

## ***50 Picturebooks to Change the World!***

The SPHE curriculum supports the development of personal responsibility, decision making skills, conflict resolution skills, respect for diversity, long-term care for the environment and the promotion of a just and caring society (NCCA 1999, 10). SPHE lessons offer a reflective space for children to articulate their learning in these areas, learning which develops as often outside of school as within. Picturebooks can offer a rich medium as well as a safe space for SPHE lessons and the important yet challenging conversations that emerge. Firstly they allow a discussion of friendship, conflict, struggle, norms, points of view, difference and injustice in a distanced way, thus allowing sensitive issues to be discussed without direct disclosures about the children's own lives. Secondly they can bring the world into the classroom in a way that allows the teacher mediate discussions about those global tensions which children are exposed to but may be overwhelmed by. Thirdly they offer an empowering stimulus for drama, reflection and discussion, creative writing and cross-curricular research, teaching and learning. We identified ten SPHE themes (identity, feelings, decisions, friendship, safety, peace and conflict, family, citizenship, global children's narratives and the environment) and exemplified each theme with five picturebooks. In writing discussion questions for these picturebooks and their associated themes, we were guided by a wish to scaffold for children what Martha Nussbaum describes as 'narrative imagination' (2010): 'This means the ability to think what it might be like to be in the shoes of a person different from oneself, to be an intelligent reader of that person's story, and to understand the emotions and wishes and desires that someone so placed might have (96)... So we need to cultivate students' 'inner eyes,' and this means carefully crafted instruction in the arts and humanities — appropriate to the child's age and developmental level-that will bring students into contact with gender, race, ethnicity and cross cultural experience and understanding (108)'.

All fifty picturebooks have been published since 2010 in order to present up-to-date examples of contemporary international literature for young people, especially in light of the conference theme of change over the last 100 years. We consciously included works in translation and books from a range of independent publishers in order to support indigenous and local publishing and to help encourage diversity and inclusive representation in the children's literature industry. We have deliberately not allocated rigid age bands to each book since these books can work across individual readers, ages and stages of development, just like the spiral structure of the SPHE curriculum. However we have supplied loose recommendations as guidance. We hope that this curated list of contemporary picturebooks will scaffold your own personal and professional growth as well as fostering the critical thinking and narrative imaginations of the children in your classrooms. We have therefore provided information about some annual awards for children's literature which promotes social justice and celebrates diversity so that you can continue to discover new books exploring these issues.

We have been asked if some of these books would frighten children or if the scenarios they pose are too complex. We rely on the professionalism of teachers to choose the timing and pacing of content as well as the suitable level of scaffolding of the learning. But in a world where so many children live without food security and so many are displaced, we believe that those who live in relative security need to know about the power relationships in which they live and the possibilities for change. In inviting children to imagine the lives of children in all the complexity of a different context and consider how we are related across time, place, and privilege, we want them to articulate ethical responses to the lives of others and live consciously as global citizens. Ultimately our hope is that an exploration of all these books could support children develop more compassion, more agency and a search for justice.

*Thérèse* and *Patricia*

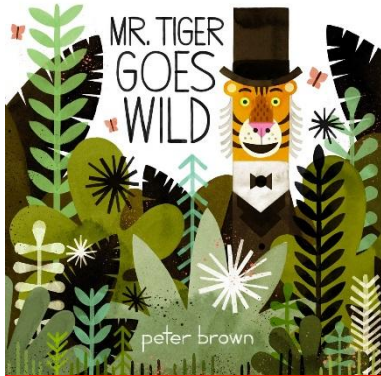
### References:

NCCA (1999) *Social Personal and Health Education Curriculum*. Dublin: The Stationary Office.

Nussbaum, M.C. (2010) *Not for Profit: Why Democracy Needs the Humanities*. Princeton: Princeton University Press.

Dr Patricia Kennon and Thérèse Hegarty, Maynooth University. Workshop document for SPHE Network conference, November 2016.

## IDENTITY



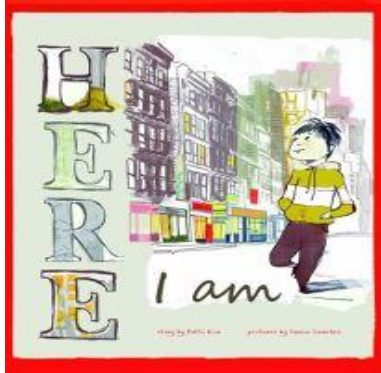
### Mr Tiger Goes Wild

This warm, playful picturebook for the junior classes about the pressures of conformity and the importance of accepting and welcoming difference encourages all children to embrace their true, unique selves, just like Mr Tiger dares to do! Working simultaneously across the stands 'Myself', 'Myself and Others' and 'Myself and the Wider World', the relationship between identity and the constraints of social living can be explored in a simple and distanced way. The story also supports the valuing of difference in a subtle way. It lends itself to PE, drama movement and dance as opportunities for children to engage with the story in more embodied ways and to experience the freedom the story offers.

Circle time question 1: How did you feel when Mr Tiger went to the wild? Can you explain?

Circle time question 2: What do you think happened to make others change?

Circle time question 3: If you could make one change to the way we live together, what would that change be?



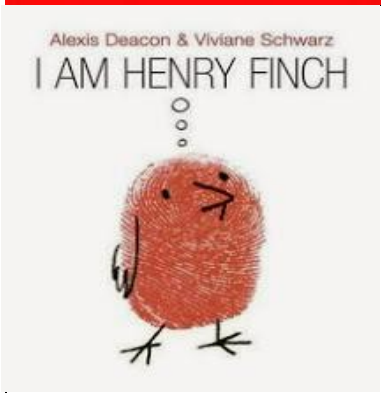
### Here I Am

This picturebook for junior classes sensitively explores the difficulties, adjustments and eventual triumphs that an immigrant young boy faces when he and his family move from Korea to New York City. The book's near-wordlessness echoes the protagonist's unfamiliarity with his new environment as he negotiates a kaleidoscope of new sensations, emotions, challenges and experiences. The story invites us to take a walk in unfamiliar territory ourselves to discover what we don't yet know or understand. Alternatively such journeys could be created with Drama, PE and Music lessons and reflected on during circle time and SPHE activities.

Circle time question 1: Can you explain why the boy found some of the things and places in New York very strange?

Circle time question 2: We see him curled up at a window looking out many times. What was he thinking?

Circle time question 3: How do you make a friend?



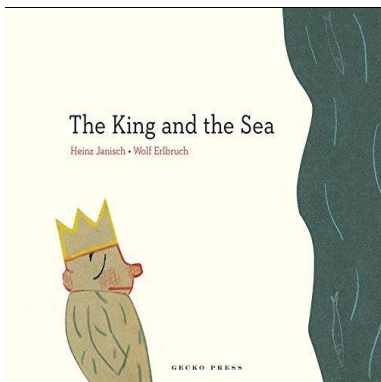
### I Am Henry Finch

This valuable and engaging picturebook for all ages poses philosophical questions about the relationship between an individual and one's community. What happens when Henry, one of a huge flock of finches, starts to think for himself? Danger and doubt beset Henry but he survives and shares what he has learned with the others, sparking a cascade of enriching and collaborative possibilities. This story provides an opportunity for children to be quiet and notice their thoughts, with their eyes closed, while listening to music, while on a short silent nature walk, when looking at a picture etc. Circle time sessions after any of these activities could begin with 'I listened to my thoughts and I heard....' Along with developing self awareness this can really support listening skills and empathy and an appreciation that we all have different responses to the same stimulus.

Circle time question 1: Do you think Henry was like all other Finches or was he somehow different? How?

Circle time question 2: How did listening to his thoughts help Henry in this story?

Circle time question 3: Have you ever listened to your thoughts? What did you hear?



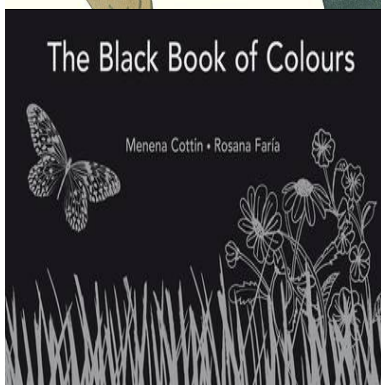
### The King and the Sea

This thought-provoking collection of twenty one extremely short stories (translated from German) consists of a series of alternatively wry and poignant dialogues between the titular king and various inhabitants of his kingdom. The book offers rich cross curricular and project opportunities for 2<sup>nd</sup> to 6<sup>th</sup> class including drama, art and creative writing activities where the conversations could be extended or other conversations imagined about the nature, extent and limitations of power. An exploration of the role of kings in today's world or in history could further explore what kingship means, could mean and should mean.

Circle time question 1: Did you have a favourite page? Can you explain why?

Circle time question 2: How might this king be different from your idea of what being a king means?

Circle time question 3: What do you think the King learned through all his meetings and conversations?



