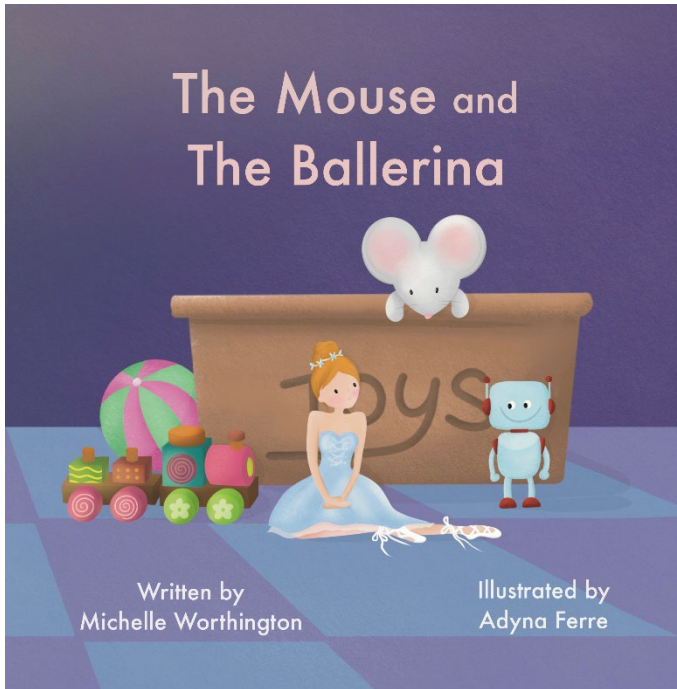




The Mouse and The Ballerina

Self Belief



TITLE	The Mouse and The Ballerina
AUTHOR	Michelle Worthington
ILLUSTRATOR	Adyna Ferre
PUBLISHER	Daisy Lane Publishing
PUBLICATION DATE	October 2023
ISBN	978-0648825395 HC
PRICE	\$26.95 AU
ISBN	978-0648819394 SC
PRICE	\$18.95 AU
FORMAT	full colour 8.5 x 8.5" picture book
GENRE	Big Emotions –Self Belief, Self Esteem
READING AGE	4 – 8 years

ABOUT THE AUTHOR

Michelle Worthington is an international award-winning author of 33 children's books, an international speaker, screenwriter and businesswoman. She is the founder of Share Your Story Digital, Anthology Angels, Books in Homes, and is a Community Ambassador for Children's Rights Queensland and Life's Little Treasures. With her three book-loving boys as inspiration, Michelle celebrates empowering readers and storytellers to always dream big.

ABOUT THE ILLUSTRATOR

Adyna Ferre is a designer and book illustrator. She creates illustrations for picture books and animations with DLF animations.

THE STORY

Mouse loves to dance.
She tries her best but flops instead of flips
and trips instead of twirls.
With a little help from music box ballerina,
Mouse learns that dancing is about
more than moving...
It comes from the heart.



THE TEXT

The Mouse and The Ballerina is the third book in a series created by Michelle Worthington for children with sensory difficulties arising from neurodiversity. The Mouse and The Ballerina is gently told, playful, and sensitive with its use of language.

With sensory friendly storytelling, The Mouse and The Ballerina is a perfect read-aloud story that helps neurodiverse children learn that they can do anything if they try and with a little encouragement from our friends. With Perseverance, a positive mindset, our confidence grows.

A perfect read-aloud and discussion starter for social and emotional literacy in the classroom.



THE ILLUSTRATIONS

With gentle colour on each page, created for the neurodiverse child with sensory impairment, The Mouse and The Egg was originally produced as an animation.

Adyna Ferre has used her talent to create a softness to the illustrations, while showing emotion on the characters faces which is great for social and emotional classroom discussion.

A graphic designer, Adyna Ferre has been able to interpret the text beautifully. Through her illustrations, children are able to “see” the changes and emotions that are happening on each page.

THEMES IN THE STORY

Friendship. Kindness. Self-Belief. Self Esteem. Perseverance. Confidence. Mindset.

