

Harriet Clare TEACHERS' NOTES



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www.harrietclare.com.au



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Harriet Clare THE SERIES

The **Harriet Clare** series explores the challenges faced by children as they learn to understand their feelings and the feelings of others. The narrator, Harriet, shares stories about herself, her family and her school friends through her diary notebooks.

Harriet's interactions with others and her responses to situations provide opportunities for children to explore the characteristics of resilient children: effective conflict management skills, problem-solving techniques, friendship-building skills, positive thinking, growing independence and responsibility for one's actions.



The series also provides opportunity for children to develop healthy thinking habits such as:

- how to keep things in perspective
- how to face a hard and challenging moment and still have a go regardless
- understanding that they will and do make mistakes but that it doesn't mean that it's the end of the world
- understanding that things are sometimes not much fun and possibly incredibly frustrating but still need to be done
- realising that working at something over and over to achieve it even though it might not be fun at all whilst you're doing it is necessary
- knowing that it's okay to get things wrong and that what's important is learning from those situations
- valuing the importance of having a go at something new whilst still being true to yourself.

The layout is busy with lots of curious little side notes, emoticons and illustrations ‘to read’ as well as the traditional diary-entry style text. The interactive activity pages (approximately 12 per book) provide brilliant story discussion and reflection opportunities to share with students as you progress through each title. Harriet asks the reader for their opinions and help, leaving space for them to write and draw. This gives students a unique opportunity to think about their own lives and invites them to consider what they would do in similar situations. These activities can be carried out while each individual chapter is being read or at the end of each chapter, helping to reinforce understanding of issues raised in the stories.

These teachers’ notes contain classroom discussion points that can also be used after each chapter has been read. Extra classroom activities relevant to the whole book are also included. They are additional to the activities already found in each book.

Your Big-fix idea



I'm so addicted to skateboarding that last year for my birthday, Mum and Dad gave me a voucher to **Skateboards to the STARS!**

That's the place where you get to pick your own wheels and design your own deck. **YEEHAAA!**
It was THE **BESTEST** PRESENT EVER!



I had soooooo much fun creating my skateboard.
It's a Harriet Clare original!

I think this is the best one that I wrote.
I screwed up, like, hundreds and thousands!
It was soooo hard. What do you think of it?



CURRICULUM LINKS ACROSS ENGLISH AND HEALTH PRIORITIES

The following curriculum links relate to the Harriet Clare books, their discussion points, and activities.

Literacy: Australian English Curriculum, Foundation to Grade 4.

ACELA1430	Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes.
ACELT1578	Identify some features of texts including events and characters and retell events from a text.
ACELY1646	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations.
ACELA1444	Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others.
ACELA1787	Explore different ways of expressing emotions, including verbal, visual, body language, and facial expressions.
ACELA1453	Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning.
ACELY1656	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information, and questions.
ACELY1661	Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation, and appropriate multimodal elements, for example illustrations and diagrams.
ACELA1463	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose.
ACELT1589	Compare opinions about characters, events, and settings in and between texts.
ACELY1666	Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussion.
ACELA1484	Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements, and film segments.
ACELT1594	Discuss texts in which characters, events, and settings are portrayed in different ways, and speculate on the author's reasons.
ACELT1596	Draw connections between personal experiences and the worlds of texts, and share responses with others.

ACELT1601	Create imaginative texts based on characters, settings, and events from students' own and other cultures using visual features, for example perspective, distance, and angle.
ACELT1791	Create texts that adapt language features and patterns encountered in literary texts for example characterisation, rhyme, rhythm, mood, music, sound effects, and dialogue.
ACELY1676	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations.
ACELY1680	Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures, and language features.

Health: Australian Health and Physical Education Curriculum, Foundation to Grade 4.

