In relation to the quote “It’s not the size of your shape, or the shape of your size, but the size of your heart, and that deserves first prize. So be proud of your body, any size or shape will do. Be proud of your body because YOU are a STAR too!”</p> <p>Max is smaller than the other kids in his class.</p> <p>The children all agreed that it okay to be good at different things because of our unique skills and abilities, they suggested that:</p> <p>We all have different skills and talents this is what makes us unique</p>	<p>The children shared what makes them feel confident about yourself and they believed that trying and feeling supported by others meant the most. They also thought about and discussed what it like learning to do something hard... How does it feel to keep trying?</p> <p>That I keep trying even when something is hard</p> <p>I am good at basketball. When others cheer for me / others think that I am good at something</p> <p>It makes me nervous;</p> <p>It makes me feel good to keep trying</p> <p>The children were asked to identify with Cartwheel and think about a time when they may have felt left out/alone/scared before or if they had made someone new feel welcome. The children talked about feeling scared and alone in new experiences and how making new friends really helped them cope.</p> <p>Noah helps Max become more self-confident. Max feels isolated but he lacks confidence to take risks on the playground so he retreats to the quieter areas of the school.</p> <p>They could also see that by telling her mum, this helped her to deal with the problem</p> <p>She told Monica to be brave and tell Katie about it</p> <p>Monica’s mum helped her by not saying that Monica should be nicer to her and treat her better, instead she role played some ideas with Monica on what to say</p> <p>Stand up and talk to Katie</p> <p>She told her supportive things</p> <p>By telling her if there is a problem to talk with an adult</p>	<p>Through the characters The class in the story created a peace promise, the children were asked to consider In what ways does the ‘peace promise’ that the children make in the book help the school decrease the negative effects of bullying?</p> <p>And if this could be helpful at your school as it is possible that the peace promise would everyone responsible and the problem is shared this would mean that a bully would be stopped</p> <p>It was also interesting that the children connected the peace promise to value that are already in place in their schools.</p> <p>A peace promise means to show respect and good values</p>  <p>The peace promise makes the whole class responsible for making a positive impact</p> <p>Yes because people bully people every day at our school and I think this would help us</p> <p>Stand up for yourself</p> <p>Ask a friend to help</p> <p>Tell a teacher</p> <p>The bully will be stopped by everyone</p> <p>parent note – does not see this at school often, the last time she approached a teacher</p>

	<p>It's okay to be good at different things bc everyone is different our bodies are all special and different</p> <p>Max does not like rough or fast games. He doesn't go on the playground. He loves Pokémon. Through the narrative with the help of his friend Noah he takes a few more risks and makes other friends.</p> <p>They explain what they think Auggie means when he says, "People just need to change the way they see." And their inference is very enlightened in the sense that they realize its other people's perceptions that will help Auggie</p> <p>This means they need to look past his difference</p> <p>People need to change their perspective</p> <p>People need to expect differences</p> <p>It means people need to stop judging how they look and focus on how he is unique</p> <p>He means that people should be nice</p> <p>Don't judge people by their looks</p> <p>They see that he is different</p> <p>They change bc they see people and what they look like</p> <p>People should look for other people's positives should get to know people and not worry about what they look like</p> <p>Noah is friends with Max, he helps him to take risks and overcome his fears. Through building confidence Max makes new friends and takes</p>	<p>Monica's mum helped her, If my mum said those words it would help me</p> <p>All the narratives have the parents, family or teacher acting as a role model</p> <p>Parent, teachers and principal</p> <p>The children talked through what they know about solving problems with friends at school, they mentioned a range of strategies that support solving problems such as taking things through and seeking support</p> <p>If you have any friendships problems call everyone involved in the problem and work it out rather than let it go on.</p> <p>Don't do the wrong thing go back and talk through it</p> <p>I solve problems with friends at school by working together to make us all happy</p> <p>It's hard you have to work together; it can be done quickly if you are honest. Teachers can help</p> <p>Speak it out</p> <p>Be responsible don't be a bystander and don't not talk</p> <p>Noah helped Max to feel safe and take risks by being his friend</p> <p>They describe a bucket-filling moment as a time when you help someone, doing good work and being kind. They shared some ways about how they feel when their bucket is full</p> <p>I feel good when my friend plays with me and I get my buck filled</p> <p>I would feel happy and great</p> <p>I feel happy joyful and nice</p> <p>I feel happy, enjoyed and amazing</p> <p>You feel happy when your bucket is full</p>	<p>Because not some but everyone agreed to the promise we don't need the promise bc we have school values and a school song. Our values are respect, honesty, resilience, gratitude and empathy</p> <p>It makes them more responsible for their actions</p> <p>Max knows he is safe at school but he still worries he might get hurt so stays away from the busy parts of the yard. The peace promise come from the RW title – The Juice Box Bully: Empowering Kids to Stand Up for Others and was discussed in one of the interviews</p> <p>The children considered what Lou's strategy was at the start of the story and noted how she avoids her challenges; she comes up with reasons not to climb the tree. They also notice that she sees the other children having fun so she eventually has a go fails and then tries again. The children related to Lou when they recalled a challenge they have faced, they talked about feeling scared, stressed and nervous trying things that are new or difficult to achieve.</p> <p>I faced a challenge when I was trying to make my drawing pop out</p> <p>The Naplan test last year, bc it was very new for me and I was scared to do it, I tried my best</p>
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	<p>on new challenges. There is a suggestion that Max is on the autism / Asperger's spectrum though this is not made explicit</p> <p>Building on this Max also features in CB – where he is wearing his snorkel and watching Jaymala get the rings at the bottom of the pool</p>	<p>Max is proud for starting the Pokémon club</p> <p>They were also able to consider why they mattered to others. The children felt that if they were helpful, kind and caring this would mean they mattered to other people. I help people with their work I am important to others bc I am a good friend, kind caring and nice Help my siblings ,feed the pets , by kind</p> <p>When someone falls over I help them up, if someone is sad I would usually help them</p> <p>I have skills and things you may not have or do that's the same as me</p> <p>Max is supported to make friends by his teacher hers and Noah</p> <p>Did you know that you are important to others?</p> <p>All the children could identify that they mattered to others. Some listed who they mattered too and that they were important to them as family and friends</p> <p>I matter bc I have feelings, I am a human too. I matter to my family and friends</p> <p>I know that I am important to others Yes, mum dad sisters' brothers' friends</p> <p>Yes, I am important to lots of people</p> <p>Max and the Pokémon club is a strong example of being accepted - this is also in alignment to The Reading WELL book The Invisible Boy by Trudy Ludwig</p> <p>All the narratives have characters interact with family and friends illustrating connectedness</p>	<p>I challenged myself to climb a rope at gymnastics, it was hard and made me scared</p> <p>Talked about the butterfly at the district swimming</p> <p>I once tried to do a front flip I failed and felt sad</p> <p>Yes I have felt anxious and stressed when I faced a challenge</p> <p>By climbing the risk wall it made me feel scared</p> <p>My first basketball game bc I didn't know what to do or what the rules were it made me feel nervous</p> <p>Going on planes scares me</p> <p>Max is reluctant to take risks and try new things Noah helps him Noah helped Max to try new things. He played with him in the quiet part of the playground</p> <p>As Max grows in confidence, he tries new activities takes risks</p> <p>overcoming his anxiety and makes new friends</p> <p>Noah supports Max with by focusing on his strengths to build his confidence to take risks</p> <p>Teasing and bullying is not a central theme in this narrative</p>
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Coding of the thematic analysis Story *Aleksander's new friend*

To develop the re-storied narrative Aleksander's new friend the thematic analysis and the story *Ethan* were used to develop the plot, theme and scenario. The colour coding below illustrates where and how the themes were interpreted and re-storied from the thematic analysis within each of the three topic areas. The linked key messages and Reading WELL books are also listed to show further synergy between the re-storied work and the home reading program.

