



Title: Hugs Still Feel the Same

Author: Kiralee Strong

Illustrator: Jenni Barrand

ISBN: 9781922539960

Publication date: Mar 2025

Audience age: 4-8 years

Key Curriculum Areas: English, Mathematics, Science / STEAM, HASS, Health and Physical Education, Visual Arts



SYNOPSIS:

When a little girl and her family are evacuated from their town during a severe flood, it feels like life has been turned upside down. Nothing is the same anymore... except how it feels when Mum, Dad and Teddy hug her. Inspired by the author's experience as a flood recovery volunteer, *Hugs Still Feel the Same* is a story of resilience and hope in life's toughest times. It shows young readers that even when it feels like everything is changing, it's possible to find comfort if we know where to look.

THEMES:

- Anxiety/Stress
- Change
- Natural Disaster
- Emotions
- Hope
- Resilience

SELLING POINTS:

- The universal theme of coping with difficult times will help children going through all sorts of big changes, from changing schools to family separation to natural disaster.
- Based on a proven strategy for finding comfort; hugs have been shown to relieve stress during traumatic situations.
- A simple but profound story which can be used as a resource for teaching emotional and social wellbeing and understanding.
- Perfect for parents and carers to share with children aged 4-8.

AUTHOR MOTIVATION:

In *Hugs Still Feel the Same*, life is thrown into turmoil for a little girl and her family when their home is flooded. The water builds and builds until the whole town must be evacuated in the night. In the darkness, with only torches to light the way and their home left behind, it feels like all they have left is each other. But maybe that's the most important thing.

This gentle and empowering story was inspired by the author's real-life experience of the severe flooding that engulfed the Northern Rivers of NSW, Australia in 2022. During 6 months as a volunteer for the flood recovery efforts, she witnessed the distress and trauma caused to many families who lost their homes. Finding the beautiful amongst the chaos was incredibly important, and there was little more comforting than a hug from a loved one.

AUTHOR/ILLUSTRATOR BACKGROUND:

Kiralee Strong is a passionate writer with a goal to bring joy and inspire imagination in children and adults. She is excited by the challenge of bringing more of her stories to life and loves to write heartfelt books that encourage conversations.

Hugs Still Feel the Same is Kiralee's first picture book. She wrote it as an emotional response to the stories and trauma she witnessed as a volunteer during the recovery efforts for the floods in the Northern Rivers of NSW in 2022. Kiralee lives in Evans Head, NSW, Australia with her husband and four children.

Jenni Barrand is a children's art teacher with a passion for helping kids learn all the amazing different ways of creating art. She loves walking and exploring in nature whilst listening to her favourite music. *Hugs Still Feel the Same* is Jenni's second picture book. Her first is *Some Families Change*, written by Jess Galatola (EK Books, 2024).

Jenni grew up in South East London and now lives on the Northern Beaches of Sydney with a husband, two kids, one cat and three guinea pigs.

INTERVIEW:**AUTHOR****What is the inspiration for this story?**

Inspiration for this story came from the 2022 floods that impacted the Northern Rivers area of NSW. Through my work as a volunteer, I had a lot of contact with families who had been affected. The thing that always hit me the hardest was the emotions bought up when they spoke of the fear of their children or other family members being in danger. This always broke my heart, but to see the resilience and love amongst our community was a comfort in some of the darkest days.

What was the most rewarding part of this project?

The most rewarding part of this project for me is actually the comfort my own story bought me. When I would lay awake of a night, sad and overwhelmed at the state of my community, I found putting my feelings down in words helped to ease my pain and in turn allow me to be of comfort to others.

What was the most challenging part of this project?

The greatest challenge was making sure I captured the intense emotions, both negative and positive in a way that the reader can relate to. Although everyone experiences traumatic events differently, I feel at the core, love and fear are fairly universal and the act of being hugged by someone you trust always brings forward feelings of safety and love.

TEACHER ACTIVITIES/NOTES:

Activities are linked to the [V9 Australian Curriculum](#).