### The Black Book of Colours

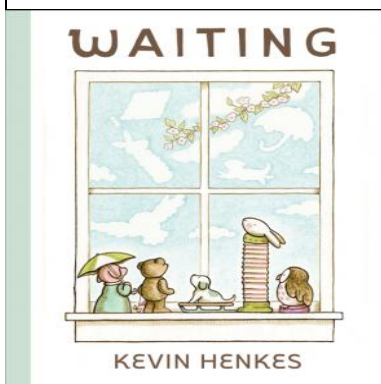
This immersive book invites its sighted readers of all ages to experience colour through the lack of colour. Depicting a series of natural objects from rain to bird feathers to strawberries through Braille and embossed lines on black paper, this thought-provoking experience promotes empathy, inclusion and the creative investigation of concepts of colour through tactile sensations. This book offers links to sensory walks, blindfolded exercises, working with texture in visual art and visualisation and mindfulness exercises. It also offers an entry to Braille to learning the alphabet, the history of Braille and research on the extent of its use.

Circle time question 1: What new thoughts or questions came to you as you read this book?

Circle time question 2: If we could not see in this classroom, how would our sense of touch develop?

Circle time question 3: If you could add another page to the book to explain the colour purple, how would you design it?

## FEELINGS



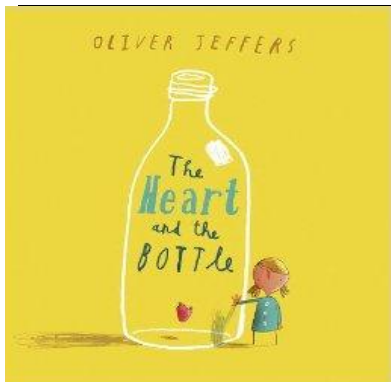
### Waiting

Five toy figurines wait on a windowsill as young readers are invited to share the existential joy of waiting while grappling with dilemmas and anxieties around safety, chance, change and adapting to unexpected events. The story offers an invitation to a valuable range of watching and waiting exercises: watching the clouds; watching the rain fall; waiting for seeds to germinate; waiting for a sunny day to go on a walk; waiting for a full moon; waiting for the birds to build their nests. Children can learn to practise patience, to consider the role and value of waiting, impulse control, resilience and adaptability, and to respect the cycles of nature.

Circle time question 1: Can you describe some of the things the toys noticed while they were waiting?

Circle time question 2: The toys never seemed to give up waiting. Why do you think this was?

Circle time question 3: Have you ever waited a long time for something to happen? Would you like to share your story?



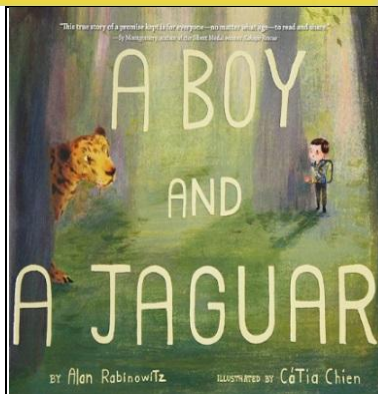
### **The Heart and the Bottle**

Once there was a girl whose life was filled with all the wonder of the world around her. Then one day something occurred that caused the girl to take her heart and put it in a safe place. However, after that it seemed that more things were empty than before. Would she know when and how to get her heart back? This deeply touching story offers a question so profound that it seems a pity to explore it too literally. It speaks strongly to adults as well as children across age groups. It might be best to let it work its magic on each child in its own way. The classroom could have a 'wondering chair' which children could sit on and listen to their thoughts and wonder about things. Perhaps their wonderings could be expressed in visual art, music or drama.

Circle time question 1: Why do you think the girl decided to put her heart in a bottle?

Circle time question 2: Why do you think we have a heart anyway?

Circle time question 3: What kinds of things are you really curious about?



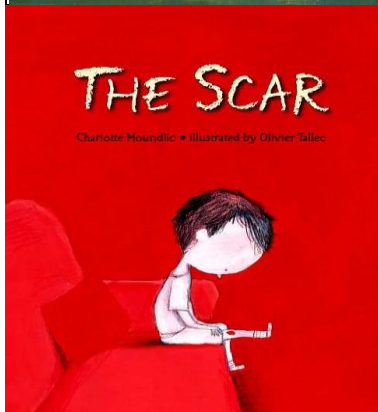
### **A Boy and a Jaguar**

This moving autobiographical account for the middle classes captures the importance of empathy and how enriching working with animals can be. The emotional resonance of the text, evocative illustrations and the urgency of the issues addressed all combine in a rich and thought-provoking experience. The book offers an entry into research about protected species, conservation, environmental care and animal rights in SESE. In SPHE children could explore their own promises and what underlies them. In persuasive writing and drama, children would write Alan's speech and perform the scene when he meets the Prime Minister of Belize.

Circle time question 1: How do you think Alan was able to speak fluently to animals?

Circle time question 2: What do you think he meant when he said he felt 'broken'?

Circle time question 3: Can you find a word to describe Alan and explain why you chose that word?



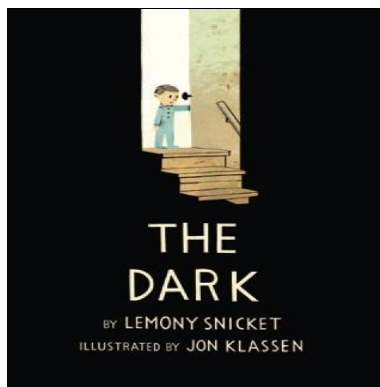
### **The Scar**

This compassionate book depicts a young boy's struggle with bereavement after his mother dies. Quirky humour and skilful use of colour counterbalance the rawness of the boy's fluctuating emotions in this honest and powerful account of grieving, distress, isolation, and ultimate acceptance of loss. Sadness, anger, fear, confusion are all here along with the child's agency in renegotiating other family relationships. It would be a very useful book to explore loss in the classroom as part of an SPHE feelings theme. Teachers need to reflect on when best to introduce a book about loss, taking care not to confront a recently bereaved child or place them too much under the spotlight.

Circle time question 1: When his mother dies the little boy had a lot of strong feeling in the first few days. Can you remember what some of those feeling were?

Circle time question 2: How does the boy keep his mother's love close to him after she is gone?

Circle time question 3: Do you think Grandma should visit again? What might she and the little boy might do in the future?



### The Dark

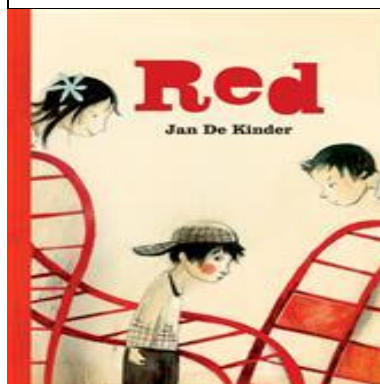
A boy's fear of the dark is skilfully rendered in this deliciously tense yet sensitive story for junior classes. The inspired pairing of Lemony Snicket's suspense-filled text and Jon Klassen's minimalist illustrations creates a memorable and cathartic story experience for readers of every age. This lesson can be developed in SPHE to explore fears in general, fears children had in the past that they no longer hold, dark places in the environment which children need to avoid for their own safety or places where they should not go alone. In SESE children can explore ways of creating light, the times of the day when it gets dark throughout the year and the influence of light and dark on growing plants.

Circle time question 1: What was the scariest part of the book for you?

Circle time question 2: Do you think Laszlo did the right thing in following the dark right down to the basement? Why?

Circle time question 3: How much light or darkness do you like around you so you can fall asleep safely?

### DECISIONS



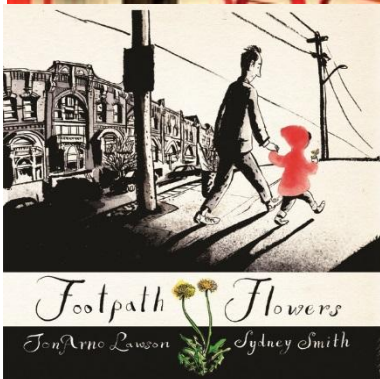
### Red

Torn between her fear of the bully in the school playground and her sympathy for her classmate, a girl must make a difficult choice. This powerful book (translated from Flemish) explores the role of the bystander in bullying. Every child witnesses nasty behaviour and has to choose to join in, to stay silent or to speak against it. Through exploring the decisions of the little girl in the story, children can clarify their own position on bullying. The sparse text and intense emotional illustrations skilfully explore moral dilemmas and the bravery and complicity of everyday life in the playground while opening up a safe space for important conversations about the challenge of taking a stand.

Circle time question 1: What might Tommy be thinking or feeling when the others whisper about him?

Circle time question 2: Why does the girl stay silent when she wants to scream?

Circle time question 3: Later she made a decision to put her hand up and speak. How do you think she made that decision?



### Footpath Flowers

A wordless Canadian picturebook for junior infants to 2<sup>nd</sup> class which traces a father and daughter's journey through grey city streets that gain colour through the girl's various acts of observation, giving and kindness. A poem honouring the importance of small things, small people and small gestures, this book invites us to open our eyes to the little things we miss or take for granted. The story quietly but powerfully invites us to walk along our everyday paths and look more closely. Rich with cross-curricular potential, the book could offer a starting point for a nature walk, creative writing, drama and music activities or a walking meditation.

Circle time question 1: Can you find a word to describe this little girl? Why did you choose this word to describe her?

Circle time question 2: What was important to her and can you guess why?

Circle time question 3: What wild flowers and plants do you pass by on your own way to and from school?