Synopsis of narrative	Aleksander is a keen basketball player; he is confident in himself as a person and has positive relationships with his friends and family. At the basketball stadium Aleksander is amazed at the skills of the wheelchair basketball team. He makes friends with Ryan who is in a wheelchair after watching him play a great game. Ryan shows that anything is possible		
Topic area	Body image	Self-esteem	Resilience
Reading WELL books linked to the re-storied narrative	Little Miss Jessica goes to school We're All Wonders	Have you filled a bucket today? How Full Is Your Bucket? For Kids I Can Handle It	Allie's basketball dream
Key messages within this Story	<ul style="list-style-type: none"> - Celebrate the diversity of our appearance - Promote functional achievements of the body (things your body can do) - Make No negative comments about appearance 	<ul style="list-style-type: none"> - Understand and manage our emotions in a positive way - Talk about our feelings with our friends and adults - Focus on our strengths not our weaknesses - Accept that you are you and that you are unique 	<ul style="list-style-type: none"> - Focus on our strengths to create a growth mindset
Coding – AF of the thematic analysis	<p>SELF LOVE</p> <p>Love yourself / take care of yourself</p> <p>I enjoyed the parts where she was thinking about herself</p> <p>We had an excellent conversation about this little girl and her happy personality.</p> <p>Metaya is relating so much to her character especially how she is loving herself, she believes that she is able to achieve her goals with such a strong mind.</p> <p>I love my life</p>	<p>In the narratives the characters have fears and emotions, they face challenges and also overcome them</p> <p>The children shared what makes them feel confident about yourself and they believed that trying and feeling supported by others meant the most. They also thought about and discussed what it like learning to do something hard... How does it feel to keep trying?</p> <p>That I keep trying even when something is hard</p>	<p>The children were asked to think about Allies persistence and growth mindset and what they could learn from Allie.</p> <p>What advice do you think she might give you about pursuing a dream? They all felt that Allie would tell them to keep trying and never give up on a dream</p> <p>Try and try again</p> <p>I would expect her to tell me not to give up</p>

	<p>I like myself bc I am good at basketball and fishing</p> <p>Aleksander is a keen basketball player; he is confident in himself as a person through the strong relationships he has formed with friends and family.</p> <p>Everyone is unique / Respect others</p> <p>Alexasander could see Ryan for who he is not what he is defined by; being in a wheelchair</p> <p>Three children noted others with differences in their class and showed an understanding that they needed extra support to learn. Yes, bc some kids need extra helpers Emily has curly hair / Thomas is in a wheelchair</p> <p>Parent note – We discussed how everyone is different we talked about asking people about their differences and that can be a good way to make friends. We talked about when people are different to us it can make them feel uncomfortable bc we don't know why or what it means we discussed that one way to understand is to ask in a nice way(relates to AF)</p> <p>Disability and accessibility and ableism was reflected in AF</p> <p>Aleksander made friends with Ryan aligned with the concept We are all wonders parent note – this was also mentioned in one of the parent interviews</p>	<p>I am good at basketball. When others cheer for me / others think that I am good at something It makes me nervous; It makes me feel good to keep trying Aleksander loves basketball he is confident and happy in himself</p> <p>The children were asked to think about the meaning of wonder and why Auggie's mother calls him a wonder. They could identify that Augies mother loved him no matter what happened and Auggie knew this too. She knows he is different to other children but she encourages him to believe that he can what he wants to do.</p> <p>Augies mother loves him and know he has special qualities. She knows Augies looks different, but she knows if he believes in himself he can do anything</p> <p>He is unique, his mum needs to tell him he is great so he can be strong around people who tease him</p> <p>Because he is a wonderful kid</p> <p>Ryan's mother overheard Aleksander's amazement at the wheel chair basketball team. She asks Aleksander's' mum if they could meet up</p> <p>They were also able to consider why they mattered to others. The children felt that if they were helpful, kind and caring this would mean they mattered to other people.</p> <p>I help people with their work</p> <p>I am important to others bc I am a good friend, kind caring and nice</p> <p>Help my siblings ,feed the pets , by kind</p> <p>When someone falls over I help them up, if someone is sad I would usually help them</p>
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	<p>They explain what they think Auggie means when he says, "People just need to change the way they see." And their inference is very enlightened in the sense that they realize its other people's perceptions that will help Auggie</p> <p>This means they need to look past his difference</p> <p>People need to change their perspective</p> <p>People need to expect differences</p> <p>It means people need to stop judging how they look and focus on how he is unique</p> <p>He means that people should be nice</p> <p>Don't judge people by their looks</p> <p>They see that he is different</p> <p>They change bc they see people and what they look like</p> <p>People should look for other people's positives should get to know people and not worry about what they look like</p> <p>This concept is explored through Aleksander seeing past Ryan's disability he is amazed at his skill of playing basketball in a wheelchair.</p> <p>The children identify a number of activities that they love to do</p> <p>Doing sport – running / jumping / skipping</p> <p>My body loves to do exercise my body wants to be fit and healthy and I want to challenge ourselves in sports , Dance, sing, run, relax</p> <p>My body loves to do gymnastics, running jumping, dancing, splashing, signing</p>	<p>I have skills and things you may not have or do that's the same as me</p> <p>Aleksander is kind to Ryan</p> <p>Through the characters</p> <p>The children identified that Auggie was an ordinary kid in the way he liked the same things other children, they note that he likes ice-cream, ride a bike, play ball he is kind and nice to people and he is human.</p> <p>They then note that he is extraordinary due to his disability, they saw that his difference was his strength. his imagination</p> <p>Aleksander sees past Ryan being in a wheelchair and is amazed by his skills as a basketball player</p>	
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	I am good at playing soccer Riding my bike Playing with friends Colouring and drawing Trampoline fun Run fast, swim, do athletics, drum Basketball is featured		
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Coding of the thematic analysis Story *Felicia sings*

To develop the re-storied narrative *Felicia sings* the thematic analysis was used to develop the plot, theme, and scenario. The pink coding illustrates where and how the themes were re-interpreted and re-storied from the thematic analysis within each of the three topic areas. The linked key messages and Reading WELL books are also listed to show further synergy between the re-storied work and the home reading program.