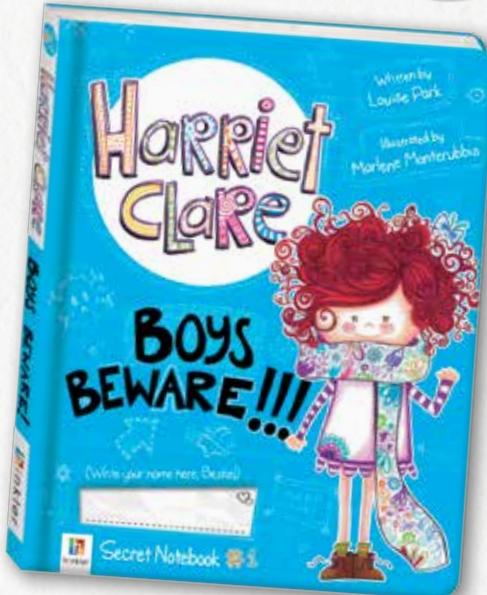
ACPPS004	Practise personal and social skills to interact with and include others.
ACPPS005	Identify and describe emotional responses people may experience in different situations.
ACPPS015	Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities.
ACPPS017	Practise strategies they can use when they need help with a task, problem or situation.
ACOOS018	Recognise situations and opportunities to promote health, safety, and wellbeing.
ACPPS019	Describe ways to include others to make them feel that they belong.
ACPPS020	Identify and practise emotional responses that account for own and others' feelings.
ACPPS021	Examine health messages and how they relate to health decisions and behaviours.
ACPPS033	Examine how success, challenge, and failure strengthen personal identities.
ACPPS034	Explore strategies to manage physical, social, and emotional change.
ACPPS036	Identify and practise strategies to promote health, safety, and wellbeing.
ACPPS038	Investigate how emotional responses vary in depth and strength.



SYNOPSIS

Boys Beware!!! is the first book in the Harriet Clare series.

Harriet's best friend, Indie, won't talk to her any more. It's all because Harriet accidentally ruined Indie's school dress. Soon it will be Indie's birthday and Harriet plans to give Indie a special present to show her that she still wants to be friends – Harriet just needs a chance to show she is sorry. When Harriet nervously goes to Indie's party, she finds out that Indie is sorry, too. It turns out that Indie just needed some time to work through her feelings about what happened to see things more clearly.



GUIDED READING QUESTIONS AND DISCUSSION SUGGESTIONS

CHAPTER 1 *The Very Big and Very Bad Thing*

Discussing misunderstandings.

- What misunderstanding makes Indie stop playing with Harriet?
- What does Harriet think of Indie's new friends? Why do you think she reacts this way?
- Do you think Indie's response to what happened is appropriate? Why or why not?



CHAPTER 2 *The Very Cool and Clever Plan Created by Me*

Talking about how we sometimes try to fix things.

- How does Harriet feel about maybe being uninvited to Indie's birthday party?
- Does her behaviour stop her from trying to fix her problem?
- What is Harriet's plan to get enough money to buy Indie a birthday present?
- Why doesn't it work when EClare tries to help Harriet?
- What behaviour caused EClare to experience anger? Why? How might you have reacted?





CHAPTER 3 *The Overnight Mega-Disaster*

Exploring how we know how someone else feels.

- What does the Tooth Fairy say in her letter? How do we know how she feels?
- What is Harriet's response to the Tooth Fairy's letter? What things in the text tell you this?
- Name some of the emotions that you think you might feel if you were Harriet waking up to a letter like that.

CHAPTER 4 *Booo! Pooo! And Rats! Now What?*

Considering how feelings can change, sometimes quickly.

- How does Harriet feel when she counts the money for Indie's present? How do we know how she feels?
- How does Harriet feel when she looks in the Glamour Girls catalogue? How do we know how she feels?
- What do Harriet's emotional responses tell us about how she feels about Indie? What makes you say this?



CHAPTER 5 *The Brand New Very Cool and Clever Plan Created By Me*

Talking about working through possible problems.

- What is Harriet's plan to get more money to buy Indie's present?
- What possible problems does Harriet think there might be? How does she feel about them?
- Do these possible problems stop Harriet from carrying out her plan? Why or why not?
- What do Harriet's attempts to solve her problem tell us about her character?



CHAPTER 6 *Boys Beware! It's Harriet Clare! Mwahahaha!*

Discussing how we feel when we face challenges.

- How does Harriet feel before she takes part in the competition? Why?
- What does Harriet do when she finds out where she came in the competition? Why do you think she reacts that way?
- What does Harriet think is the best part of the day? Have her efforts been worth it?