DISCUSSION: BEFORE READING

- **Tuning in:** Show students an image of a town or people affected by a flood. Ask students to think about and answer: What do you see? (observations) What do you think? (what might be happening) What do you wonder? (anything puzzling or further questions). Draw up a large version of the table in **BLM 1**: See, Think, Wonder to record their answers.
- Ask students what they know about how floods are formed and how they might affect a town and its people and buildings.
- Students turn and talk to a friend about how they would FEEL if a flood impacted on their home. What thoughts or worries might go through your mind? How might you react?
- What do you think people can do to keep themselves and their families safe during a flood?
- Watch video on Floods: [Why Do Floods Happen? | Weather Science | SciShow Kids \(youtube.com\)](#)
- Look at the cover of 'Hugs Still Feel the Same'. Ask, what do you see? What do you think this story is about? What does it make you wonder? What might the characters be feeling in this instance? How does the cover make you feel?
- Do you think this book will be helpful? How?

DISCUSSION: DURING READING

- As you turn the pages, ask the students to describe the emotions that the characters might be feeling in different situations.
- What do the pictures tell you about the rising impact of the events?
- What do you notice about the repetition of the words, '... hugs still feel the same'?
- Why does the family need to leave their house and their belongings?
- Where did they go? Who is there to help?
- Do you think they will be able to return to their home again?

DISCUSSION: AFTER READING

- What is the story about? What is the main idea? What is the most important message the author is telling us? How did the story make you feel? Do you have a part that you relate to the most?
- What did you learn about floods? How did this change affect the family and the people in the town?
- What did you learn about the power of hugs? Why is this important in difficult situations? How did the different hugs provide comfort? Name the different kinds of hugs.
- Can you name and describe some of the feelings implied throughout the story? What are the descriptions to match the feelings? For example, 'Breakfast fills my tummy where jitters sat before.' indicates a feeling of nervousness or anxiety.
- Talk to a friend about some other possible events that might happen or have happened to you that changed the way you or your family live. For example, moving house or school, family separation, other natural disasters. Recount what happened, how you felt and who helped in the situation.
- How do the people in the community help each other? What sorts of things might the people need while they can't be at home?
- How do you feel about the ending? What might happen next after the story ends?
- What are the positive aspects that came from the story?
- Write down some strategies that can be helpful when you need to adapt to changes. Students could use **BLM 2**.
- How can you describe the language used by the author? Can you identify the repetitive parts of the story? Rhyming words? What onomatopoeia has the author used, and how does this make the storytelling more engaging?
- What do you like about the illustrations? What kinds of colours, shapes, textures and perspectives has the illustrator used to express the different emotions and focal points of the story? Look at each page and discuss the visual cues that show us the relationships between people and the moods of the various situations.
- More information on floods can be found at: [Floods \(nationalgeographic.com\)](#)

ACTIVITIES:

ENGLISH

Vocabulary: Spelling Digraph 'ee' as in 'feel'

(AC9EFLY10) (AC9EFLY12) (AC9EFLY13) (AC9EFLY14) (AC9E1LY11) (AC9E1LY13) (AC9E1LY14) (AC9E2LY09) (AC9E2LY10) (AC9E2LY11)

Focusing on the digraph 'ee', students can identify the spelling patterns in words such as 'feel', as well as the different spelling patterns with similar phonetic sounds (For example, 'steel' and 'steal').

- Brainstorm and list other 'ee' words: 'peel', 'heel', 'kneel', 'reel', 'steep', 'creep', etc.
- Brainstorm and list other 'ea' words with the same sound: 'heal', 'real', 'teal', 'steam', 'cream', etc.
- Write down the rhyming words for 'feel'.
- Find other words in the text with double letter spelling patterns.
- Students might like to write these lists in the 'Hug' template. See **BLM 3**.