Synopsis	Felicia wants to win the school talent show with her singing, but she is teased by Cindy and this affects her confidence and self-esteem. Felicia's friends, family and teacher support her and on the day of the audition she sings her very best.		
Topic area	Body image	Self-esteem	Resilience
Reading WELL books linked to the re-storied narrative	Amanda's Big Dream Stand Tall, Molly Lou Melon The Colors of Us Your Body is Brilliant: Body Respect for Children	I Like Myself The Things Lou Couldn't Do The Wonderful Things you will be UNstoppable me	Better Than You Those Shoes The Secret Bully
Key messages within this Story	<ul style="list-style-type: none"> - Celebrate the diversity of our appearance - Question/analyse messages images in the media - Make No negative comments about appearance 	<ul style="list-style-type: none"> - Talk about our feelings with our friends and adults - Be proud of our achievements - Focus on our strengths not our weaknesses - Accept that you are you and that you are unique 	<ul style="list-style-type: none"> - Face challenges - Be responsible for ourselves - Focus on our strengths to create a growth mindset - Don't be a bystander
Coding – FS of the thematic analysis	The children were aware that their skin colour represent the culture that they have come from, that it represented cultural differences to be proud of. It means everybody is different	The children shared what makes them feel confident about yourself and they believed that trying and feeling supported by others meant the most. They also thought about and discussed what it like learning to do something hard... How does it feel to keep trying?	The children could identify how Tyler felt when he has to do something that he isn't very good at. In the book it says that Tyler get sweaty hands and his, brain turns to mush, he doesn't like maths tests and

	<p>My skin is light brown I am happy that I am, this colour it means I am unique and belong to a culture</p> <p>My skin is an organ that keeps my blood in</p> <p>My skin colour is a light brown and it doesn't mean anything to me because I think we are all the same</p> <p>I am from Pakistan, but I am made up of peach, white, and a hint of brown apparently I am Turkish, Indian, Australian and much more. I've got light skin bc my parents are fair I was born in America – it is a part of my parents' culture</p> <p>My skin colours mean I am Indian and different</p> <p>My skin colours means I am special to have this colour</p> <p>Felicia is from the Pacifica region, this is not essentially highlighted in the story but reference to her height and weight is made</p> <p>We are all special, different and unique</p> <p>The recorded responses considered the influences of media and social media. One child noted the awareness of being cybersafe, that media alters the images of people in photos and the children all noted the need to be kind to others or accept their body as it is. In linking to the main messages this reflected their ability to question/analyse messages images in the media and to celebrate the diversity of our appearance</p>	<p>That I keep trying even when something is hard</p> <p>I am good at basketball. When others cheer for me / others think that I am good at something It makes me nervous; It makes me feel good to keep trying</p> <p>Felicia lacks confidence to sing in the talent show she rises above it with help and encouragement from her friends and family</p> <p>They could also see that by telling her mum, this helped her to deal with the problem</p> <p>She told Monica to be brave and tell Katie about it</p> <p>Monica's mum helped her by not saying that Monica should be nicer to her and treat her better, instead she role played some ideas with Monica on what to say</p> <p>Stand up and talk to Katie</p> <p>She told her supportive things</p> <p>By telling her if there is a problem to talk with an adult</p> <p>Monica's mum helped her, If my mum said those words it would help me</p> <p>Parents, sibling and teacher runs circle time session</p> <p>The children talked through what they know about solving problems with friends at school, they mentioned a range of strategies that support solving problems such as taking things through and seeking support</p> <p>If you have any friendships problems call everyone involved in the problem and work it out rather than let it go on.</p> <p>Don't do the wrong thing go back and talk through it</p>	<p>says, "I am stupid", and the maths "Test is stupid". And that they have felt like Tyler with Jake teased him, some of them have and shared example when they were teased by siblings/cousins and also when they have done something for the first time I felt like this when I first faced a cricket ball</p> <p>Teasing is represented through Cindy in this narrative</p> <p>fear of singing bc she was teased</p> <p>Daily challenges</p> <p>They all noted that Amanda's parents were supportive and encouraged Amanda to do what she loves, to follow her dreams and never give up on achieving her goals</p> <p>Felicia practices her singing with her mum and sister</p> <p>The children could see that when Monica faced her problem and stood up to Katie and everything changed after that – the listed the strengths that Monica showed including resilience, confidence and bravery</p> <p>She was brave and faced her problem</p> <p>When she said it she was brave and resilient</p> <p>She showed braveness, strong and powerful</p> <p>Bravely</p> <p>She was brave and stood up to her</p> <p>Positive, confidence</p>
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	<p>Cindy is influenced by her singing teacher who was on a reality TV show like the voice</p> <p>They expressed concern that the coach said that she is the strongest skater but that if she would lose weight she could have even better chance for a solo. They all felt that a coach should not be allowed to say things about a child's body shape.</p> <p>The coach should not have said anything</p> <p>The couch shouldn't say things like that, she should be making positive comments</p> <p>I am shocked that the coach said that</p> <p>Not comment on her size and shape</p> <p>Amanda was very sad when the coach told her to lose weight.</p> <p>It sounds rude she should only say things about her skills, strengths without talking about her weight</p> <p>she should have kept that to herself</p> <p>A parent noted in the journal:</p> <p>Lily's first comment was – you should never comment on someone else's weight it is rude</p> <p>Weight loss in children is a sign that something is wrong</p> <p>Cindy has teased Felicia about her weight and height it has had ongoing effect on her confidence</p>	<p>I solve problems with friends at school by working together to make us all happy</p> <p>It's hard you have to work together; it can be done quickly if you are honest. Teachers can help</p> <p>Speak it out</p> <p>Be responsible don't be a bystander and don't not talk</p> <p>Sachika and Camille supported Felicia</p> <p>The children also shared times when they made a mistake and how everything turned out okay</p> <p>Arguing about who it is in tiggy at school I solved the problem by making a game to work it out</p> <p>When I make a mistake, I feel worried</p> <p>It felt fine when I made a mistake it felt normal yes I can be like Beatrice</p> <p>C Cindy is guided by Eve with expectations after teasing Felicia</p> <p>The children had a range of responses as to what they were proud of about themselves</p> <p>I am proud of my body because I live in my body</p> <p>I feel proud as I am kind and polite helpful and smart</p> <p>It doesn't matter what you look like, it matters what you are</p> <p>That I am different from everyone</p> <p>I think I am a good friend</p> <p>Felicia loves to sing and is proud of winning the talent show audition</p>	<p>Inner glow was referred to within this story as a way for children to understand the strength they have within themselves; to face problems and challenges the children understood this concept well and responded that their inner character and strength will help them believe in themselves when others are negative and that their character is reflected in their behaviour. The children identified their inner glow with skills and qualities that are part of their value system I think I have a very positive mindset which is important in life</p> <p>To love each other help in need and accept everyone Positive attitude, give things a red-hot go believe in myself</p> <p>she sings her best in the talent show</p>
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Coding of the thematic analysis Story *The girls' soccer team*

To develop the re-storied narrative *The girls' soccer team* the thematic analysis was used to develop the plot, theme and scenario. The grey colour coding illustrates where and how the themes were interpreted and re-storied from the thematic analysis within each of the three topic areas. The linked key messages and Reading WELL books are also listed to show further synergy between the re-storied work and the home reading program.