CHAPTER 7 *The Mega-Important Letter*

Talking about saying sorry.

- What does Harriet want to say in her letter to Indie?
- What didn't Harriet say to Indie before this?
- Why do you think Harriet struggled to say these things to Indie when the accident happened?
- What does Harriet leave out of the letter? Why is this important?



CHAPTER 8 *Major Wardrobe Crisis!*

Looking at what it takes to be a friend.

- What does Harriet worry will happen at the party? How do we know how she feels?
- Why is Harriet happy to arrive at the party early?
- What does Indie say before the party?
- Why is Harriet surprised by what Indie says?
- What happens after everyone else leaves Indie's party?
- Indie's response to the accident changes over the course of the week.
How does her response change and why?



CLASSROOM ACTIVITIES

Writing Formats

Harriet's story is a diary. She also includes words written in other formats. There are sticky notes, letters, a poster and illustrated words. Discuss how the different ways of presenting writing affects the story. Do they show different characters' points of view? Do they make the story more lively and real? Do different formats have different effects? Have students write a short story involving a misunderstanding between friends that uses some different ways of writing. Encourage students to think about how each way suits what they are writing.

Illustrations with Individuality

This story uses lots of colourful illustrations: doodles, decorative borders, drawings of the characters and objects, and emoticons. Invite students to find examples of different types of illustrations. Discuss how they add to the story, including how they show what characters are feeling. Now invite students to illustrate their notebook stories with different sorts of illustrations. Encourage them to think about how their illustrations fit the story.

Actions and Responses

Explain to students that for every action there is a response. Draw two columns on the whiteboard and label the one Action and the other Response. Write in the first column, Harriet pokes her tongue out and then laughs at EClare. Ask students to tell you what the response was to this action and record it on the board. Now have students revisit the text to find other examples of action and responses. When the chart is completed work together to discuss why each action elicited such a response.

Don't Let it Beat You!

Invite students to help you create a list of strategies that Harriet used to solve her problem. Discuss together how she never gave up. She may have gotten upset, frustrated, disappointed and anxious but she kept going. Ask students to consider what motivated her against the odds. What qualities did she demonstrate as she worked through her plans one after the other? Now invite students to write their own letter to Harriet telling her what they think about the way she handled herself and why.

Word Art

Lots of words in the story are written in decorative text. Talk about what sort of words are written in this way and why. Invite students to make their own word-art posters by choosing a few words from the story to decorate as word art.

Two Sides to a Problem and Solution

Discuss with students how sometimes we don't always react to things in the best way straight away, and that often time and reflection will help us know what the best response might have been. Ask students why they think Indie reacted the way she did at first. Then have them think about how Harriet reacted at first. Now have students analyse each person's role in bringing about the resolution to the problem. Have them consider what might have happened had one of the characters reacted differently at the end of the story. Invite students to pair up and role-play different endings to this story based on different character actions.

Emoticon Memory Game

Using pieces of square cardboard (10 x 10 cm), invite students to make a memory game using emoticons. Have them draw an emoticon on one side of a card, keeping the other side blank. Then have them write the name of the feeling that emoticon represents on one side of another card. Use the cards to play Memory, where students try to pair up the emoticon and its matching feeling by remembering where each one is positioned. When someone gets a pair, they make a face like that on the card and describe the emotion.

The Ups and Downs of Friendship

All friendships go through ups and downs. Work with students to build a list of steps that can be taken to solve a conflict. This might include accepting your role in the problem and apologising if you know you are in the wrong. Invite students to write and illustrate this list in their workbooks.

Secret Box

Ask students to bring in a shoebox or tissue box so that they can make a secret box like Harriet's in chapter 3. Invite them to paint the box, or cover it in plain paper first and then encourage them to draw on it, then create a collage or use pictures and doodles like Harriet has done.

Faces and Feelings: Blackline Master Activity

Read the following passages with students: pages 10–11, pages 39–40, pages 64–65, and page 75. After each reading draw students' attention to the emoticons on the pages of each passage. Ask students what emotions and feelings they think these images convey and why. Establish that page 75 has no emoticons and ask them to consider what emoticon they would add to match this passage and why. Revisit the passages again and ask the students the following questions after each reading:

Pages 10–11: How would Indie feel?