Vocabulary: Nouns, Verbs, Adjectives

(AC9EFLA08) (AC9E1LA07) (AC9E2LA07) (AC9EFLY13)

- Locate in the book the nouns, verbs and adjectives relating to feelings and weather events in Hugs Still Feel the Same.

Nouns: *wind, window, rain, teddy, clouds, hug, fields, heart, water, chest, river, street, lake, sky, stars, home, etc.*

Proper Nouns: *Mum, Dad, Grandma.*

Verbs: *pitter-patter, lashes, paint, hug, pour, jitters, chitter-chatter, snuggle, whisper, race, rising, lifting, flutter, protect, float, help, embrace, washed, changed, etc.*

Adjectives: *grey, soggy, boggy, puddling, wet, tight, pitch-black, brave, favourite, rough, wobbly, safe, warm, etc.*

- Students could add to these lists and create sentences including some of these terms. They could illustrate sentences with pictures of Rosie or themselves during a time they made a change or worked on an important project.

Recount / Reflective Writing

(AC9EFLY02) (AC9E1LE02) (AC9E1LY01) (AC9E2LY01) (AC9EFLY06) (AC9E1LY06) (AC9E2LY06)

- Encourage students to think about a time when their home, school or family situation changed, or they did something kind or comforting to help others in need. They should describe how they, and others, felt, what happened, how they managed the situation or showed resilience, the challenges and outcomes.

Instructional Texts: How to Stay Safe in a Flood

(AC9E1LA03) (AC9E2LA03) (AC9E1LA09) (AC9E1LE02) (AC9EFLY01) (AC9E1LY01) (AC9E2LY01) (AC9EFLY03) (AC9E1LY03) (AC9E2LY03) (AC9EFLY07) (AC9E1LY06) (AC9E1LY07) (AC9E2LY06) (AC9E2LY07)

- Students could write a procedural text with the method for staying safe before, during and after a flood. What tips can be shared to prepare for this natural disaster?
- Include a title, introduction on what the piece is about, materials and equipment needed, steps in order, and conclusion with further tips or resources.

A video on flood safety tips can be seen here:

[How To Survive Floods? | Preparing For A Flood | The Dr Binocs Show | Peekaboo Kidz \(youtube.com\)](#)

Vocabulary: Literary Devices

(AC9EFLA08) (AC9EFLE04) (AC9E1LE04) (AC9E2LE04) (AC9EFLY09) (AC9EFLY13) (AC9E1LY09) (AC9E1LY10) (AC9E1LY11) (AC9E1LY13) (AC9E2LY09) (AC9E2LY10) (AC9E2LY11)

Hugs Still Feel the Same includes some literary devices in the text that add to the structure of the story and the engagement of language. These include alliteration, repetition, onomatopoeia, metaphors or descriptive language, rhyme and assonance/near rhyme.

Alliteration:

'cranky clouds'.

Repetition:

'... hugs still feel the same.'

Onomatopoeia:

'pitter-patter', 'chitter-chatter', 'rat-a-tat', 'clunk-clatter', 'sloosh-slosh'

Metaphors / Descriptive language:

'Breakfast fills my tummy where the jitters sat before.'

'Cranky clouds still hog the sky and hide the stars away.'

'No homes left untouched.'

Rhyme:

'grey / day'

'before / pour'

'soggy / boggy'

'away / play / way'

'lake / awake'

Assonance / Near Rhyme:

'window' / 'close'

'rain / game'

'wet / instead'

'okay / same'

'top / help'

'home / known'

- Find and list the examples of each. Can you add your own to these?
- What do you notice about the patterns of the words or language?
- Discuss and write the meanings of various terms and phrases.
- Use the onomatopoeia words on a long strip of paper, and paint a watercolour picture or series of pictures to match.
- Create a boat in flood waters collage and write a metaphor or descriptive sentence that illustrates the weather and emotion. For example, *'My body trembled with the motion of the rocking boat, the gusty wind pushing us further away from home.'*
- Write a rhyming message or poem about the flood waters.