Synopsis	Sachika loves to play soccer. She is encouraged by her sports teacher to start up a school girl soccer team. Lachie the football captain teases her about her eczema and doesn't want them to use the school oval to play. Lachie pushes her over and her friends come to her aide.		
Topic area	Body image	Self-esteem	Resilience
Reading WELL books linked to the re-storied narrative	Shapesville Little Miss Jessica goes to school Stand Tall, Molly Lou Melon The Colors of Us Your Body is Brilliant: Body Respect for Children	Feel Confident! The Name Jar UNstoppable me	Allie's basketball dream Bounce Back! (Being the Best Me) Rosie Revere, Engineer The Secret Bully
Key messages within this Story	<ul style="list-style-type: none"> - Celebrate the diversity of our appearance - Promote functional achievements of the body (things your body can do) - Make No negative comments about appearance 	<ul style="list-style-type: none"> - Talk about our feelings with our friends and adults - Understand and manage our emotions in a positive way - Be proud of our achievements - Accept that you are you and that you are unique 	<ul style="list-style-type: none"> - Face challenges - Be prepared to say no to others especially if it is not the right thing to do - Don't be a bystander
Coding – GS of the thematic analysis	<p>The children were aware that their skin colour represent the culture that they have come from, that it represented cultural differences to be proud of.</p> <p>It means everybody is different</p> <p>My skin is light brown I am happy that I am, this colour it means I am unique and belong to a culture</p> <p>My skin is an organ that keeps my blood in</p>	<p>The children were then asked to think about how they could respond to someone like Jessica in your class or school. The related to this will and talked about being kind, checking in and ask if they are okay.</p> <p>Ask what happened and if she is okay</p> <p>I would help them make them feel good about themselves</p> <p>Be kind</p> <p>positive talk / no name calling / have a role model /</p>	<p>Daily challenges</p> <p>They all noted that Amanda's parents were supportive and encouraged Amanda to do what she loves, to follow her dreams and never give up on achieving her goals</p> <p>The children could identify how Tyler felt when he has to do something that he isn't very good at.</p> <p>In the book it says that Tyler get sweaty hands and his, brain turns</p>

	<p>My skin colour is a light brown and it doesn't mean anything to me because I think we are all the same</p> <p>I am from Pakistan, but I am made up of peach, white, and a hint of brown apparently I am Turkish, Indian, Australian and much more. I've got light skin bc my parents are fair I was born in America – it is a part of my parents' culture</p> <p>My skin colours mean I am Indian and different</p> <p>My skin colours means I am special to have this colour</p> <p>Sachika is from a Hindu family, her skin is brown. skin colour/culture is also explored but more so through the imagery.</p> <p>The children identify a number of activities that they love to do</p> <p>Doing sport – running / jumping / skipping</p> <p>My body loves to do exercise my body wants to be fit and healthy and I want to challenge ourselves in sports , Dance, sing, run, relax</p> <p>My body loves to do gymnastics, running jumping, dancing, splashing, signing</p> <p>I am good at playing soccer</p> <p>Riding my bike Playing with friends</p> <p>Colouring and drawing</p> <p>Trampoline fun</p> <p>Run fast, swim, do athletics, drum</p> <p>Sachika loves to play Soccer</p> <p>They explain what they think Auggie means when he says, "People just need to change</p>	<p>Never be too mean to someone and say they are big.</p> <p>Sachika's friends encourage her to start the soccer team and also seek help about Lachie's teasing</p> <p>The children shared what makes them feel confident about themselves and they believed that trying and feeling supported by others meant the most. They also thought about and discussed what it like learning to do something hard... How does it feel to keep trying?</p> <p>That I keep trying even when something is hard</p> <p>I am good at basketball. When others cheer for me / others think that I am good at something</p> <p>It makes me nervous;</p> <p>It makes me feel good to keep trying</p> <p>The children were asked to identify with Cartwheel and think about a time when they may have felt left out/alone/scared before or if they had made someone new feel welcome. The children talked about feeling scared and alone in new experiences and how making new friends really helped them cope.</p> <p>I made my friend Paige feel welcome by asking her if she was having a good time – I felt good</p> <p>I felt scared when I went to my new school</p> <p>I sometimes feel alone in the playground</p>	<p>to mush, he doesn't like maths tests and says, "I am stupid", and the maths "Test is stupid".</p> <p>And that they have felt like Tyler with Jake teased him, some of them have and shared examples when they were teased by siblings/cousins and also when they have done something for the first time, I felt like this when I first faced a cricket ball</p> <p>Sachika gets the courage to play soccer in her team</p> <p>The children could see that when Monica faced her problem and stood up to Katie and everything changed after that – the listed the strengths that Monica showed including resilience, confidence and bravery</p> <p>She was brave and faced her problem</p> <p>When she said it she was brave and resilient</p> <p>She showed braveness, strength and powerful</p> <p>Bravely</p> <p>She was brave and stood up to her Positive, confidence</p> <p>being bullied / teased about her skin condition</p> <p>They then discussed gender and whether it would be limiting if people can't do things just because they are a boy/girl. All the children identified that this would be unfair and that girls and boys should have equal access to everything.</p> <p>Some of the children acted as a sports writer for a newspaper. They came up with these headlines</p> <p>Girls can do anything (with illustration)</p> <p>Don't give up your dream just because you are a girl</p>
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	<p>the way they see." And their inference is very enlightened in the sense that they realize its other people's perceptions that will help Auggie</p> <p>People need to change their perspective</p> <p>People need to expect differences</p> <p>He means that people should be nice</p> <p>People should look for other people's positives should get to know people and not worry about what they look like</p> <p>Sachika has a skin condition that she is often teased about.</p> <p>Through the narrative she learns not to let others limit her choices on what she wants to do and achieve</p> <p>The children were asked to think about why the children in the class laughed at Jessica the responses were very honest and included that</p> <p>They thought it looked funny</p> <p>We can think it's funny</p> <p>I think they giggled bc not many people have a missing arm</p> <p>Bc thy have never seen a girl with one arm</p> <p>At the first day, James not meaningly said she was the odd one out</p> <p>Sachika has eczema, her condition manes that she is teased in the playground resulting in a lack of confidence.</p>	<p>I have been scared and nervous when I went to my language school but some friends let me know</p> <p>GS</p> <p>Sachika follows her dream and starts the girls soccer team</p> <p>They describe a bucket-filling moment as a time when you help someone, doing good work and being kind. They shared some ways about how they feel when their bucket is full</p> <p>I feel good when my friend plays with me and I get my buck filled</p> <p>I would feel happy and great</p> <p>I feel happy joyful and nice</p> <p>I feel happy, enjoyed and amazing</p> <p>You feel happy when your bucket is full</p> <p>Sachika loves soccer and is proud of starting the girls soccer team</p> <p>They were also able to consider why they mattered to others. The children felt that if they were helpful, kind and caring this would mean they mattered to other people.</p> <p>I help people with their work</p> <p>I am important to others bc I am a good friend, kind caring and nice</p> <p>Help my siblings ,feed the pets , by kind</p> <p>When someone falls over I help them up, if someone is sad I would usually help them</p> <p>I have skills and things you may not have or do that's the same as me</p>	<p>Little girl never give up Go Alice Go</p> <p>Sachika is bullied by Lachie who doesn't want her team to use the playing space. Gender is considered in s subtle way in this narrative with the formation of a girls soccer team.</p> <p>Inner glow was referred to within this story as a way for children to understanding the strength they have within themselves; to face problems and challenges the children understood this concept well and responded that their inner character and strength will help them believe in themselves when others are negative and that their character is reflected in their behaviour. The children identified their inner glow with skills and qualities that are part of their value system</p> <p>I think I have a very positive mindset which is important in life To love each other help in need and accept everyone</p> <p>Positive attitude, give things a red-hot go believe in myself</p> <p>Sachika gets the courage to play soccer in her team</p> <p>They also were aware that Sarah could have helped Katie but that she may have not done anything because she was afraid of Katie. She may have been feeling scared of Katie</p> <p>Sarah could tell Katie to include Monica un the game bc it was fun but maybe Sarah was scared of Katie – maybe bc she told her not to let Monica play and this made her really scared</p>
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Coding of the thematic analysis Story *Alice running free*