Pages 39–40: How would the Tooth Fairy feel?

Pages 64–65: How would EClare feel?

Page 75: How does Harriet feel?

Now have students complete the blackline master provided.

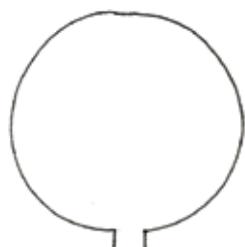
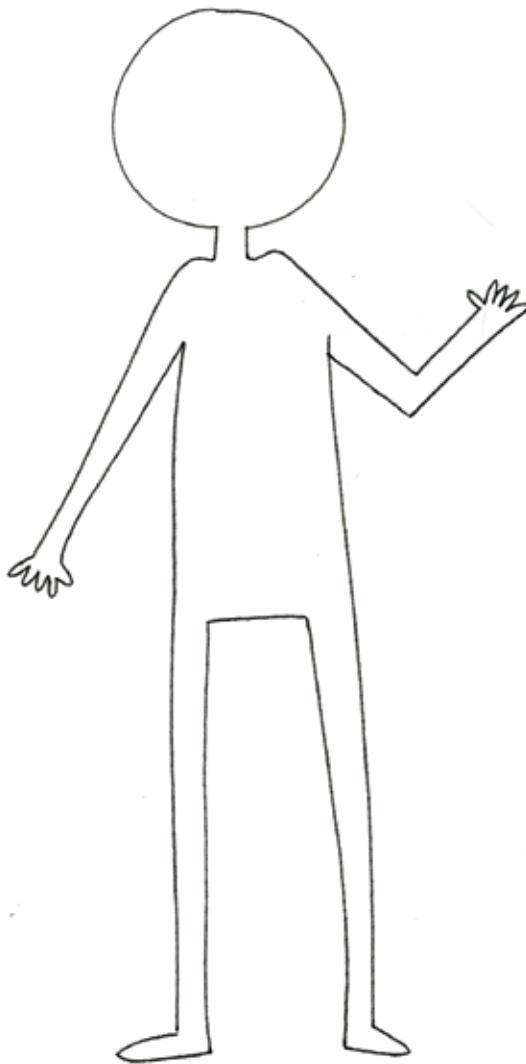
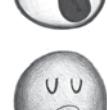


FACES AND FEELINGS

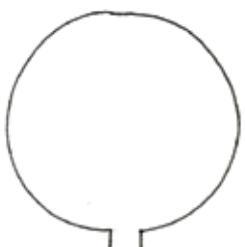
BLACKLINE MASTER



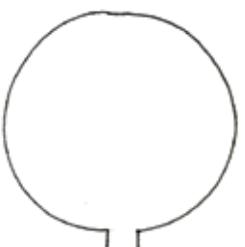
1. At the bottom of the page, draw a face for each character that shows how you think they are feeling.
2. Choose one face to cut and paste on the outline below and finish drawing this scene.



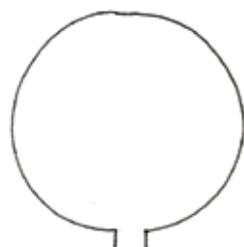
INDIE
Pages 10-11



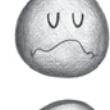
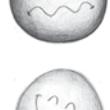
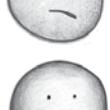
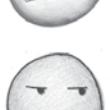
TOOTH FAIRY
Pages 39-40



ECLARE
Pages 64-65



HARRIET
Page 75



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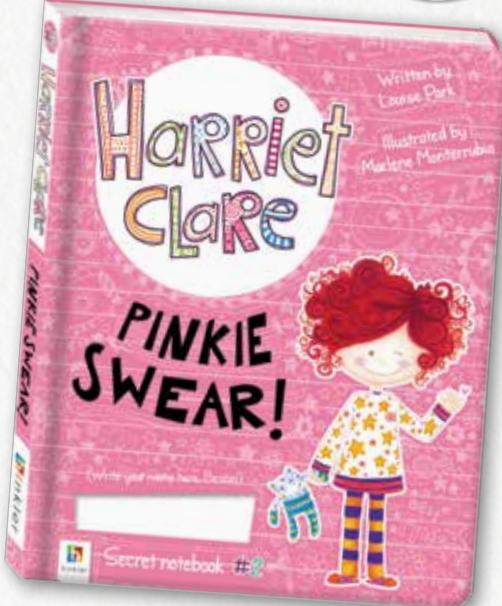
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SYNOPSIS

Pinkie Swear! is the second book in the Harriet Clare series.