Creative Writing: Descriptive Language and Emotions – Innovation on Text

(AC9EFLE01) (AC9EFLE05) (AC9E1LE05) (AC9E2LE05) (AC9EFLY06) (AC9E1LY06) (AC9E2LY06)

- Students can complete the sentence about their own kinds of hugs that might help people who have experienced a natural disaster or a significant change in their life, using descriptive language.

'When _____ {write who, what, when, where}, _____ {who or what} hugs still feel the same.'

- Students can be guided to include some emotive phrases and language.
- They can illustrate their sentences and then collate them all to make a class book titled, 'Our Hugs Still Feel the Same'.

Acrostic Poems

(AC9EFLE04) (AC9E1LY01) (AC9E2LY01) (AC9EFLY06) (AC9E1LY06) (AC9E2LY06) (AC9EFLY09) (AC9E1LY09) (AC9E2LY09)

- Students can write an acrostic poem about floods, or for a special family member, friend or neighbour they'd like to offer comfort to. The poem could use the letters;
F-L-O-O-D-S or **H-U-G-S** or something similar.

Comprehension: Cloze

(AC9E2LE02) (AC9EFLE05) (AC9E1LE05) (AC9E2LE05) (AC9EFLY05) (AC9E1LY05) (AC9E2LY05)

The word 'flood' doesn't actually appear in the book, but the text references this disaster with descriptive language. Students can write the following sentences, filling in the gaps with words or phrases relating to the 'flood'.

1. 'The _____ doesn't take a break so we can't go out to _____.'
2. 'The water's _____ higher. We're _____ our things.'
3. 'The _____'s at our doorstep. Our _____ is now a _____.'
4. 'The roads are _____. We _____.'
5. 'The _____ keeps getting _____. It's _____.'

- Students can illustrate a sentence of their choice.

(1.rain, play | 2. rising, lifting | 3. river, street, lake | 4. under, water, float across the top | 5. water, higher, washed away our home.)

Comprehension

(AC9EFLE01) (AC9EFLE02) (AC9E1LE02) (AC9E2LE02) (AC9EFLE05) (AC9E1LE05) (AC9E2LE05) (AC9EFLY05) (AC9E1LY05) (AC9E2LY05)

- Ask students to think about the text and how this connects to what they know. Answer and write about the following questions.

Text-to-Self: What are some aspects in the story, *Hugs Still Feel the Same*, that you can relate to in your own life? Have you ever experienced a natural disaster in your community? Have you ever been through a big change in your life? How did it make you feel? What happened? What strategies helped you? What do you find the most comforting in difficult times? (A toy, a hug, a story)

Text-to-Text: Compare aspects of the story to those in another similar text, such as a different book (fiction or non-fiction) about floods or natural disasters, or texts relating to changing homes or schools, or family changes.

Text-to-World: Find out about the history of natural disasters in your home town – what are they? How frequent are they? What does the community and local council do to help people in these times? How have the previous disasters changed the area? What are the beautiful aspects of your home town? What kinds of things do people in the community or visitors enjoy about this place? Research other kinds of natural disasters and how they affect people around the world.

- Create a poster, brochure or digital presentation to share the features and benefits of where you live – like a travel brochure! Include information about where it's located, what attractions exist there, some history about the area, and add your choice of diagrams or pictures. Alternatively, write a report on a natural disaster of your choice.
- How can this story help other children across the world?

Narrative Writing

(AC9EFLE01) (AC9EFLE02) (AC9E1LE02) (AC9E2LE02) (AC9E1LY01) (AC9E2LY01) (AC9EFLY06) (AC9E1LY06) (AC9E2LY06)

- Students can write a narrative story based around a flood or natural disaster. This could be based on reality or imagined, heartfelt, funny or adventurous.
- Ask students to think about who (or what) their characters are, and what might be the conflict or problem to solve (ie. What has caused their situation to change?). What events or situations might be experienced (real or imagined)? What is the tone of the story? What personal emotional or physical challenges might need to be overcome? How will they be resolved?
- Begin your narrative with a sizzling start, such as dialogue, onomatopoeia, action or scene setting. Think about using interesting figurative and emotive language.
- Set it out with a beginning, middle and end.
- **Alternative idea:** Write a story about the power of hugs. Can hugs solve a problem? What creative ideas can you think of to make your story interesting? What challenges would need to be overcome? How does your story end?