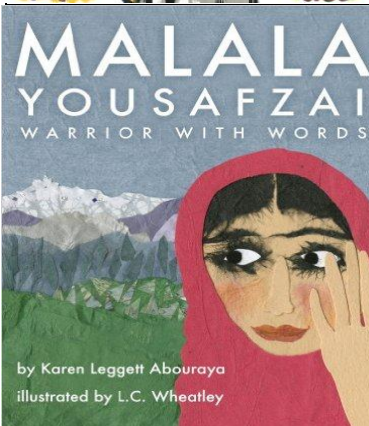
### **Give and Take**

This fable (with which the middle classes would engage well) about a farmer tempted to give and take without any regard to his own or anyone's needs and wellbeing explores the importance of moderation and compromise. Cross curricular and project-based opportunities could include an exploration of fair trade at a local and/or at a global level as well as stimulating reflection, debate and discussion about different points of view, the importance of balance in one's life and what each child brings and takes from cooperative work in the classroom.

Circle time question 1: If you could choose would you rather live a life of always giving or a life of always receiving? Why?

Circle time question 2: The farmer took all the pumpkins but he did not need them. What sorts of things do you see people taking that they do not need?

Circle time question 3: Can you tell a story about a time when you gave something and took something and it was better for everyone?



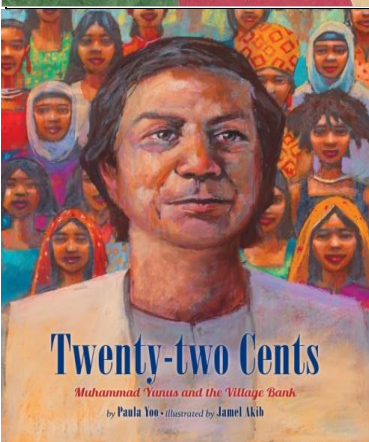
### **Malala Yousafzai: Warrior with Words**

'We will bring change through our voice'. 'Our words can change the world'. This inspiring story for the junior and middle classes celebrates courage, resilience, compassion, empathy, the power of education and how one young person can make a difference. The collage illustrations provide texture and vibrancy while supplementary informational resources about Pakistan and the Malala Fund (the United Nations Foundation's Girl Up program) would stimulate project work and invite further research on the UN Global Goals, the position of women and girls locally and globally and the issue of females of all ages in education in particular. It allows for the writing and delivery of speeches on issues of importance to the children themselves which link to the Global Goals.

Circle time question 1: What do you admire most about what Malala has done?

Circle time question 2: What would you like to understand more about as you read through the book?

Circle time question 3: What do you think Irish children can do to change a world where many children cannot go to school?



### **Twenty Two Cents: Muhammad Yunus and the Village Bank**

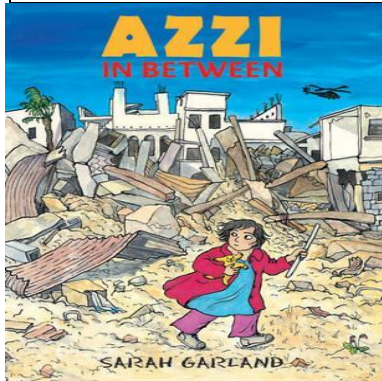
Muhammad Yunus witnessed extreme poverty in the region that is now known as Bangladesh and was determined to eradicate it by making small loans at very little interest to local people considered to be 'banking untouchables'. This thought-provoking account, suitable for 3<sup>rd</sup> to 6<sup>th</sup> class, chronicles the work of this Nobel Peace Prize winner and will stimulate important discussions about power, inclusion, prejudice, economics and social justice. Children could conduct further research on Grameen bank and map out the countries where it operates. They can link this to their study of interest rates in maths. They could link microfinance to the 2015 Global Goals. They could also learn about the Nobel Peace Prize and find out about others who won the prize.

Circle time question 1: Why do you think Muhammad Yunus decided to return to Bangladesh if he had a good life in America?

Circle time question 2: Lots of people have good ideas but why do you think Mohammed followed through with his good idea?

Circle time question 3: What do you think the word 'microfinance' means or what else would you like to understand about microfinance?

## SAFETY



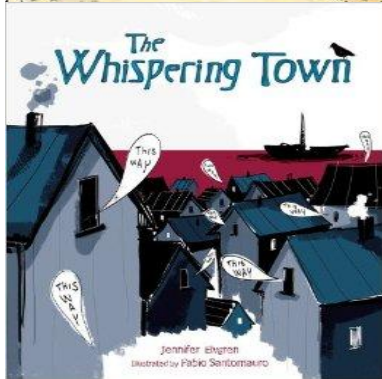
### Azzi in Between

This moving yet humorous story for 2<sup>nd</sup>-4<sup>th</sup> class follows a refugee family's difficult journey to another country where Azzi must face the challenges of finding a new home, learning a new language, trying to make new friends and starting a new school. While the book invites empathy for the experiences of refugees, a strength of the story is that no particular countries are named. It does however invite an exploration of conflict, forced migration and the places in the world today from where children and their families are forced to flee. This could lead to an in-depth study of one of those countries and its recent history.

Circle time question 1: What do you like about Azzi? Why?

Circle time question 2: What do you think was the most difficult day in her life?

Circle time question 3: What would you hope will happen for her when she settles into school?



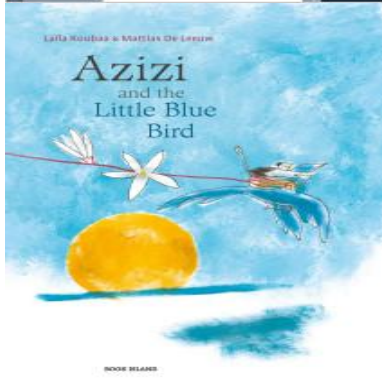
### The Whispering Town

Based on a true story about neighbours in a small Danish fishing village who, during the Holocaust, shelter a Jewish family waiting to be ferried to safety in Sweden, this picturebook (suitable for 2<sup>nd</sup>-4<sup>th</sup> class) poses dilemmas for its readers in an accessible yet challenging way. This book grounds the history of the second World War in the lives of ordinary people and can make the story of war accessible to children. It offers a powerful stimulus to explore fear, safety, risk, friendship and community. The teacher has the choice to remain with the context of Denmark in WW2 or to extend the conversation to the places where such risks are being taken today.

Circle time question 1: Can we name all the feelings Anett described in this story?

Circle time question 2: Papa called her 'Brave Anett'. In what ways did she show bravery?

Circle time question 3: What words would you use to describe the people of the town? Explain your choice of word!



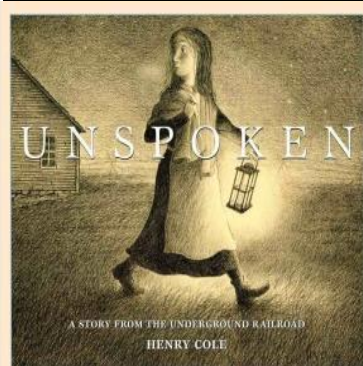
### Azizi and the Little Blue Bird

Azizi lives in a country governed by dictators who imprison all blue birds as part of their regime of fear and oppression. One of the blue birds escapes and helps Azizi rescue the other birds and end the rule of the oppressive tyrants. This Flemish contemporary fairytale, suitable across 1<sup>st</sup> to 4<sup>th</sup> class, is inspired by the censorship of the internet by various governments and especially the Jasmine Revolution in Tunisia, and explores issues of multiculturalism, oppression, freedom, the importance and role of free speech, and the power of social media for empowerment and democracy. While references to real regimes are veiled the story offers an opportunity for children to discuss themes of power, greed, wealth and freedom and articulate their ideas on governance and freedom. They will bring whatever knowledge they have to the meaning making.

Circle time question 1: The book tells us that Tih and Reni ruled with an iron hand. What do you think this means?

Circle time question 2: What worried you about the lives of the people in the Land of the Crescent Moon?

Circle time question 3: Now that Tih and Reni have lost their power how do you think the country should be ruled?



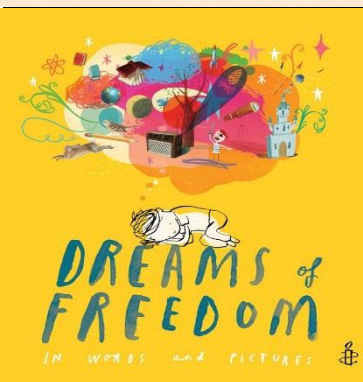
### **Unspoken: A Story from the Underground Railroad**

This historical wordless story (suitable for 4<sup>th</sup>-6<sup>th</sup> class) of the Underground Railroad during the US Civil War poses uncomfortable but crucial questions about freedom, voice, agency and who is considered human. Cole creates tension and emotional resonance in this powerful tale of quiet camaraderie and courage. The story opens space for a study of those who in history or in today's world have been forced to flee to safety. It could also offer an opening to study slavery and the civil rights movement in the USA as well as the struggles of today's refugees and their treatment in Ireland and around the world.

Circle time question 1: What risks does the runaway slave take on his northward journey and why might he take such risks?

Circle time question 2: What risks does the little girl take in the story?

Circle time question 3: Have you ever taken a risk to help someone? Tell the story!