For the re-storied narrative *Alice running free*, the thematic analysis was used to develop the plot, theme, and scenario. The dark blue coding illustrates where and how the themes were interpreted and re-storied from the thematic analysis within each of the three topic areas. The linked key messages and Reading WELL books are also listed to show further synergy between the re-storied work and the home reading program.

Synopsis	Alice is injured and her doctors says she can't run or play sport for a month. During this time off she watches make-up tutorials on the internet and sends selfies to her cousin. They come over and do her hair and makeup and post the photos of her on social media. Alice feels very uncomfortable about all the posted comments. Her mum helps her with this problem.		
Topic area	Body image	Self-esteem	Resilience
Reading WELL books linked to the re-storied narrative	<p>Messages About Me: Sydney's Story, A Girl's Journey to Healthy Body Image.</p> <p>Body Image and the media</p> <p>Minnie and Max are OK: A Story to Help Children Develop a Positive Body Image</p>	The Wonderful Things you will be	<p>I Can Handle It</p> <p>Bounce Back! (Being the Best Me)</p> <p>Oh the places you'll go</p> <p>Secret of the Peaceful Warrior</p>
Key messages within this Story	<ul style="list-style-type: none"> - Celebrate the diversity of our appearance 	<ul style="list-style-type: none"> - Talk about our feelings with our friends and adults - Understand and manage our emotions in a positive way 	<ul style="list-style-type: none"> - Face challenges - Be responsible for ourselves

	<ul style="list-style-type: none"> - Promote functional achievements of the body (things your body can do) - Question/analyse messages images in the media - Make No negative comments about appearance 	<ul style="list-style-type: none"> - Accept that you are you and that you are unique 	<ul style="list-style-type: none"> - Be prepared to say no to others especially if it is not the right thing to do
Coding -AR of the thematic analysis	<p>The children were aware that their skin colour represent the culture that they have come from, that it represented cultural differences to be proud of.</p> <p>It means everybody is different</p> <p>My skin is light brown I am happy that I am, this colour it means I am unique and belong to a culture</p> <p>My skin is an organ that keeps my blood in</p> <p>My skin colour is a light brown and it doesn't mean anything to me because I think we are all the same</p> <p>I am from Pakistan, but I am made up of peach, white, and a hint of brown apparently I am Turkish, Indian, Australian and much more. I've got light skin bc my parents are fair I was born in America – it is a part of my parents' culture</p> <p>My skin colours mean I am Indian and different</p> <p>My skin colours means I am special to have this colour</p> <p>Alicia is from an Aboriginal indigenous background (Australia) her skin and hair is referred to through the social media beauty influencer</p> <p>The children identify a number of activities that they love to do</p>	<p>They described a situation that caused a strong emotion/reaction in them, their shared responses were very mature such as</p> <p>When the baby died</p> <p>I felt annoyed when my brother takes my things, but I can handle it</p> <p>I had to wake up early to go to school I felt annoyed I can handle it by going to be early</p> <p>The children then discussed a problem they had that they couldn't change and they could bounce back from things they can't control, the prompt response was how the friend in the story is moving to a new house, this is something that can't be changed.</p> <p>Alice feels very upset when she is injured and the Dr tells her no more sport or physical activity for a few months.</p> <p>Through the characters</p> <p>The children noted that Wade's dad helped him when he went to him for support and he encouraged Wade to do what he wanted to do so that he would be happy</p> <p>They also agree that Lucy helped Sidney because Lucy is not following what the media says to do</p> <p>They could see that being teased at school would be upsetting for Minnie The children agreed that if</p>	<p>Daily challenges</p> <p>They all noted that Amanda's parents were supportive and encouraged Amanda to do what she loves, to follow her dreams and never give up on achieving her goals</p> <p>The children could identify how Tyler felt when he has to do something that he isn't very good at.</p> <p>In the book it says that Tyler get sweaty hands and his, brain turns to mush, he doesn't like maths tests and says, "I am stupid", and the maths "Test is stupid".</p> <p>And that they have felt like Tyler with Jake teased him, some of them have and shared example when they were teased by siblings/cousins and also when they have done something for the first time, I felt like this when I first faced a cricket ball</p> <p>Alice faced the challenge of being injured and not allowed to participate in sport</p> <p>They could also infer that Jakes did this behavior because he lacked confidence and was doing it to get attention even though it was negative attention</p>