Thinking Tools / Graphic Organisers

(AC9EFLE01) (AC9EFLE02) (AC9E1LE02)

De Bono's Six Thinking Hats: Students can explore the six thinking hats relating to the situation described in *Hugs Still Feel the Same*. Use the six hats to consider the feelings and the information available. Red (fears, feelings, intuition), White (information, facts), Yellow (Benefits, positive thinking), Blue (big picture, focus, learnings), Green (creative thinking, alternatives), Black (risks, problems, obstacles). See **BLM 4**.

Y-Chart: Students can imagine themselves in this situation, having to leave their belongings in the night and seek shelter in a refuge. Complete the graphic organiser with the headings: Looks Like, Sounds Like, Feels Like. See **BLM 5**.

Ranking Ladder: List and rank your most comforting belongings in order of how you perceive them, from most important to least important. Provide reasons for your choices. See **BLM 6**.

MATHEMATICS

Measuring Rainfall

Measurement – Capacity: (AC9MFM01) (AC9M1M01) (AC9M2M01)

- Students can practise measuring the capacity of rainfall in containers / buckets. Provide students with a range of measuring tools, such as measuring cups, jars, containers or buckets and leave out in the rain over time (or alternatively, simulate rainfall with a watering can). After each 'rainy' day, students measure the amount of rainfall in millimetres (height of rainfall) and millilitres / litres or spoonfuls / cupfuls (amount of rainfall). Students record their measurements and assess the results. Which day recorded the most / least rainfall? Did the rainfall fill the container or overflow, causing a flood?
- **Extension:** Students could draw a graph or bar chart showing the amount of rainfall over a period of time.

VISUAL ARTS

Watercolour and Crayon Relief Neighbourhoods

(AC9AVAFE01) (AC9AVA2E01) (AC9AVAFD01) (AC9AVA2D01) (AC9AVAF01) (AC9AVA2C01) (AC9AVAFP01) (AC9AVA2P01)

- Using soft, fluid watercolours over crayon lines, students can paint a scene from the book or of their own neighbourhood on a rainy day. Students can share what this place means to them, or something about the scene that has changed.

SCIENCE / STEAM

Flood Experiments

Science – Earth and Space Sciences: ([AC9S1U02](#)) ([AC9S1H01](#)) ([AC9S1I01](#)) ([AC9S1I02](#)) ([AC9S1I03](#)) ([AC9S1I04](#)) ([AC9S1I05](#)) ([AC9S1I06](#))

Discuss the definition of ‘floods’ as ‘an overflowing of water onto land that is normally dry’. In the following flood experiments, students will explore how different soils absorb water, how water flows and the force of water. The following can be found at: [Flood Projects for School \(sciencing.com\)](#)

1. **Soils:** Set up several trays with different kinds of soils, including potting or garden soil, gravel, sand, clay and chalk. Test which soils best absorb ‘rain’ and which are more likely to flood.
2. **Terraces:** Test the flow of water across two landscaping designs; a small slope and a high slope or soil mounds. Do barriers help protect against flooding?
3. **Dams:** In three trays; build one dam of rocks and gravel, one of sticks and twigs and, for the third, wrap sand tightly in a paper towel. Add toys or figurines for people, animals and houses. Observe what happens after filling each with water. Which dam will break? What happens to the ‘toys’?
4. **Rainfall:** Mark plots around a square metre and document how the ground absorbs and changes after each rain during the school year. What factors are likely to cause flooding in this area?