### **Dreams of Freedom: Amnesty International**

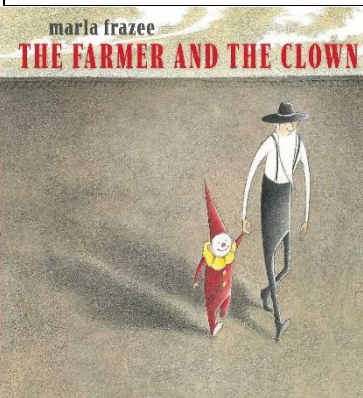
This inspirational and accessible book for the middle and senior classes presents 17 quotations from human-rights leaders which are visually interpreted by international artists. The book presents a diverse range of aspects of freedom, inviting young readers to reflect about the global fight for social justice and their own agency regarding social change. This book will inspire research into the lives of the poets and artists. The children's learning could be presented to the class and they could be challenged to imagine how the artist would answer the questions of their peers.

Circle time question 1: Choose the Dream that stood out for you most. Why?

Circle time question 2: What do the illustrations on that page mean to you? What do the words mean to you?

Circle time question 3: What does Freedom mean to you? Can you illustrate your idea and add some words?

## **FRIENDSHIP**



### **The Farmer and the Clown**

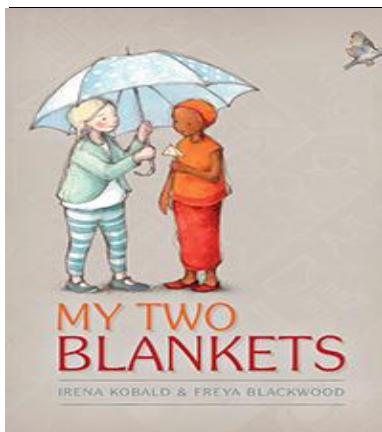
This wordless picturebook for the junior classes richly explores the risks and benefits involved in opening oneself to unexpected friendship. Every page in the book offers a rich opportunity for language development, dramatic enactment and exploration of thoughts and feelings. The farmer moves through bafflement to contemplativeness and finally to true affection in this accessible yet emotionally rich chronicle, of the power of companionship and compassion. Frazee's skilful use of negative space, line, light and shadow will stimulate visual art as well as dramatic and creative writing activities.

Circle time question 1: What do you imagine the farmer and the clown spoke about that night?

Circle time question 2: What did the clown learn about farming?

Circle time question 3: Look at the faces of the clown family when the young clown returns to them. What do their faces tell us about what they might be thinking or feeling?





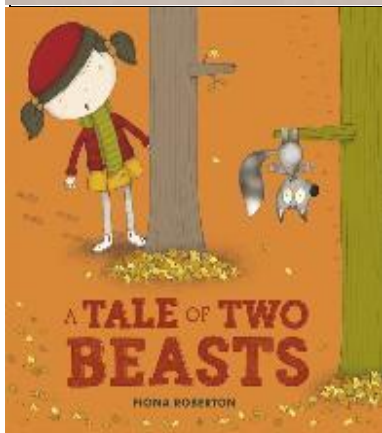
### **My Two Blankets**

Cartwheel has moved to a place that is so strange to her, she no longer feels like herself. She creates a safe place for herself under an 'old blanket' made out of memories and thoughts of home. As time goes on, Cartwheel begins to weave a new blanket, one of friendship and a renewed sense of belonging. This thoughtful story explores the challenges of migration and allows for a sharing of the mother tongue of the children in the class and an appreciation of the diversity of languages. Children could pair up and bring each other words as gifts. In classes where all the children are of Irish ethnicity, children can bring Irish words to share and create scrapbooks of the words they learn from each other. Parents and families could be involved. Older children could research the languages spoken worldwide and the history of how languages have spread.

Circle time question 1: What was your first language? Where and when do you speak it?

Circle time question 2: Do you understand what Cartwheel means by 'the cold waterfall'? Have you even felt something like this?

Circle time question 3: Can you think of ways to make friends with someone who does not speak the same language as you?



### **A Tale of Two Beasts**

A girl finds a strange beast in the forest, takes it home as a pet, feeds it, gives it a hat and shows it off to her friends. But that night it escapes. Then the beast tells its story of being ambushed and kidnapped by a terrible beast who carries it off to a secret lair, feeding it strange food and forcing it to wear strange things. The alternating perspectives of this witty, thought-provoking story for junior infants to second class address point of view and the narratives we tell about ourselves and others. One way of introducing this book is to discreetly allow half of the class to hear one version and the other half to hear the second version. They could subsequently read both and reflect on the two perspectives as well as retell other stories from alternative characters' perspectives. Older children will see this as a metaphor for historical events where oppression was constructed as rescue.

Circle time question 1: Do you think the little grey beast was rescued or ambushed by the girl beast?

Circle time question 2: When, if ever, is it right to take beasts away from their natural habitat?

Circle time question 3: In the end it looks like the two beasts might become friends. If they are to stay friends what will each one need to understand about the other?



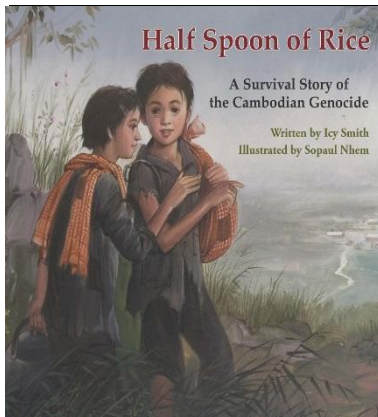
### **Never Say A Mean Word Again: A Tale from Medieval Spain**

Inspired by a legend of conflict resolution in medieval Muslim Spain, this is a story of a boy who is given permission to punish an enemy. What will he do? The protagonist's dilemma of how best to deal with an aggressor and how to constructively address injustice is especially significant in light of contemporary ethnic violence, hatred and cycles of revenge. This picturebook could act as a stimulus for SPHE and DICE discussion for 1<sup>st</sup> to 4<sup>th</sup> classes. This story provides a rich opportunity for conflict resolution and values clarification in SPHE. Name calling does not emerge without context. Status and power influence who can befriend whom. Children can explore responsibility, discriminate between intentional and unintentional hurt and explore friendship in a distanced way through this story.

Circle time question 1: If you could make friends with either Samuel or Hamza, which one would you choose and why?

Circle time question 2: Why do you think Samuel's father did not want to sort the problem himself?

Circle time question 3: What was the greatest lesson Samuel learned?



**Half Spoon of Rice: A Survival Story of the Cambodian Genocide.**

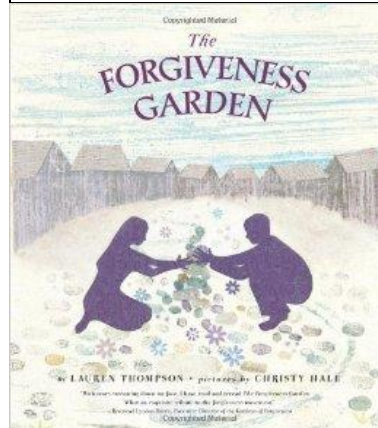
Nine-year-old Nat is forced out of his Cambodian home and marched into the countryside when the Khmer Rouge comes into power. This unsentimental and moving book for 3<sup>rd</sup> to 6<sup>th</sup> class charts how Nat confronts starvation, fear, brutality and forced labour over the next four years, eventually reuniting with the family he loves. This book offers an age appropriate account of the Khmer Rouge regime and the challenges of the Cambodian people to survive. It also introduces the idea of refugee camps and refugee resettlement programmes. By exploring this story from the 1980's, refugee experiences can be explored without any child in the class themselves having to take the spotlight.

Circle time question 1: When Nat and Malik are working in the fields for four years what do you imagine they missed most?

Circle time question 2: What difference do you think Nat and Makik's friendship made to their lives during the four years?

Circle time question 3: When they came to San Francisco and started school, how might their classmates have supported them to settle into their new country?

**PEACE AND CONFLICT**



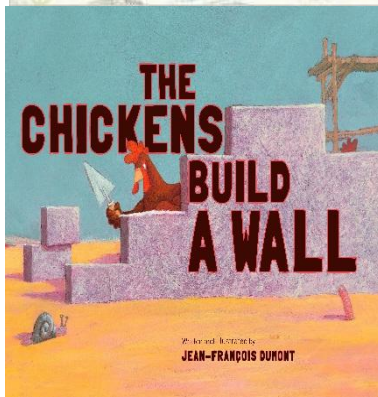
**The Forgiveness Garden**

In this allegorical story (suitable for the junior classes) inspired by a real Garden on Forgiveness in Lebanon, two fictional villages, Vayam and Gamte, are at war. When a Gamte boy, throws a rock and injures a Vayam girl, revenge is expected. Instead she forgives her attacker and uses rocks to begin building a garden that the two communities can share. Addressing the courage needed to step out of conflict, the story opens space for an exploration of the values that underpin a decision to forgive. Children could use conscience alley to understand the process for Sama and Karune and imagine the support and resistance the two will find in their own communities. Moving beyond the book children can discuss how difficult forgiveness can be. They can learn about the memorial garden in Omagh and research other places where gardens have been created to offer resistance to conflict.

Circle time question 1: Which was worse for the people of Gamte and Vayam, being angry or being afraid?

Circle time question 2: When Sama looked at her scowl and asked herself, 'What have I become?' and cried, what do you imagine she was thinking?