Together Michelle and Adyna have created illustrations that cater for the child who experiences sensory overload.

Children need to learn to connect with their heart space to experience success as it is in this space that self-belief is found.

Kindness. Friendship. Self-belief. Self-esteem. Connection.

Recognising interconnectedness, friendship, kindness, social awareness, self-awareness, challenges, mindset.

Social and Emotional literacy – friendship, growth, mindset, self-belief, self-esteem, confidence.

You Tube animation link

<https://www.youtube.com/watch?v=XGGOrZgCD28>



CLASSROOM DISCUSSION IDEAS

- Self and social awareness
 - Interacting with others
 - Making healthy and safe choices
- Moving our bodies
- Making active choices
- Learning through movement
- develop health literacy
- develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change
- explore and learn about community, connect with natural and outdoor settings, and enhance their identity and sense of belonging
- explore the nature of digital tools and the implications for establishing and managing relationships
- use digital tools for communicating, collaborating, creating content
- develop interpersonal skills such as communication, negotiation, teamwork, leadership
- learn how to recognise, understand, validate and respond appropriately to their emotions, strengths and values
- learn to express their ideas, evaluate other viewpoints and express their emotions appropriately in different social contexts
- investigate, design, plan, manage, create

UNDERSTANDING BIG EMOTIONS

Brainstorm ideas how a confident/not confident person feels.

Why does Mouse not feel confident?

What does lack of confidence/courage feel like? Look like? Can you touch it?

Is self-awareness and self-esteem related?

How can Mouse identify her feelings of poor self-esteem and/or of bravery, courage?

What are some ways Mouse can manage her self/social awareness and find courage?

What happens when we don't acknowledge these big feelings?

What happens if we do?

How do Mouse's friends support her challenges?

What does Mouse learn about accepting challenges and facing her self awareness fears to overcome her inner obstacles?

CASEL 5 POINT FRAMEWORK



<https://casel.org/fundamentals-of-sel/what-is-the-casel-framework>

All schools have a responsibility when implementing the CASEL Framework to ensure that student learning is inclusive, and relevant to their experiences, abilities and talents.

For some students with diverse abilities and talents it may be necessary to provide a range of curriculum adjustments so they can access age-equivalent content and participate in learning on the same basis as their peers.

Some students may require adjustments to support how they see, hear, and/or process information or instruction. Students may require access to a wide range of approaches including, but not limited to:

- auditory, visual and kinesthetic methods of instruction
- simultaneous learning channels such as combinations of listening, speaking, reading, viewing and writing
- peer-assisted learning
- challenging individual and group extension activities.