Design and Build Your Own Boat

Science – Physical sciences: ([AC9SFU02](#)) ([AC9S1U03](#))

Design and Technologies: ([AC9TDEFP01](#)) ([AC9TDE2K01](#)) ([AC9TDE2K02](#)) ([AC9TDE2K03](#)) ([AC9TDE2P01](#)) ([AC9TDE2P02](#)) ([AC9TDE2P03](#)) ([AC9TDE2P04](#))

‘Sloosh-slosh, sloosh-slosh, sloosh-slosh!’

The boat ride’s rough and wobbly, only torches light our way.’

- Follow the instructions to build a self-propelled boat, using materials such as a margarine tub, yoghurt pot, craft sticks, elastic band, tape, glue and paint. The boat will propel by winding the elastic band on the pedal. Instructions can be found here: [How to make a self propelled boat craft from a margarine tub! - Red Ted Art - Kids Crafts.](#)
- Students follow a design process to imagine, plan, create, test, and improve their own boat (in small or large groups).

Address the importance of using re-used or environmentally sustainable products as a part of their designs. Evaluate the model’s effectiveness, appearance, durability and function. Have students understood the opposing forces involved in buoyancy and how this is a factor in their design? (Test it with the experiment below.)

Floating and Sinking: Learning about Buoyancy

Science – Physical sciences: ([AC9SFU02](#)) ([AC9S1U03](#)) ([AC9SFH01](#)) ([AC9S1H01](#)) ([AC9S2H01](#)) ([AC9SFI01](#)) ([AC9S1I01](#)) ([AC9S2I01](#)) ([AC9SFI02](#)) ([AC9S1I02](#)) ([AC9SFI03](#)) ([AC9S1I04](#)) ([AC9S2I04](#)) ([AC9SFI04](#)) ([AC9S1I05](#)) ([AC9S2I05](#)) ([AC9SFI05](#)) ([AC9S1I06](#)) ([AC9S2I06](#))

The roads are under water. We float across the top.

- Students can experiment with floating and sinking of their homemade boat, and learn about the science of buoyancy.
- Explore the weight, or mass, the ‘boat’ takes before the buoyancy is overcome and it sinks. With their container boat (or a foil or playdough boat), students predict how many coins (or other small weights) it can hold before it sinks. Observe and record. Can they alter the variables (ie. change the material / shape of the boat, try different weights) to keep the ship afloat for longer?

Science involved: When an object is in water, it has two opposing forces acting upon it; its weight (gravity) and the upward force of the water. An object will float when its weight is equal to or less than the upthrust. It will sink if the object’s density is greater than the upthrust.

HUMANITIES AND SOCIAL SCIENCES

Natural Disasters in Your Area

Geography: (AC9HSFK03) (AC9HS1K03) (AC9HS1K04) (AC9HS2K03)

(AC9HSFS01) (AC9HSFS02) (AC9HS1S01) (AC9HS2S02) (AC9HSFS03) (AC9HS1S03) (AC9HS2S04) (AC9HSFS04) (AC9HS1S05) (AC9HS2S05) (AC9HSFS05) (AC9HS1S06) (AC9HS2S06)

- Students research and explore their local area with regards to occurrences of any natural disasters and find ways to educate and help others to prepare for emergency situations. Activities and topics to investigate can include:
 - Interview a local council member or community worker in a ‘Disaster Relief’ centre.
 - A visit to an area where a natural disaster has occurred. What happened? How was the area affected? What does it look like now? What has been done to restore the area or help people affected by it?
 - Locate this area on a map.
 - Students might like to organise a school or neighbourhood event to raise funds for people and animals in need of relief. These can include FREE HUGS!

HEALTH AND PHYSICAL EDUCATION

Healthy Mind / Healthy Body Ideas:

(AC9HPFP01) (AC9HP2P01) (AC9HPFP02) (AC9HPFP03) (AC9HPFP04) (AC9HP2P02) (AC9HP2P03) (AC9HP2P04) (AC9HPFP05) (AC9HP2P05) (AC9HPFM01) (AC9HPFM02) (AC9HP2M01) (AC9HP2M02) (AC9HPFM03) (AC9HP2M03) (AC9HPFM04) (AC9HP2M04) (AC9HP2M05)

Mindfulness and physical activity are ideal for mental, emotional and physical health, as well as building safe and healthy relationships with family and friends.