Circle time question 3: What did Sama and Karune have to give up to step into the forgiveness garden?



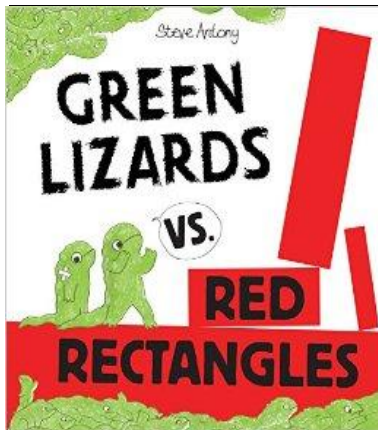
**The Chickens Build a Wall.**

The chickens at the farm are building a wall and no one is quite sure why. But they know one thing: the hedgehog that wandered in must be trouble. A clever barnyard commentary for junior infants to third class on xenophobia, prejudice and overreaction. The book offers an opportunity to explore difference and our defensive response to strangers. It opens the topic of xenophobia in a way that evokes Armin Greder's *The Island* but allows a discussion at a much younger age. With older children the discussion about suspicion and defence can be linked to contemporary society or school dynamics. Children could be invited to retell the story from the point of view of the hedgehog or dramatise scenes developing alternative storylines.

Circle time question 1: Do you think all strange creatures are dangerous?

Circle time question 2: Did the wall make life better or worse for the chickens? Explain why you think so.

Circle time question 3: Why do you think they all agreed to the roosters' plan?



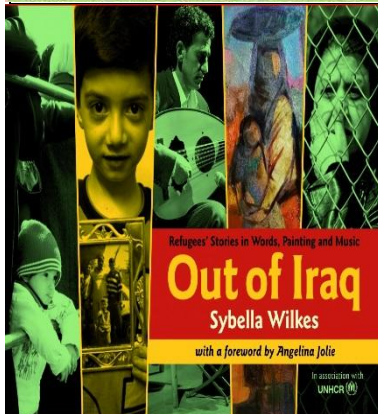
### Green Lizards and Red Rectangles

The green lizards and the red rectangles are at war, but neither can defeat the other. Antony's inventive compositions provide variety and skilfully evoke the chaos of war. He also powerfully uses these same elements to illustrate the rivals' eventual reconciliation. In a world where violence and war is claiming millions of lives it is important to question the meaning and the cost of fighting from a young age. This deceptively simple story offers an entry for all classes into mediation training and restorative practices in schools along with an analysis of the current wars, the context of those wars and the requirements for peace.

Circle time question 1: What do you think they were fighting about?

Circle time question 2: What good things were the green lizards and the red rectangles missing out on when they spent so much time fighting?

Circle time question 3: If you were in a fight, when would you call 'enough is enough'? How do you think they worked out the solution?



### Out of Iraq: Refugees' Stories in Words, Paintings and Music

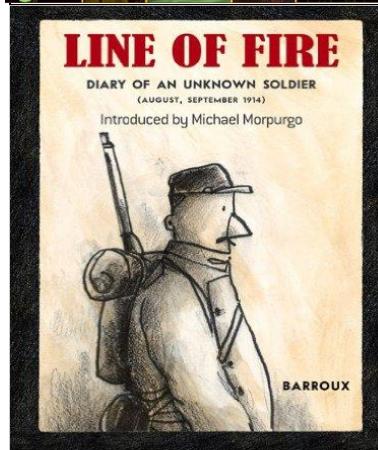
Since 2006 hundreds of thousands of Iraqi refugees have fled to neighbouring countries to escape the terror and confusion of war. Presenting the personal accounts of some of these displaced people, this evocative book of stories for the senior classes will prompt discussion about war, the status and treatment of young and older refugees, the experience of living under conflict conditions and the effects of conflict on civilians. The book would also act as a powerful invitation for further research and project work across the curriculum.

A teacher could select a number of stories to read to the class, leaving the entire book on the investigation table or in the library as a resource for further study. The questions here are based on Ahmed's story, *Flight: a child's memory of invasion*.

Circle time question 1: How do you think Ahmed spent his day when it was not safe even to go to the garden?

Circle time question 2: 'No space for my toys' What do you imagine Ahmed felt that day?

Circle time question 3: 'Maybe next year it will be safe to return' How do you think Ahmed and his family stayed hopeful?



### Line of Fire: Diary of an Unknown Soldier (August, September 1914)

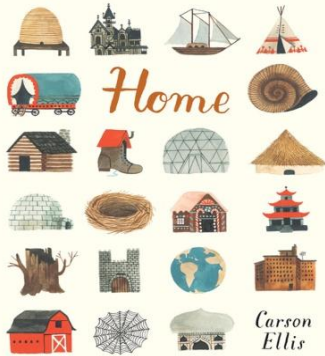
Chronicling the experiences and struggles of an unknown soldier during the trenches of World War 1, the spare text, balanced tone and stark illustrations powerfully evoke the grim territory of no man's land and explore the challenge of not succumbing to jingoism and hatred amidst a time of war. This thought-provoking book offers a valuable experience for critical literacy and debate for fourth to sixth class. The book offers rich cross-curricular links to history, geography, dramatic role play, charcoal drawing, SPHE discussions about conflict, nationality and patriotism, persuasive texts and letter writing. This story could be a valuable starting point for philosophy circles on life, death, camaraderie, loss and violence.

Circle time question 1: As you read the book what stands out for you as the hardest part of the life of a soldier in war?

Circle time question 2: If you could have sent a message to the unknown soldier during 1914 what would you have put in that message?

Circle time question 3: Do you think war can ever be a good thing?

## FAMILY



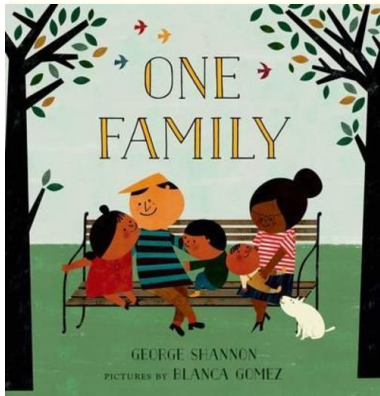
### Home

Home might be a house in the country, an apartment in the city, or even a shoe. Home may be on the road or the sea, in the realm of myth, or in the artist's own studio. A meditation on the concept of homes, belonging and diversity, this accessible yet wide-ranging book invites us to appreciate the universal value of home while simultaneously offering the idea of homes as diverse and unique. It is an opening for children across the primary sector and from different cultural groups to share the pride they have in their homes and families.

Circle time question 1: If you could travel in time and space which home would you like to visit and what would you like to ask there?

Circle time question 2: What does the word 'home' really mean?

Circle time question 3: If strangers from far away in space and time could visit your home, what would you want them to understand?



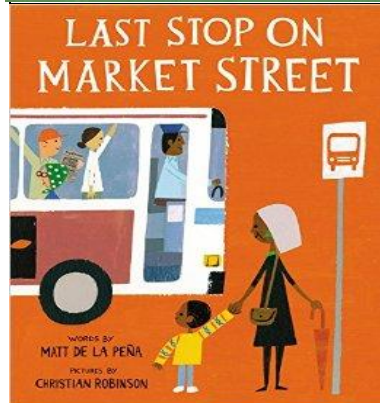
### One Family

This playful counting book for the junior classes celebrates family and human diversity and promotes the important message that everyone counts. The different groupings of things and members of multi-ethnic, multigenerational families emphasise the idea of unity in multiplicity: 'One is six. One line of laundry. One butterfly's legs. One family'. It is important that we resist any normative ideas of family with children. When we ask children to tell us who is in their family they should decide who to include. This can allow for an appreciation for diverse family forms. Older children could create a page to depict their family and include the number groups as in the book. It could be a book project for the class.

Circle time question 1: Which page do you like most and why?

Circle time question 2: You can choose one of the families and ask them a question. What would your question be?

Circle time question 3: How many grown-ups and how many children are in your family?



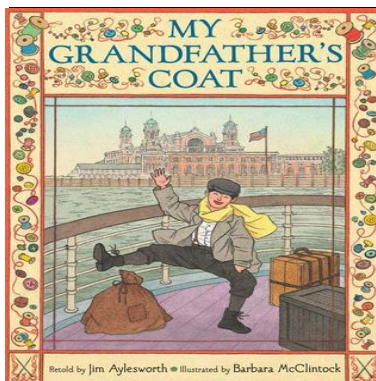
### Last Stop on Market Street

As a boy and his grandmother share a bus ride, everyday inequities and the impact of what might look like small actions are explored. The warm palette and striking artwork imbue the diverse city landscape with a sense of infinite opportunity as the book's characters and its young readers discover how to find beauty in what they have and what they can give in their urban communities. A rich stimulus for project work and cross-curricular activities for junior infants to 2<sup>nd</sup> class. In discussing this story few can open up an exploration of values, class, attitudes to life. The task of the teachers could be to listen to the children's understanding and support them in developing gratitude, the quality which grandma has and wants to instil in CJ. Children could 'open their eyes' and discover what they appreciate about their lives and share their ideas in words and/or symbols.

Circle time question 1: What is the most important thing CJ learned from his Grandma?

Circle time question 2: Do you ever feel a bit jealous of other children who have things you cannot have?

Circle time question 3: Is there someone in your family who teaches you important things? Tell us!