Harriet has her three best friends over for a sleepover. They have a lot of fun playing a Truth or Dare game with cards Harriet made herself. Her friends reveal one secret each and they all pinkie swear never to tell anyone else. So how is it that the next day at school all the other kids know their secrets? Harriet's friends accuse her of being the one who broke the pinkie swear. They are very angry and Harriet is upset. When the girls find out who told everyone their secrets, they are all surprised. Was it Harriet's fault after all?



GUIDED READING QUESTIONS AND DISCUSSION SUGGESTIONS

CHAPTER 1 *My New Best Friends*

Talking about feeling jealous of others.

- Why didn't Harriet like Ella and Ruby at first?
- What did Harriet do when she didn't really like Ella and Ruby? What didn't she do?
- When Harriet was jealous of Ella's pom-pom shorts, what did she do? Was that a good thing to do? Why? How is this different from Harriet feeling jealous of Indie's friendship with Ella and Ruby?
- What was one of the things that Harriet found difficult that Indie found easy?



Playing pranks.

- What went wrong with the prank Harriet played on her brother? How did he feel about it?





CHAPTER 2 *The Best Unbirthday Birthday Sleepover*

Discussing how we remember loved ones who have died.



- Why didn't Harriet have a party when it was her birthday?
- What did Harriet's grandma give her to wear? Why did Grandma say it was special?
- What else did Grandma give Harriet? Why might she have done this?
- Why did Harriet and her friends make spaghetti and meatball cupcakes at the sleepover? And why did they have a hair-dressing contest?
- Harriet misses her grandmother whom she loved very much. How do we know this?

Sworn to secrecy.

- What did Harriet and her friends do before they played her Truth or Dare game?

CHAPTER 3 *The Biggest, Most Horrible, Worst Day Ever*

Talking about misunderstandings between friends.



- Why did Harriet ask Ruby if she had seen the guardian angel bracelet? How did Ruby feel and why?
- At morning tea, why did Ella say that one of the four friends must have broken the pinkie swear? Do you think she is right?
- When Ruby moved away from Harriet at lunchtime, what did Ella do and why?
- What did Indie do when two boys teased her? What did the boys do next?
- During reading group, what did the other kids say about Ruby?
- Why did Ella and Ruby think Harriet was the one who had broken the pinkie swear? How did she feel?
- What was the real reason that no-one had told Harriet's secret to the other kids?

CHAPTER 4 *Still the Biggest, Most Horrible, Worst Day Ever*

Talking about how to cope when you're feeling badly.



- Why did Mum suggest that Harriet write in her notebook?
- What happened when Harriet did some doodling in her notebook?
- How did Harriet feel after she told her mum what happened at the sleepover and afterwards?
- Do you think Harriet did the right thing in telling her mum? Why or why not? What might you have done?
- What did Mum say about what Ella and Ruby thought about Harriet? What did she think about the bracelet? What do you think about what Ella and Ruby thought about the bracelet?





CHAPTER 5 *Yoghurt Youniverse Rocks and So Does My Mum*

Exploring how we resolve misunderstandings and differences.

- How did Mum help Harriet and her friends work out their problems?
Why might getting together help to resolve a disagreement?
Can you think of other activities that might be good in this way?
- Who had told Harriet's friends' secrets to the kids at school?
Why did he do it?
- Why did EClare take Harriet's guardian angel bracelet? How had he felt when he'd had to wear a shirt with pink patches to school?
- After EClare told Harriet and her friends what he had done, Harriet said sorry to him.
Why, and why was it important to do so?
- What did Ruby admit that she often did, even when she knew she was wrong?
- Harriet didn't know why everyone laughed after they had apologised to each other.
Why do you think they laughed?
- After going out with her friends, what did Harriet find when she went to her room?
Why were the flowers special to Harriet? How did they make her feel?