- Walk around and appreciate your local area.
- Cuddle with your favourite teddy on a rainy day.
- Create a rainy-day painting with watercolour paints or pencils.
- Play games like ‘Eye-Spy’ on a car trip.
- Play board games with your friends.
- Go outside (when it’s not raining) to play your favourite sport.
- Snuggle up indoors for a story or movie.
- Take a calm boat ride on the river.
- Visit your local lake, pond or wetlands area both in dry and wet seasons and notice the difference in water levels.
- Try different ways to travel to your school or around your neighbourhood – catch the bus/train/tram/car, walk, ride, float, etc.
- Write and draw your feelings in a journal, talk to a trusted adult, keep a favourite toy with you, make some sensory items or say positive mantras to help with difficult emotions.
- Hug (or high five) all your family members, friends, pets, favourite toys, teachers and neighbours!

I see, I Think, I Wonder

NAME _____

DATE _____

I See	I Think	I Wonder

Things that are helpful when I feel:

NAME _____

DATE _____

Complete the sentence, then write down all the things that help.

Things that are helpful when I feel: _____



Hug

NAME _____

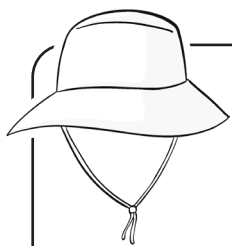
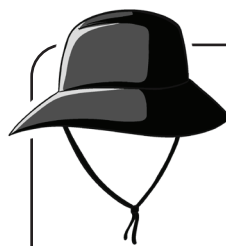
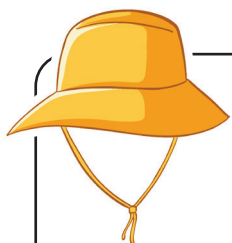
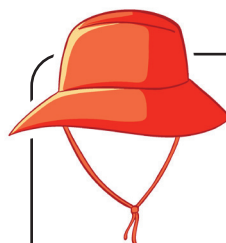
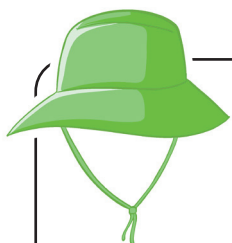
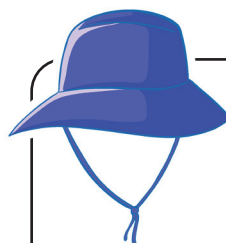
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Six Thinking Hats