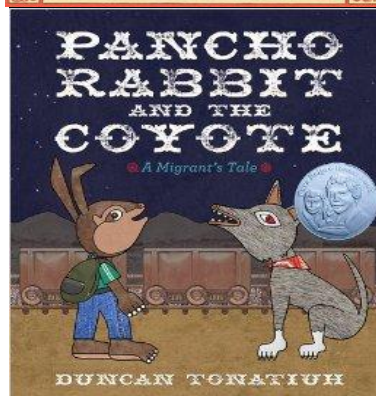
### My Grandfather's Coat

This energetic and witty rhyming adaptation of a Yiddish folk song of how a coat has been repurposed and refashioned over decades of use celebrates the ingenuity and resourcefulness of many immigrant families. The story (suitable for the middle classes) is a moving tale of love and regeneration and offers an introduction to upcycling. Children could bring an old piece of clothing to school and make a soft toy using stitching. Children could also take a critical look at our waste and the environmental impact of replacing rather than repairing items.

Circle time question 1: Jim's grandfather made one thing after another with the material for the coat. Why do you think he never threw things away?

Circle time question 2: Do you have an old thing that you would never throw away?

Circle time question 3: Jim's grandfather was skilled at making things from fabric. What skills do your grandparents have?



### Pancho Rabbit and the Coyote: A Migrant's Tale

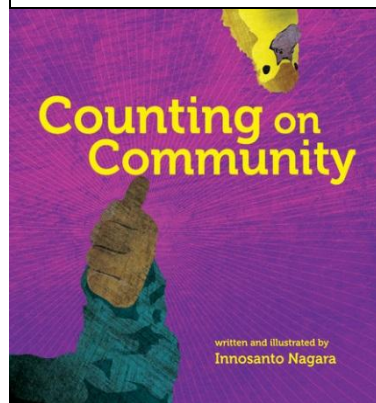
Papá Rabbit leaves Mexico one spring to find work in the US to feed his family when there is no harvest in his fields. On the night of his planned return home, the family prepares a special homecoming for Papá Rabbit. When he does not arrive, his son, Panchito decides to search for his father and accepts Coyote's offer to guide him toward the US border. This allegorical story for the middle and senior classes skilfully balances folkloric elements with stark, modern realities regarding prejudice, stereotypes and media bias in its exploration of Central American migrant experiences to the US. Cross curricular opportunities include exploration of Mexican food and music, the history of migration to the USA for work and the impact of climate change.

Circle time question 1: What do you like or admire about Pancho's family and how they care for each other?

Circle time question 2: What kinds of feelings do you imagine Pancho, his Papa and his Mama felt during the time when Papa was working in El Norte?

Circle time question 3: What was the greatest risk Pancho took when he travelled to find his Papa?

### CITIZENSHIP



### Counting on Community!

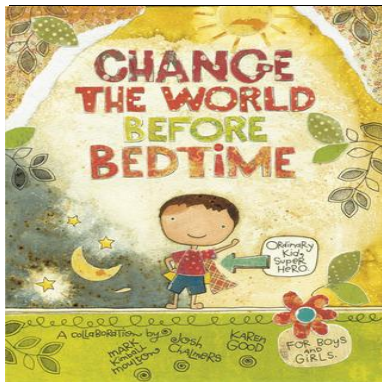
Through counting up from one stuffed piñata to ten hefty hens— and always counting on each other – this warm and inviting book will encourage young children to recognize the value of their community, the joys inherent in healthy eco-friendly activities, and the agency they possess to make change. Cross curricular opportunities involve gardening, drawing with chalk, talking to and interviewing community members about what matters in our own place, project work about environmental possibilities in the children's own communities and the making of our own placards.

Circle time question 1: The children in this community seem to have lots of things to do. Which picture did you like best and why?

Circle time question 2: Is there anything these children are doing that you would like to try too?

Circle time question 3: What do you think was written on the placards? What does the community care about?

What does your community care about?



**Change the World Before Bedtime**

A call to arms for social justice, this story’s inspirational message, multicultural ethos, practical approach, accessibility for the junior classes and simple, engaging rhyme persuasively show how small actions (such as a smile, a kind word, a simple deed) by everyone can help change the world. Each page of this book allows for learning and discussion about aspects of an ethical life, recycling, visiting old and sick people, farmers’ markets, planting trees, offering strong links to SESE. But the central message that our actions make a difference can build both responsibility and self-belief in children.

Circle time question 1: As you listened to the story and heard about all the good things the children did, did you notice anything that you also do yourself?

Circle time question 2: Could you ‘give a hoot’ and borrow a new idea from the children in the book? What would that be?

Circle time question 3: How do you think the world needs to change? Why?



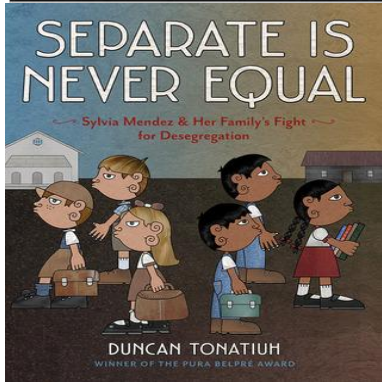
**Migrant: The Journey of a Mexican Worker**

This powerful story for the middle classes uses the immersive technique of a foldable accordion format (inspired by the codices of the indigenous peoples of Mexico and Central America) to chart a young boy’s difficult migration from his rural Mexican village to Los Angeles. This story provides a context for grounding learning about the UNCRC which may have taken place already. Children could look at the story through a human rights lens and explore how the rights of children are compromised in a situation of forced migration. They could then explore the areas in the world where children are experiencing migration today and also create a codex to tell a story of their own family.

Circle time question 1: When Mam told the children they were leaving home and could only carry a few things in a bag what do you imagine they took with them?

Circle time question 2: During the journey from Mexico to Los Angeles when do you think the children were most afraid?

Circle time question 3: What do you understand (or want to understand) about why they left their own country?



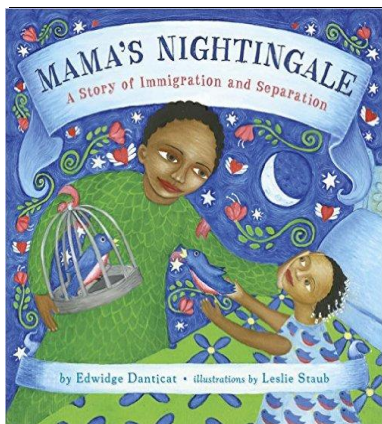
**Separate is Never Equal: Sylvia Mendez and Her Family’s Fight for Desegregation**

This nonfiction account for 3<sup>rd</sup> to 6<sup>th</sup> class, with excellent research and multimedia artwork, chronicles the struggle of the Mendez family against institutional prejudice and their successful lawsuit which brought about the 1947 California ruling against public-school segregation. Cross curricular Integration could include histories of segregation and challenges to segregation around the globe. Children within the class can also tell their stories of inclusion and exclusion and the class can debate if laws need changing in Ireland.

Circle time question 1: What do you think the children in the Mexican school were thinking and feeling before the change in the law?

Circle time question 2: How would you describe the Mendes family and the decisions they took?

Circle time question 3: What does the work injustice mean to you and can you name any injustice in Ireland today?



### **Mama's Nightingale: A Story of Immigration and Separation**

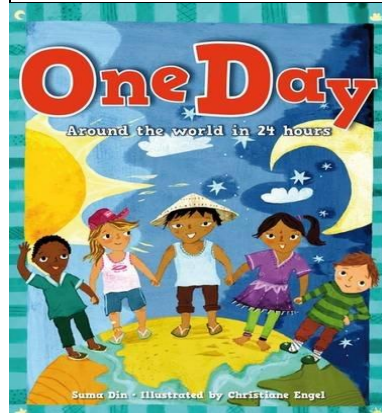
This serious yet hopeful tale (suitable for the senior classes) of parent-child separation and immigration interweaves Creole words and oil paintings evoking Haitian folk art in its depiction of the experiences of Saya, whose Haitian mother is incarcerated in a US immigration detention centre. Moved by her mother's Haitian bedtime stories and her father's political attempts to reunite their family, Saya writes a story to raise awareness and to try to help bring her mother home. The story introduces the idea of 'papers': passports, visas and work permits and invites a study of Haiti and an enquiry into why people leave and go to the USA without papers. Children could imagine the letter Saya wrote and explore what letters they themselves would like published in newspapers here. Senior classes could also discuss American policy on immigration, which is widely debated in the media.

Circle time question 1: What do you think Saya misses most about her mother?

Circle time question 2: How does Saya hold on to her mother's love when she is away?

Circle time question 3: Why do you think the lady reporter wanted to print Saya's story and interview her?