	<p>Doing sport – running / jumping / skipping</p> <p>They also identify ways the body can feel</p> <p>It makes you feel hurt / sick / hungry / tired</p> <p>My body is happy for me, my body feels sad when I am sick</p> <p>Alice loves running</p> <p>Alice is injured and unable to participate in sport or running for a while so that she can recover</p> <p>The recorded responses considered the influences of media and social media. One child noted the awareness of being cybersafe, that media alters the images of people in photos and the children all noted the need to be kind to others or accept their body as it is. In linking to the main messages this reflected their ability to question/analyse messages images in the media and to celebrate the diversity of our appearance</p> <p>Alice is influenced to try out make up by a social media post then her cousins post photos of her on social media without her mum consent</p>	<p>this happened to them they could tell an adult; parent, teacher</p> <p>Alice was supported by her mum when her cousins posted photos of her on social media with her consent.</p>	<p>negative attention is highlighted when Alice's photos are posted on social media and people that she doesn't know make comments on them</p> <p>The children were asked to think about if they have ever felt pressured to do something you were not ready to do. For those who had they provided examples such as keeping up with older children, swimming skills. Others talked about feeling pressured, scared to make mistakes and not feeling safe. Some included illustrations of their goal</p> <p>Alice is influenced by her older cousins and the things she sees about beauty on social media</p>
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Coding of the thematic analysis Story *Camille's birthday party*

In writing the re-storied narrative *Camille's birthday party*, the thematic analysis was used to develop the plot, theme, and scenario. The violet colour coding illustrates where and how the themes were interpreted and re-storied from the thematic analysis within each of the three topic areas. The linked key messages and Reading WELL books are also listed to show further synergy between the re-storied work and the home reading program.

Synopsis	It's Camille's birthday and she invites all her friends to a pool party at the local pool. Everyone is excited. Camille is tall and strong, but she is a bit worried about wearing her swimsuit – her mum talks with her about how she feels. At the party her brother Fetu does a high jump into the water and makes a big splash. Some kids from another school start laughing and teasing him. Aleksander stands up for Fetu by not being a bystander. Camille sees her friends having so much fun, she soon forgets about being worried about how she looks.		
Topic area	Body image	Self-esteem	Resilience
Reading WELL books linked to the re-storied narrative	Amanda's Big Dream Stand Tall, Molly Lou Melon The Colors of Us Your Body is Brilliant: Body Respect for Children	I Like Myself The Things Lou Couldn't Do The Wonderful Things you will be UNstoppable me	Better Than You The Juice Box Bully: Empowering Kids to Stand Up for Others Bounce Back! (Being the Best Me)
Key messages within this Story	<ul style="list-style-type: none"> - Celebrate the diversity of our appearance - Promote functional achievements of the body (things your body can do) - Make No negative comments about appearance 	<ul style="list-style-type: none"> - Talk about our feelings with our friends and adults - Accept that you are you and that you are unique 	<ul style="list-style-type: none"> - Be responsible for ourselves - Face challenges - Be prepared to say no to others especially if it is not the right thing to do - Don't be a bystander
Coding – CB of the thematic analysis	<p>The children were aware that their skin colour represent the culture that they have come from, that it represented cultural differences to be proud of.</p> <p>It means everybody is different</p> <p>My skin is light brown I am happy that I am, this colour it means I am unique and belong to a culture</p> <p>My skin is an organ that keeps my blood in</p> <p>My skin colour is a light brown and it doesn't mean anything to me because I think we are all the same</p> <p>I am from Pakistan, but I am made up of peach, white, and a hint of brown apparently I am Turkish, Indian, Australian and much more. I've got light skin bc my parents are fair I</p>	<p>I think it was bc you should be yourself</p> <p>Camille is proud to come from a Samoan culture</p> <p>Appreciate all that you body can do / Do something nice for yourself/ Surround yourself with positive people / Remind yourself that ‘true beauty’ is not simply skin deep / Look at yourself as a whole person.</p> <p>Camille overcomes worrying about what she looks like in her swim suit</p> <p>Parents</p>	<p>They were also able to define the term bystander</p> <p>A bystander knows there's trouble but does nothing to solve it</p> <p>Someone who knows about the bully who is mean to others but does about it</p> <p>A bystander is someone who watches a bully hurting someone but does nothing about it</p> <p>Someone who sees someone being mean and does nothing to help</p> <p>When someone doesn't stand up for others</p> <p>A person who stands by and does nothing at all</p> <p>Non-bystander behavior was modelled by peers in some of the narratives</p> <p>Aleksander and Lachie supported Fetu</p>

	<p>was born in America – it is a part of my parents' culture My skin colours mean I am Indian and different My skin colours means I am special to have this colour</p> <p>Explores the cultural identity of family. Camille's family is from Samoa, she is taller and stronger than others her age. Her skin is brown and her hair is dark and thick</p> <p>Captured through their responses on why Lena's mum take her on a walk of the neighborhood to notice all the different skin tones they all recognized that everyone is different that things like skin colour make us unique and special. Her mums takes her to show her the types of brown and to show her all the people. To see different types of skins So that Lena could see all the colours and shades. She wants her to see that lots of people have differ skin colours and we are all special. To see that everyone is different colours. Looking around to show her the different skin colours and different countries people come from So Lena can understand that there are many types of colours See images colours of us in the raw data</p> <p>The concept of race is explored in this narrative</p> <p>Don't judge people by their looks They see that he is different</p>	<p>Aleksander spoke up to the boys who were teasing Fetu by not being bystander non</p> <p>They were also able to define the term bystander A bystander knows there's trouble but does nothing to solve it Someone who knows about the bully who is mean to others but does about it A bystander is someone who watches a bully hurting someone but does nothing about it Someone who sees someone being mean and does nothing to help When someone doesn't stand up for others A person who stands by and does nothing at all Bystander modeling is described through Aleksander</p> <p>They were able to identify that Cassia would feel upset and left out when she wasn't able to play. They were all able to suggest ways to go about including others in the games they play; with specific ideas such as changing the rules of the game to be inclusive, I can ask people to join in. Ask them to make it be fair You can ask do you want to play you might need to change the rules or type of game</p> <p>They felt that Molly helped the other children in the class to be brave and that eventually Ronald Durkin became foolish Aleksander spoke up to the boys who were teasing Fetu</p>
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	<p>They change bc they see people and what they look like</p> <p>Fetu was teased by some boys from another school about his size</p> <p>Amanda was very sad when the coach told her to lose weight.</p> <p>It sounds rude she should only say things about her skills, strengths without talking about her weight</p> <p>she should have kept that to herself</p> <p>A parent noted in the journal:</p> <p>Lily's first comment was – you should never comment on someone else's weight it is rude</p> <p>Body Weight is also explored in this narrative</p> <p>Appreciate all that your body can do / Do something nice for yourself/ Surround yourself with positive people / Remind yourself that ‘true beauty’ is not simply skin deep / Look at yourself as a whole person.</p> <p>This is reflected in the narrative when Camille realizes that worrying about how she looks and what others will say limits her thoughts and stops her from having fun at her party. She loves the water. Her friends model not being conscious of how they look. Her brother Fetu is also featured and teased bc of this larger body shape</p>	<p>by not being bystander</p>
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Coding of the thematic analysis Story *Noah and the love bank*

To develop the re-storied narrative *Noah and the love bank*, the thematic analysis was used to develop the plot, theme, and scenario. The orange coding illustrates where and how the themes were interpreted and re-storied from the thematic analysis within each of the three topic areas. The linked key messages and Reading WELL books are also listed to show further synergy between the re-storied work and the home reading program.