CLASSROOM ACTIVITIES

Creating Characters

Writers bring characters to life by telling us things about them. For instance, they tell us what they look like, sound like, like to do, don't like to do, are good at, are not so good at, and so on. Invite the class to build up a profile for the characters in the story, considering both the words and illustrations. On the board, make lists of the things they know from the story about Harriet, her friends or any of the other characters. How are they different to each other? How are they similar? When we mix with other people, how can these similarities and differences be fun? Can they sometimes lead to misunderstandings?

When You're Feeling Sad ...

After Harriet's friends accuse her of breaking their pinkie swear, she feels very sad. Invite students to discuss what Harriet does to make herself feel better. The death of her grandma also made her feel sad. Ask students to tell you what her grandma had done to try to help Harriet feel a bit less sad. Discuss with students that sadness is one of our many emotions and that we can feel sad for different reasons. Sometimes we can fix a problem that is making us sad, such as Harriet's misunderstanding with her friends. Sometimes we are sad because of something we can't fix, like losing a loved one. Ask students to consider some of the strategies Harriet used to cope with sadness and make a list of these on the whiteboard. Suggestions could include: knowing she needed help and telling her mother about it all, doing something that always makes her feel better, keeping her happy memories alive by doing things that she did with her grandma. Now invite students to create their own lists of strategies that they might use to help cope or make themselves feel a bit better in various situations. Finally, have students choose one idea from their list and turn it into a poster which can be displayed in the classroom so everyone can be reminded of good ideas for making themselves feel better.

Learning From Others

Re-read the following pages with students:

- page 58 where Ella tries to help and support Harriet at lunch
- pages 61 to 63 where Indie stands up for herself
- page 66 where Indie demonstrates her belief in Harriet
- pages 84 and 85 where the girls accept Ruby for who she is no matter what.

Discuss with students what each character's actions in these pages tells us about what they were thinking and feeling. As you work each scene have them consider the impact these actions had for the person most vulnerable. Talk about how Harriet is in awe of Indie for what she said to the boys and how she thought Ella was awesome, and why. Ask what they think Harriet might have learnt about what she might do when facing a situation like this in the future? What have students learnt about how they might handle situations they may find themselves in? Reinforce with students that whilst we aren't always able to react in the best way at a given time, we can learn from others' reactions and what is important is that we do learn from them. Now have students work in groups to role play these scenarios. At the end of each scenario create a class poster listing worthwhile actions that can be helpful and supportive and encourage students to add their own ideas to this list.

Pranks and Dares

Pranks and dares can be funny, but sometimes they don't play out like we thought they would. Talk about what went wrong when Harriet played a prank on her brother, and when he played one on her. Discuss how both dares impacted Harriet's relationships with her brother and her friends. After this, invite students to make a dare or prank card each, describing a dare or prank that they think would be funny. Then have them swap dare cards. Using the dare they receive from someone else, they can write and illustrate a short story about the dare going horribly or crazily wrong.

How Do They Feel?

Have students draw two circles and ask them to draw some emoticons with feelings that are the opposite of each other. Stick these opposite faces together with a paddlepop stick or straw in-between to make an emoticon puppet. Students can add clothes, hair and other features if they like. As the story is read, students can be invited to hold up their puppets with the appropriate emoticon towards the front of the room to show what they think a character might be feeling.

Words for Sounds

Writing often appeals to ours senses, including our sense of hearing. Some sounds that people make are not really words. Ask students to find examples of sounds in the story. How have they been written in the book? Are some words changed to give more of an idea about how they might be said aloud? Discuss how this adds to the story. Does it help to express feelings? Does it make the story seem more real? More lively? More exciting? Students can now make their own sound words or descriptions of sounds and write them in large, colourful letters.

Personalised Placemats

Harriet and her friends doodle their names on the paper tablecloth at Yoghurt Youniverse. Students can make placemats on A3 paper with their name doodled on it. This can be laminated.

The Same But Different: Blackline Master Activity

Draw a Venn diagram on the board. Label one side Indie, and the other side Harriet. Ask students to tell you things they know about Indie and things they know about Harriet. Ask them to consider what things they have in common and what things they don't have in common. For example, they both enjoy doing craft. Only Indie doesn't like swimming in the deep end of pools. Record responses on the board by placing things Indie and Harriet have in common in the overlapping area, and things that are different about them in their own spaces. Now have students choose two characters or friends to complete their own Venn diagram on the blackline master provided.