### **GLOBAL CHILDREN'S NARRATIVES**



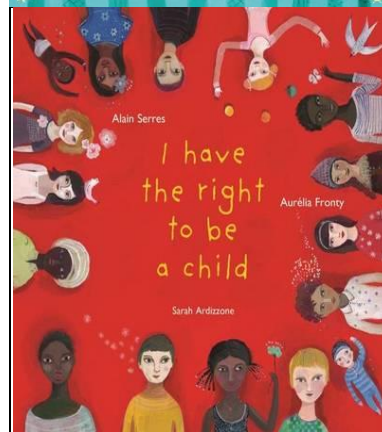
### **One Day: Around the World in 24 Hours**

The attractive, accessible book for the middle classes demonstrates the concept of time zones through the narrative of children's daily lives around the world. This device opens up rich opportunities for discussing similarities and differences across cultures, landscapes, climates, food and homes, and for critically reflecting on issues of globalisation, class, power and identity. The book offers a way to ground learning about time zones in Maths and SESE. The countries in the book can be studied further in groups through project work. Children can name all the people they know, who live in other countries, and construct their own time zone maps. As a teacher listens to the children's responses s/he assess the attitudes of children to people from other cultures and this listening could inform further planning for Intercultural education.

Circle time question 1: How does the story of one child in this book remind you of the story of another child from the book?

Circle time question 2: If you could live with one child from the book for a day, whom would you most like to visit and why?

Circle time question 3: What needs to happen for the world to be fair for all children?



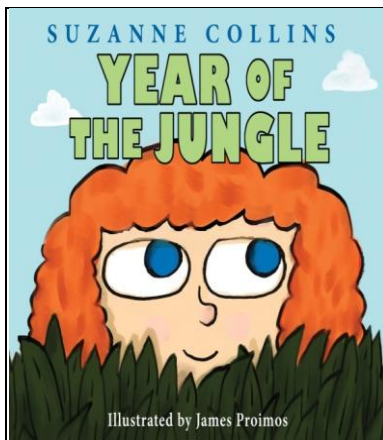
### **I Have the Right to Be a Child**

'I am a child with eyes, hands, a voice, a heart, and rights.' Written in first person from the perspectives of children, this multi-layered teaching resource offers rich opportunities for middle and senior classes to read and respond to at their own levels regarding the big questions about what it means to have rights in today's world. Children have the right to know their rights and this book offers an engaging entry into global awareness and learning about the UNCRC, its history and vision, developing children's own critical literacy and their use of a human rights lens through which to explore children's lives. The book offers a wide range of cross curricular and project potential as well as an invitation to further researching and reflecting on the history of children's rights, responsibilities and social justice locally, nationally and globally.

Circle time question 1: What feelings did I notice as I read the book and can I explain why those feelings came?

Circle time question 2: What do we think when we learn that many children are not protected?

Circle time question 3: When you are a grown up what will you do to make sure that children enjoy all their rights?



### **The Year of the Jungle: Memories of the Home Front**

The author of *The Hunger Games* draws on childhood memories of her soldier father's absence while fighting in Vietnam in this moving, empathic story (suitable for senior classes) about the anxieties of children growing up during wartime. Children today encounter many images of war on the television and need adults to help them make sense of what they see. This book could offer two levels of engagement. Younger children could follow the thoughts, imaginings and feelings of the little girl and explore how important her Dad is to her while older children could debate how much information young children need to know about war, allowing them to explore their own vulnerability in a somewhat distanced way.

Circle time question 1: The little girl did not know very much about war when her Dad went to Vietnam. Was that a good thing or a bad thing?

Circle time question 2: What happened to make things get scary for her?

Circle time question 3: How did you feel when the little girl's father came home? Can you explain?



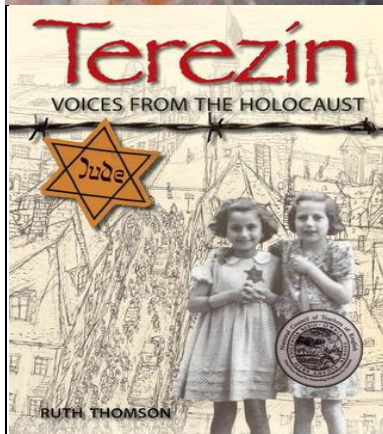
### **Real Stories from Street Children Around the World**

Using drawings and photographs, this book unsentimentally though sensitively presents six children's descriptions of the challenges and resilience of their lives on the streets in Zimbabwe, Guatemala and Mozambique. A powerful and valuable reading and discussion experience across the middle and senior classes. When children read about others who are denied rights, they can react with a degree of outrage. It is important that some action emerges from this if children are not to feel disempowered. Children could be encouraged to identify parties concerned and write letters expressing their concerns.

Circle time question 1: As you read through the book, is there one particular child's story that stayed in your mind? Can you say why?

Circle time question 2: What do you admire most about that child? If you could ask that child one question what would it be?

Circle time question 3: What is it about that child's life that angers you or worries you? Look at the United Nations Convention on the Rights of the Child). What rights are denied to street children?



### **Terezin: Voices from the Holocaust**

During WW2, the Nazis transformed the Czechoslovakian town of Terezin into a 'show camp' whose inmates were forced to use their artistic talents to fool the world about the realities of concentration camps. Told through inmates' own artwork, secret diary entries and first-hand accounts, this book will act as a powerful and valuable platform for discussion at senior-class level. In this book the life of the Jews in Terezin is shared through the words and pictures of the people themselves. It is a rich resource for history lessons. But a reading also prompts questions and emotional responses and offers possibilities for integrated History/ SPHE learning and philosophical questioning. Teachers may need to focus on particular pages at times for in depth discussion.

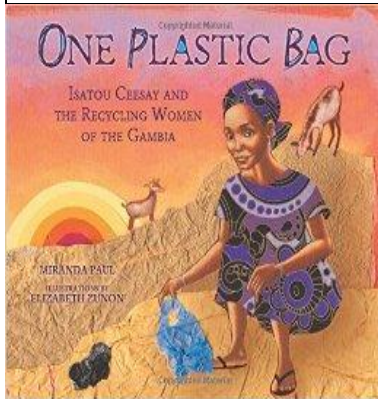
Circle time question 1: What human rights were denied to the people of Terezin?

Circle time question 2: In what ways did the Jewish people work and live together to try to survive in the ghetto?

Circle time question 3: How do you think it happens that the Nazis and other groups today can inflict so much suffering on others?



## ENVIRONMENT



### **One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia**

During the 1980's Gambian roadsides were being choked with ever-growing piles of non-biodegradable plastic bags. This well-researched and beautifully illustrated true-life account of Isatou Ceesay's environmental activism and her ingenious solution will inspire young readers in the junior classes to think about how they, too, can make a difference in their local and larger contexts. The story offers an entry into a study of the environmental effects of plastics. It also offers an entry into learning about the Gambia and community initiatives. Children could also research the Irish policy of paying for plastic bags, the rationale and the effects of that policy. Children could find a way to make something new from old plastic bags.

Circle time question 1: What surprised you most about plastic bags as you listened?

Circle time question 2: Can you find a word to describe Isatou and her friends? Explain your word!

Circle time question 3: Do you have an idea for using plastic bags in a new way?

### **Counting Lions**



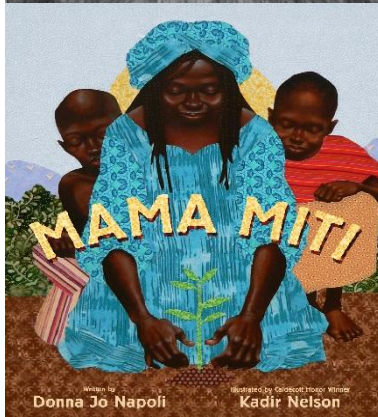
### **Counting Lions: Portraits from the Wild**

This counting story's stunningly-detailed illustrations and poetic text explores the threats to endangered creatures and their habitats and what we can do to save them. Ideal for the junior classes. This book can be explored in any class in the primary school from enjoying counting to rich language development (e.g. the terms 'threatened', 'vulnerable', 'endangered') and to conduct more research on these terms and other animals. This book can be used in tandem with others in this resource to explore the relationship between animals and humans and can support ethical practice in the future. It can also provide a stimulus for photography, drama and poetry.

Circle time question 1: Which picture do you like best and why?

Circle time question 2: If you could live the life of this animal for a day what would you learn?

Circle time question 3: Look closely at the animals and imagine what they would like to say to humans?



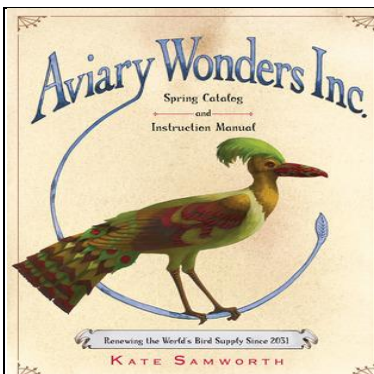
### **Mama Miti: Wangari Maathai and the Trees of Kenya**

This inspiring story of the founder of the Green Belt Movement, an African grassroots organisation, that has empowered thousands of people to mobilise, combat deforestation and environmental degradation, offers many rich opportunities for discussion for the junior and middle classes. The story can offer a starting point for studying the role of trees in sustaining livelihoods. Children could research the role of trees in climate change and the effects of deforestation as well as researching local Irish trees, their particular value, the Greenbelt Movement, the Nobel Peace Prize, and planting a class tree. Children's own actions in terms of reusing, restoring and recycling wood could be challenged.

Circle time question 1: What do you feel is the most important way in which trees could allow people improve their lives?

Circle time question 2: How do you think Wangari knew so much about each tree?

Circle time question 3: All the tree planting and spreading of ideas were done by women. What do you think the men were doing?