Synopsis	Eve sets the class some homework where they need to think about all the ways they help out at home with their family. Noah doesn't realise how much he helps until he talks to his parents and stops to think about it. Then Eve asks them to think about ways they might make the wrong choice or action and how this makes them feel. The love bank is a way to describe how sometimes when we make mistakes the love bank balance goes down, but we are always still loved.		
Topic area	Body image	Self-esteem	Resilience
Reading WELL books linked to the re-storied narrative		Have you filled a bucket today? How Full Is Your Bucket? For Kids The Wonderful Things you will be UNstoppable me I Matter	Bounce Back! (Being the Best Me) Oh the places you'll go
Key messages within this Story		<ul style="list-style-type: none"> - Talk about our feelings with our friends and adults - Understand and manage our emotions in a positive way - Talk about our feelings with our friends and adults - Be proud of our achievements - Focus on our strengths not our weaknesses 	<ul style="list-style-type: none"> - Face challenges - Focus on our strengths to create a growth mindset
Coding – NL of the thematic analysis		<p>They were then asked to discuss how do RJ's parents help him when RJ's parents say "...feedback is a good thing. It's information that can help you improve and grow. Most of the time when a person gives you feedback, it doesn't make you feel good. But that's the price you have to pay for growing.". The children understood that RJ can learn and grow from feedback even if it is hard to hear.</p> <p>In the story the class talks with Eve about good things and bad things they have done, their parents are</p>	<p>They were then asked to think about a time when they made a mistake / did something perhaps you shouldn't have – what happened – and talk through how this got solved and how they bounced back from the situation. Three children provided some good insights to a problem they had and how they went about solving it which included stating calm, telling an adult and</p>

	<p>sometimes not happy with their behavior and sometimes there are consequences.</p> <p>All the narratives have the parents, family or teacher acting as a role model. They could also see that by telling her mum, this helped her to deal with the problem</p> <p>She told Monica to be brave and tell Katie about it Monica's mum helped her by not saying that Monica should be nicer to her and treat her better, instead she role played some ideas with Monica on what to say.</p> <p>Stand up and talk to Katie</p> <p>She told her supportive things</p> <p>By telling her if there is a problem to talk with an adult . Monica's mum helped her, If my mum said those words it would help me.</p> <p>Parents and teacher</p> <p>The children had a range of responses as to what they were proud of about themselves</p> <p>I am proud of my body because I live in my body</p> <p>I feel proud as I am kind and polite helpful and smart</p> <p>It doesn't matter what you look like, it matters what you are</p> <p>That I am different from everyone</p> <p>I think I am a good friend</p> <p>Noah is proud for helping his brother and parents</p> <p>They describe a bucket-filling moment as a time when you help someone, doing good work and being kind. They shared some ways about how they feel when their bucket is full</p> <p>I feel good when my friend plays with me and I get my buck filled</p> <p>I would feel happy and great</p> <p>I feel happy joyful and nice</p>	<p>learning from mistakes so that they don't happen again.</p> <p>The children share time when they have made a wrong decision</p> <p>The children talked about how Dr. Seuss says to never give up and how we need to be resilient when things get hard or challenging. They could align this to things that happen to them</p> <p>We need to learn new things at school that are sometimes hard but if we practice and try again, we get better at it. If we practice and try again and again, we can get better at it</p> <p>I agree bc you need to have a growth mindset and if you make a mindset your brain will grow</p> <p>Yes, if you make a mistake never give up bc it trains your brain (growth mindset)</p> <p>Yes, I do agree, you should never give up if you don't you won't be useful in your life</p> <p>I agree when he said never give up bc I believe we need to keep trying</p> <p>The love bank means we make mistakes but we are still loved</p>
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		<p>I feel happy, enjoyed and amazing You feel happy when your bucket is full</p> <p>Noah and his peers help their friends and family.</p>	
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Coding of the thematic analysis Story *Study buddies*

To develop the re-storied narrative *Study buddies*, the thematic analysis was used to develop the plot, theme, and scenario. The red coding illustrates where and how the categorical content was interpreted and re-storied from the thematic analysis within each of the three topic areas. The linked key messages and Reading WELL books are also listed to show further synergy between the re-storied work and the home reading program.

Synopsis	Jaymayla loves to dance and read books, she is really good at spelling, but she doesn't like learning maths at all and likes the weekly times table challenge even less. Jaymayla talks to her grandmother who tells her not to worry. One afternoon Sachika and Jayamala come up with a plan to help each other and they become successful study buddies.		
Topic area	Body image	Self-esteem	Resilience
Reading WELL books linked to the re-storied narrative	Your Body is Brilliant: Body Respect for Children I Like Myself	I Matter The Things Lou Couldn't Do The Wonderful Things you will be UNstoppable me	Bounce Back! (Being the Best Me) Oh the places you'll go
Key messages within this Story	- Promote functional achievements of the body (things your body can do)	- Understand and manage our emotions in a positive way - Talk about our feelings with our friends and adults - Be proud of our achievements - Focus on our strengths not our weaknesses - Accept that you are you and that you are unique	- Be responsible for ourselves - Face challenges - Focus on our strengths to create a growth mindset and rebound from setbacks (cope with up and downs)
Coding – SB of the thematic analysis	Identified with the characters in the BI stories I enjoyed it when she grew horns out of her nose – it looked funny I liked the part when her hair went everywhere but she	The children shared what makes them feel confident about yourself and they believed that trying and feeling supported by others meant the most. They also thought about and discussed what it like learning	The children were asked to think about what it meant to bounce back from a problem. They all had a strong sense of what this meant with ideas that included using a positive mindset, to look at the