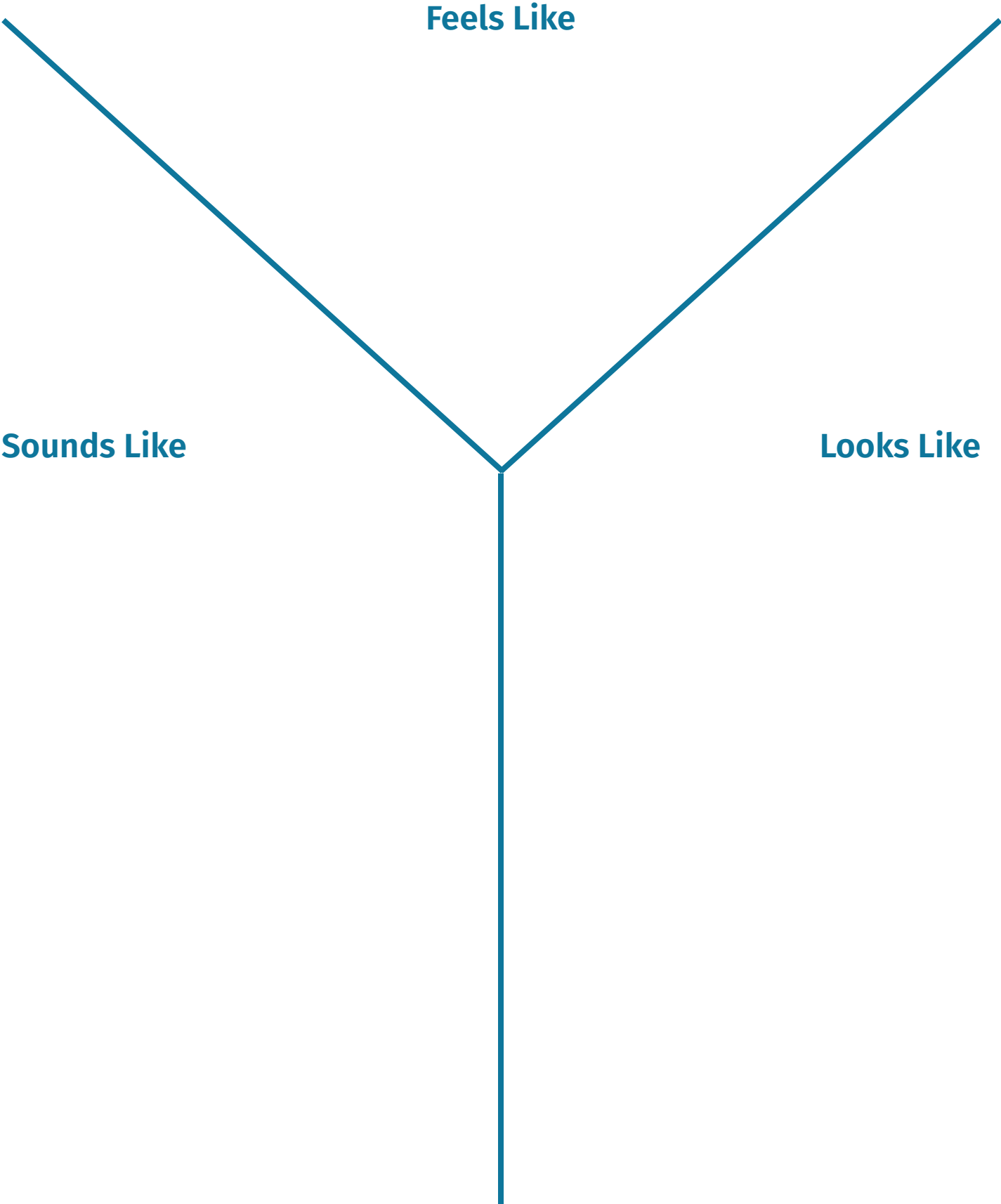
NAME _____

DATE _____

**facts and details****examines the negative****focuses on the positive****emotions & feelings****requires imagination****focuses on reflection**

NAME _____

DATE _____



NAME _____

DATE _____

[illegible]

RELATED TITLES ORDER FORM



Some Families Change

JESS GALATOLA & JENNI BARRAND

Some Families Change gently navigates the complexities of changing family structures. From split families to the loss of a parent, this book offers a sensitive, reassuring lens for children grappling with such changes, helping them understand and process their feelings.

THEMES: BLENDED FAMILY, SEPARATION, DIVORCE, FAMILY DIVERSITY, SAME SEX PARENTS

9781922539670 | Hardcover | 245 x 255 mm | 9½ x 10 in | 32 pp | AGES 4-8



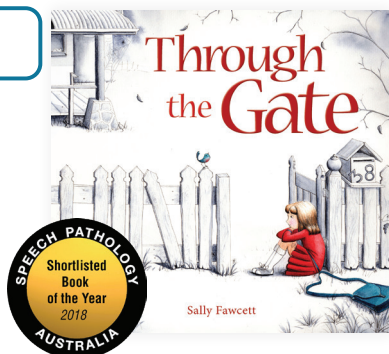
Too Many Acorns

SUSANNAH CRISPE

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