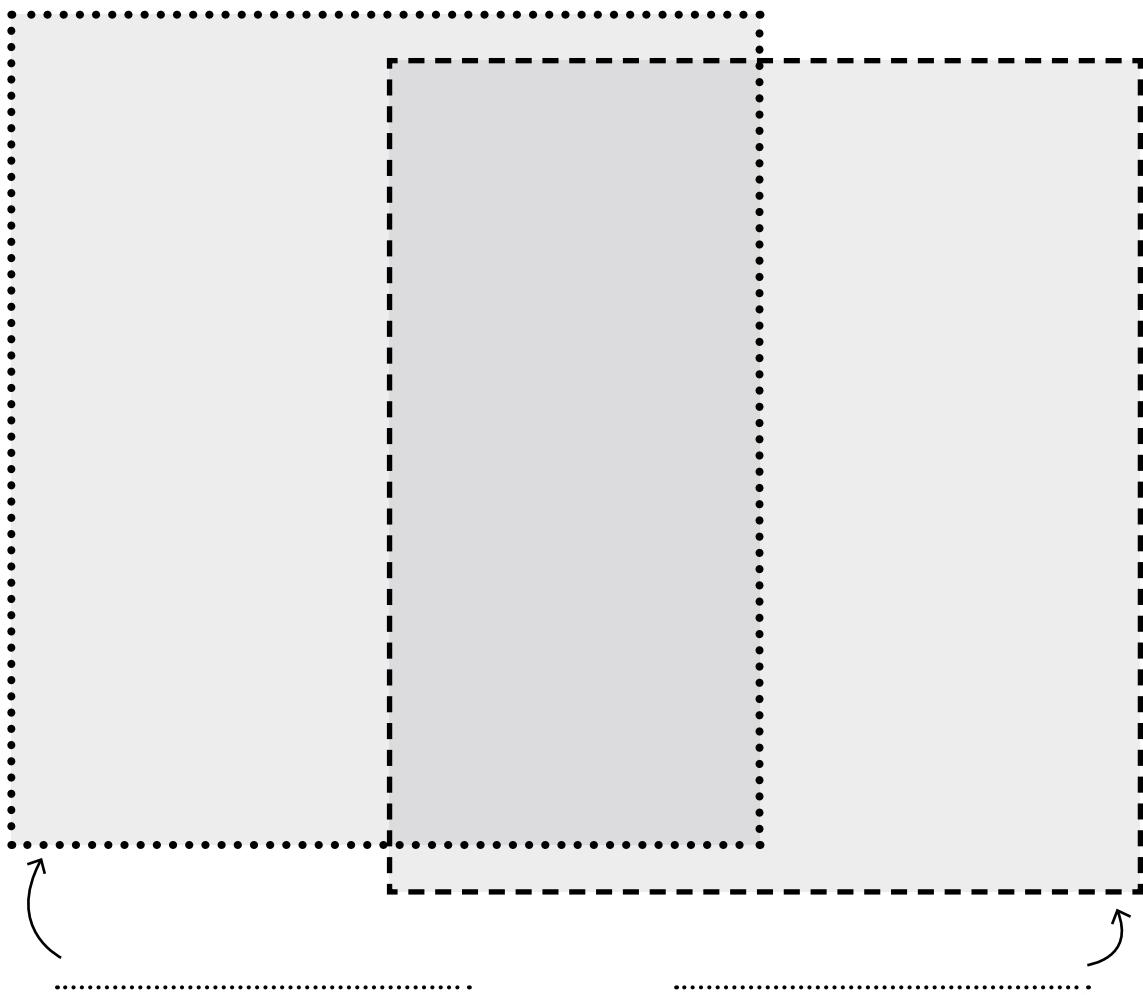


THE SAME BUT DIFFERENT

BLACKLINE
MASTER

Pick two characters from the story or two people you know about. Write the things they have in common in the overlapping part of the rectangles, and the things that are different about them in the parts that don't overlap.

In the space beneath, write a little about how their differences might make them more likely to either get along, or not get along, with each other.



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