	<p>didn't care, I like her with crazy hair</p> <p>I like how the book rhymes; she didn't care what other people said</p> <p>I enjoyed the parts where she was thinking about herself</p> <p>My favourite part is the inside, outside upside down from head to toe and all around.</p> <p>Pinky dotted lips</p> <p>Jaymala celebrates her appearance when she dances in her bedroom, she makes funny faces and dance moves in the mirror</p> <p>The children all agreed that it okay to be good at different things because of our unique skills and abilities, they suggested that:</p> <p>We all have different skills and talents this is what makes us unique</p> <p>It's okay to be good at different things bc everyone is different</p> <p>our bodies are all special and different</p> <p>Jamayla is not good a team sports or her times tables, she loves to read, dance and play with her friends</p> <p>The children identify a number of activities that they love to do</p> <p>Doing sport – running / jumping / skipping</p> <p>My body loves to do exercise my body wants to be fit and healthy and I want to challenge ourselves in sports , Dance, sing, run, relax</p> <p>Dancing</p> <p>Hula-hoop</p>	<p>to do something hard... How does it feel to keep trying?</p> <p>That I keep trying even when something is hard</p> <p>I am good at basketball. When others cheer for me / others think that I am good at something</p> <p>It makes me nervous;</p> <p>It makes me feel good to keep trying</p> <p>Jaymala and Sachika help each other with their learning</p> <p>They could also see that by telling her mum, this helped her to deal with the problem</p> <p>By telling her if there is a problem to talk with an adult</p> <p>They all noted that Amanda's parents were supportive and encouraged Amanda to do what she loves, to follow her dreams and never give up on achieving her goals</p> <p>Grandparent</p> <p>They describe a bucket-filling moment as a time when you help someone, doing good work and being kind. They shared some ways about how they feel when their bucket is full</p> <p>I feel good when my friend plays with me and I get my buck filled</p> <p>I would feel happy and great</p> <p>I feel happy joyful and nice</p> <p>I feel happy, enjoyed and amazing</p> <p>You feel happy when your bucket is full</p> <p>Jaymala and sachika are proud of improving their learning / works hard to improve</p> <p>The children could identify how Tyler felt when he has to do something that he isn't very good at. In the book it says that Tyler get sweaty hands and his, brain turns to mush, he doesn't like maths tests</p>	<p>positives, to get over the problem by forgetting about it and trying to worry.</p> <p>We use our positive mindset to work through the problem and feel good again.</p> <p>To think about the problem and look at the positive things</p> <p>It means you get up and try gain and don't give up</p> <p>It means you don't worry about it</p> <p>Use your mindset to solve your problem</p> <p>Get over it</p> <p>It means to forget about it and not worry about it</p> <p>Thinking positive thoughts and remembering all the good stories</p> <p>Jamayla and Sachika work together to improve their learning</p>
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	<p>reading swinging on the swings/ playing on the playground</p>	<p>and says, “I am stupid”, and the maths “Test is stupid”. And that they have felt like Tyler with Jake teased him, some of them have and shared example when they were teased by siblings/cousins and also when they have done something for the first time I felt like this when I first faced a cricket ball</p> <p>Jaymala doesn't feel good when she drops the ball in basketball matches and gets a poor results in maths</p>	
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Coding of the thematic analysis Story *Cindy's perfect mistake*

To develop the re-storied narrative *Cindy's perfect mistake*, the thematic analysis was used to develop the plot, theme, and scenario. The purple coding illustrates where and how the themes were interpreted and re-storied from the thematic analysis within each of the three topic areas. The linked key messages and Reading WELL books are also listed to show further synergy between the re-storied work and the home reading program.

Synopsis	Cindy had a lot of activities outside of school, she swam in the squad, had singing and violin lessons. Cindy was tired and started forgetting to bring the things she needed for the day. Her parents suggested to gift her singing lessons to a friend. She thought this was a good idea until they suggest Felicia.		
Topic area	Body image	Self-esteem	Resilience
Reading WELL books linked to the re-storied narrative		Thanks for the Feedback Bounce Back! (Being the Best Me) Better Than You Have you filled a bucket today? How Full Is Your Bucket? For Kids I can Handle it The Wonderful Things you will be UNstoppable me	The Girl who never made mistakes Those Shoes
Key messages within this Story		<ul style="list-style-type: none"> - Understand and manage our emotions in a positive way - Talk about our feelings with our friends and adults - Be proud of our achievements 	<ul style="list-style-type: none"> - Be responsible for ourselves - Face challenges - Focus on our strengths to create a growth mindset and rebound from

		<ul style="list-style-type: none"> - Focus on our strengths not our weaknesses - Accept that you are you and that you are unique 	setbacks (cope with up and downs)
Coding – CP of the thematic analysis		<p>They described a situation that caused a strong emotion/reaction in them, their shared responses were very mature such as</p> <p>When the baby died I felt annoyed when my brother takes my things, but I can handle it I had to wake up early to go to school I felt annoyed I can handle it by going to be early</p> <p>The children then discussed a problem they had that they couldn't change and they could bounce back from things they can't control, the prompt response was how the friend in the story is moving to a new house, this is something that can't be changed.</p> <p>Cindy feels overwhelmed and tired from too many activities, she decides to give up her singing lessons</p> <p>They could also see that by telling her mum, this helped her to deal with the problem She told Monica to be brave and tell Katie about it She told her supportive things By telling her if there is a problem to talk with an adult Monica's mum helped her, If my mum said those words it would help me</p> <p>Cindy's parents supported her to make decisions about her singing lessons.</p> <p>Parents and sibling talk and support her</p> <p>Cindy wants to be the best at everything she loves playing the violin the most Parents played an</p>	<p>The children were asked to think about what it meant to bounce back from a problem. They all had a strong sense of what this meant with ideas that included using a positive mindset, to look at the positives, to get over the problem by forgetting about it and trying to worry. We use our positive mindset to work through the problem and feel good again.</p> <p>To think about the problem and look at the positive things</p> <p>It means you get up and try gain and don't give up</p> <p>It means you don't worry about it</p> <p>Use your mindset to solve your problem</p> <p>Get over it</p> <p>It means to forget about it and not worry about it</p> <p>Thinking positive thoughts and remembering all the good stories</p> <p>Cindy wanted to be perfect in every way and that she was worried, scared and upset when she did make any mistakes</p> <p>They then shared a problem they had and how they handled it</p> <p>I have a similar problem to Sebastian when adults don't listen, I get frustrated. He always thought positive and could handle anything with a growth mindset</p>

		<p>important role they acted as role models and provided advice, they pointed out the things they were good at and what made them special and unique</p> <p>I asked if I could play with my friend, she said no so I told her how I felt, and she said sorry</p> <p>Once I was frustrated bc there were 5 toddlers and I was one of the kid's ad it was a lot to handle</p> <p>If I can't watch TV I play bay blade or make origami with tape</p> <p>Cindy realizes that she is doing to much and making mistakes, but she feels better when she knows she has one less thing to do.</p> <p>When Jeremy and his grandmother went shopping, his grandmother said 'those shoes' were too expensive How it would feel if you were Jeremy and you couldn't have the shoes you really wanted?</p> <p>The children were able to identify with how Jeremy might have felt when he couldn't have the shoes he wanted; upset, sad and disappointed included the responses others said ok because they didn't have the money to pay for them</p> <p>I would feel very sad because I want the shoes</p> <p>I would feel sad bc if my friends had those shoes, I would feel left out</p> <p>They encourage her to gift the lessons to Felicia and not to be so competitive</p> <p>Cindy looks inward at her behavior towards Felicia.</p> <p>Cindy gives something up and gives it to someone else so they can benefit.</p>
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			Gifts her lessons to Felicia as an act of kindness and shows how she is resilient when she gifts the lesson to Felicia and make up for being mean to her.
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