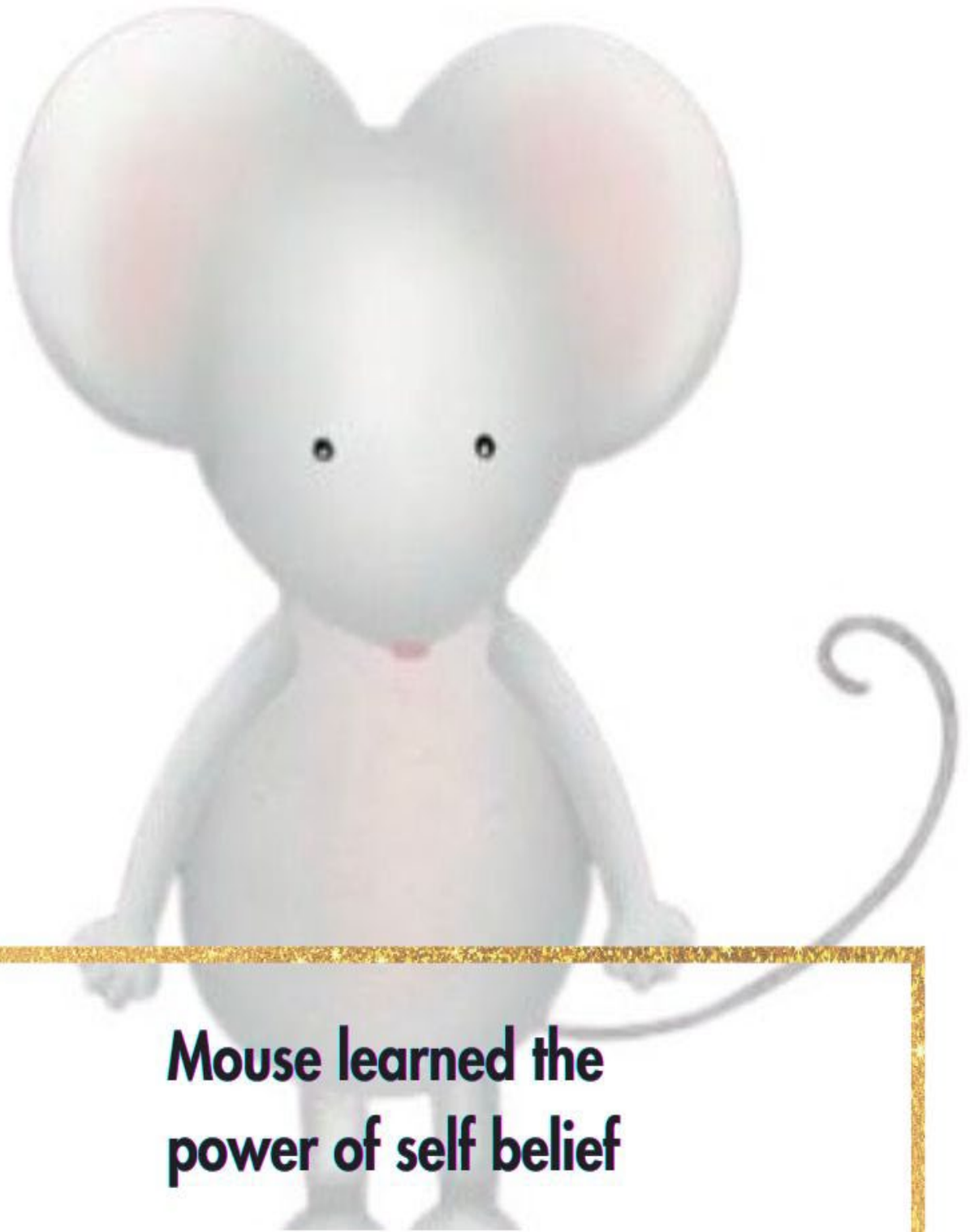
Adjustments to the practical delivery of movement-based lessons will be necessary to ensure that some students with physical disability can access learning, participate fully and achieve on the same basis as their peers. These adjustments could include but are not limited to:

- adjustment to teaching styles and delivery of instructions
- negotiated changes to rules of games
- access to modified equipment
- changes to the learning environment to ensure accessibility and safety.