### Aviary Wonders Inc.: Spring Catalog and Instruction Manual

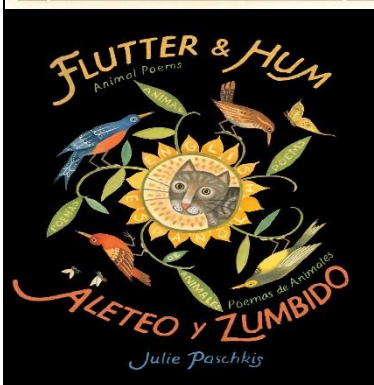
This hypothetical catalogue imagines an all-too plausible dystopian future when birds are extinct and consumers can buy customisable avian automatons. 5<sup>th</sup> and 6<sup>th</sup> classes will gain much from this compelling and thought-provoking exploration of consumer culture and the responsibilities involved in humanity's relationship with nature.

Children could learn about the birds, which live in the school grounds, study their habitats and understand how humans can respect and preserve those habitats.

Circle time question 1: Would you like to be a bird which some person could design the way they wanted to?

Circle time question 2: Do you think people should have the power to design birds and other creatures?

Circle time question 3: If the birds of the world could speak what do you think they would say to humans?



### Flutter and Hum: Animal Poems

This dual-language (English and Spanish) illustrated collection of 12 poems about the beauty of the natural world will offer the senior classes many opportunities for debate, critical conversations and creative writing. This beautiful book needs no analysis, simply a response. However it opens space for an appreciation of the natural world at a time when many species are under threat. The bilingual aspect offers an invitation to any class to create their own version of *Flutter and Hum*, with the languages of the class represented. Migrant children can start with their mother tongue while Irish children can write as Gaeilge. Parents can help with the translations and come to view the final product.

Circle time question 1: Choose one animal in the book and think of a question you would like to ask that animal.

Circle time question 2: Choose an animal and research what habitat they thrive in.

Circle time question 3: Choose an animal you love, take a photo or draw a picture and write a poem in your two languages.

### Awards dedicated to celebrating diverse and inclusive children's literature

From 2016, the UK Chartered Institute of Library and Information Professionals (CILIP) in partnership with Amnesty International UK will award the CILIP/Amnesty Award to two books from the CILIP Carnegie and Kate Greenaway Medal shortlists for the best children's literature which most distinctively illuminate, communicate, or celebrate human rights, justice and fairness: <http://www.carnegiegreenaway.org.uk/amnestyciliphonour/>

The Jane Addams Children's Book Awards are annually awarded to children's books published the preceding year that promote the cause of peace, social justice, world community, and the equality of the sexes and all races: <http://www.janeaddamspeace.org/jacba/>

Every year the International Reading Association selects 25 outstanding trade books as Notable Books for a Global Society for enhancing student understanding of people and cultures throughout the world: <http://clrsig.org/nbgs.php>

The annual Skipping Stones Book Awards are given to children's books which encourage close relationships with nature, and promote respect and understanding for cultural diversity in our world: [http://www.skippingstones.org/honors\\_98.htm](http://www.skippingstones.org/honors_98.htm)

Each year the US Museum of Tolerance gives the Once Upon a World Children's Book Award to two quality works of children's literature which explore issues of tolerance, diversity, and social justice, thus inspiring readers to promote positive change in the world:

[http://www.museumoftolerance.com/site/c.tml6KfNVLtH/b.5200125/k.EA05/ONCE\\_UPON\\_A\\_WORLD\\_CHILDRENS\\_BOOK\\_AWARD.htm](http://www.museumoftolerance.com/site/c.tml6KfNVLtH/b.5200125/k.EA05/ONCE_UPON_A_WORLD_CHILDRENS_BOOK_AWARD.htm)

## Reading list

- Abouraya, Karen Leggett and L. C. Wheatley (2014) *Malala Yousafzai: Warrior with Words*. StarWalk Kids Media.
- Amnesty International (2015) *Dreams of Freedom in Words and Pictures*. Frances Lincoln.
- Antony, Steve (2015) *Green Lizards Vs. Red Rectangles*. New York: Scholastic.
- Aylesworth, Jim and Barbara McClintock (2014) *My Grandfather's Coat*. Scholastic.
- Barroux and translated by Sarah Ardizzone (2014) *Line of Fire: Diary of an Unknown Soldier (August, September 2014)*. Phoenix Yard Books.
- Brown, Peter (2013) *Mr Tiger Goes Wild!* Macmillan.
- Cole, Henry (2012) *Unspoken: A Story from the Underground Railroad*. Scholastic.
- Collins, Suzanne and James Proimos (2013) *The Year of the Jungle: Memories of the Home Front*. Scholastic.
- Cottin, Menena and Rosana Faria (2010) *The Black Book of Colours*. Walker Books.
- Cotton, Katie and Stephen Walton (2015) *Counting Lions: Portraits from the Wild*. Candlewick.
- Danticat, Edwidge and Leslie Staub (2015) *Mama's Nightingale: A Story of Immigration and Separation*. Dial Books.
- De Kinder, Jan (2015) *Red*. Translated by Laura Watkinson. Eerdmans Books for Young Readers.
- De la Peña, Matt and Christian Robinson (2015) *Last Stop on Market Street*. Putnam.
- Deacon, Alex and Viviane Schwarz (2015) *I am Henry Finch*. Walker Books.
- Din, Suma and Christiane Engel (2013) *One Day: Around the World in 24 Hours*. A&C Black.
- Dumont, Jean-Francois (2013) *The Chickens Build a Wall*. William B. Eerdmans Publishing.
- Ellis, Carson (2015) *Home*. Candlewick Press.
- Elvgren, Jennifer and Fabio Santomauro (2014) *The Whispering Town*. Kar Ben Publishing.
- Frazer, Marla (2014) *The Farmer and the Clown*. Simon & Schuster.
- Garland, Sarah (2012) *Azzi in Between*. Frances Lincoln.
- Henkes, Kevin (2015) *Waiting*. HarperCollins.
- Janisch, Heinz and Wolf Erlbruch (2015) *The King and the Sea: 21 Extremely Short Stories*. Gecko Press.
- Jeffers, Oliver (2010) *The Heart and the Bottle*. Harper Collins.
- Jules, Jacqueline and Durga Yael Bernhard (2014) *Never Say A Mean Word Again: A Tale from Medieval Spain*. Wisdom Tales.
- Kim, Patti and Sonia Sánchez (2013) *Here I Am*. Capstone.
- Kobald, Irena and Freya Blackwood (2014) *My Two Blankets*. Little Hard Books.
- Koubaa, Laïla, Mattias De Leeuw and David Colmer (2015) *Azizi and the Little Blue Bird*. Book Island.
- Lawson, JonArno and Sydney Smith (2015) *Footpath Flowers*. Walker Books.
- Mateo, José Manuel and Javier Martínez Pedro (2014) *Migrant: The Story of a Mexican Worker*. Abrams Books.
- Moulton, Mark Kimball, Josh Chalmers and Karen Good (2012) *Change the World Before Bedtime*. Schiffer Publishing.
- Moundlic, Charlotte and Olivier Tallec (2011) *The Scar*. Walker Books.
- Nagara, Innosanto (2015) *Counting on Community*. Triangle Square.
- Napoli, Donna Jo and Kadir Nelson (2010) *Mama Miti: Wangari Maathai and the Trees of Kenya*. Simon & Schuster.
- Paschkis, Julie (2015) *Flutter & Hum: Animal Poems*. Holt.
- Paul, Miranda and Elizabeth Zunon (2015) *One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia*. Millbrook Press.

Rabinowitz, Alan and Cátia Chien (2014) *A Boy and a Jaguar*. Houghton Mifflin Harcourt.

Raschka, Chris (2014) *Give and Take*. Simon & Schuster.

Robertson, Fiona (2015) *A Tale of Two Beasts*. Kane Miller.

Robinson, Anthony and June Allan (2014) *Real Stories from Street Children Across the World*. Frances Lincoln.

Samworth, Kate (2014) *Aviary Wonders Inc.: Spring Catalog and Instruction Manual*. Clarion.

Serres, Alain, Aurelia Fronty and translated by Sarah Ardizzone (2012) *I Have the Right to Be a Child*. Phoenix Yard Books.

Shannon, George and Blanca Gomez (2015) *One Family*. Farrar, Strauss & Giroux.

Smith, Icy and Sopaul Nhem (2010) *Half Spoon of Rice: A Survival Story of the Cambodian Genocide*. East West Discovery Press.

Snicket, Lemony and Jon Klassen (2013) *The Dark*. Little, Brown.

Thomson, Ruth (2011) *Terezin: Voices from the Holocaust*. Candlewick.

Thompson, Lauren and Christy Hale (2012) *The Forgiveness Garden*. Feiwel & Friends.

Tonatiuh, Duncan (2013) *Pancho Rabbit and the Coyote: A Migrant's Tale*. Abrams.

Tonatiuh, Duncan (2014) *Separate is Never Equal: Sylvia Mendez & Her Family's Fight for Desegregation*. Harry N. Abrams.

Wilkes, Sybella (2010) *Out of Iraq: Refugees' Stories in Words, Paintings and Music*. Evans Brothers.

Yoo, Paula and Jamel Akib (2014) *Twenty Two Cents: Mahummad Yunus and the Village Bank*. Lee & Low.