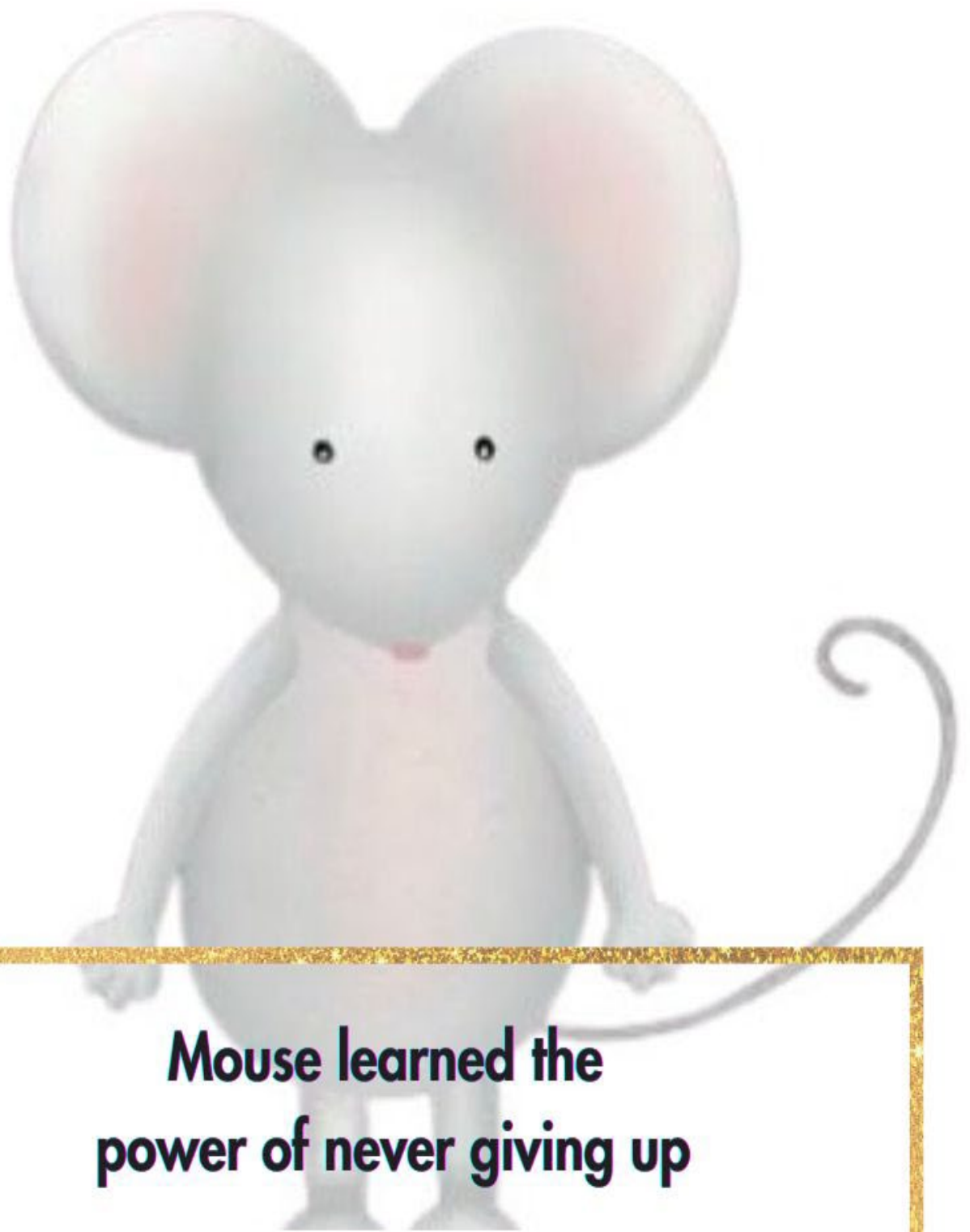
Further adjustments may involve but are not limited to:

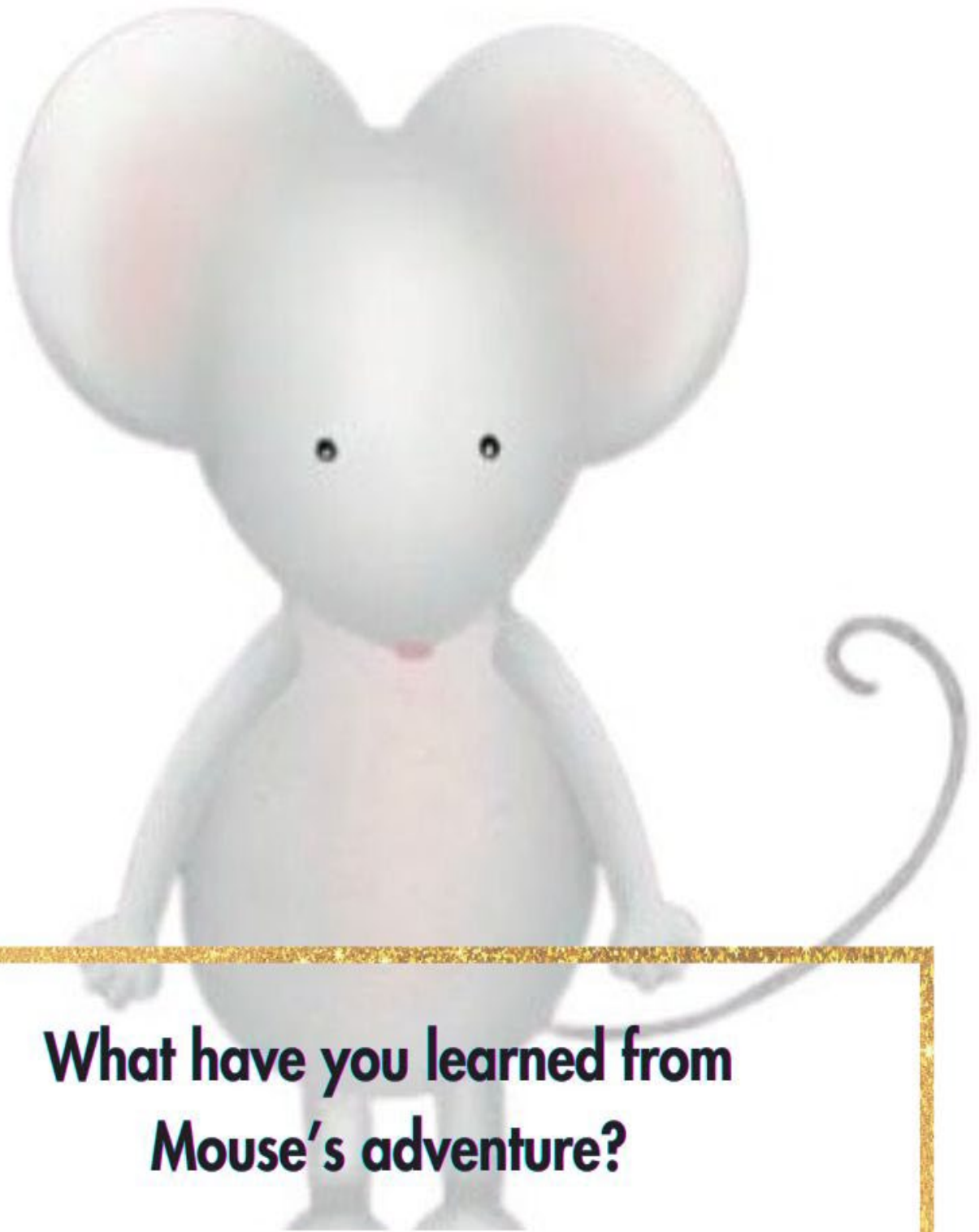
- providing multi-sensory visual, auditory, tactile, and/or kinesthetic experiences and resources
- using resources and strategies such as picture cues or illustrative signs and labels for words such as key-subject terms, or steps in a process
- providing modified arts tools or accessible equipment or using approaches that enable students to participate in arts-making activities
- acknowledging equivalent terminology; for example, cultural or geographic differences in terminology
- designing open-ended tasks that provide flexibility and can be completed at different levels of complexity
- showcasing the practice of artists/performers who have adapted "typical" practice to suit their needs or whose work reflects aspects of their life, such as physical or mental health.





**Mouse learned the
power of self belief**





**What have you learned from
Mouse's adventure?**



BOOK ORDERS

The Wind and The Mouse

Diversity and Inclusion

TITLE	ISBN	RRP	QTY
The Mouse and The Ballerina	978-0648825395	\$26.95 HC	
The Mouse and The Ballerina	978-0648819394	\$18.95 SC	
The Mouse and The Ballerina A3		\$ TBA	

SCHOOL ORDERS

Please contact Jennifer Sharp
hello@daisylanepublishing.com

Free postage for orders over \$80.00 in AU

If purchasing a bulk order, a 20% discount will apply.

If purchasing from the US please contact for pricing and shipping.

If you have any difficulties acquiring Daisy Lane Publishing's books, please contact us at hello@daisylanepublishing.com

