

<b>TITLE</b>	The Wind and the Mouse
<b>AUTHOR</b>	Michelle Worthington
<b>ILLUSTRATOR</b>	Adyna Ferre
<b>PUBLISHER</b>	Daisy Lane Publishing
<b>PUBLICATION DATE</b>	October 2023
<b>ISBN</b>	978-0648819325 HC
<b>PRICE</b>	\$26.95 AU
<b>ISBN</b>	978-0648771807 SC
<b>PRICE</b>	\$18.95 AU
<b>FORMAT</b>	full colour 8.5 x 8.5" picture book
<b>GENRE</b>	Big Emotions – Accepting Change
<b>READING AGE</b>	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

Down a hole in the middle of the field,  
a little mouse slept in a bed made of  
feathers, moss, leaves and straw.

Her nose and paws curled tightly  
inward but her long tail is sticking out.

Spring is here.

Mouse wants things to stay the same.

Can Wind show her all of the beautiful things  
that come with change?

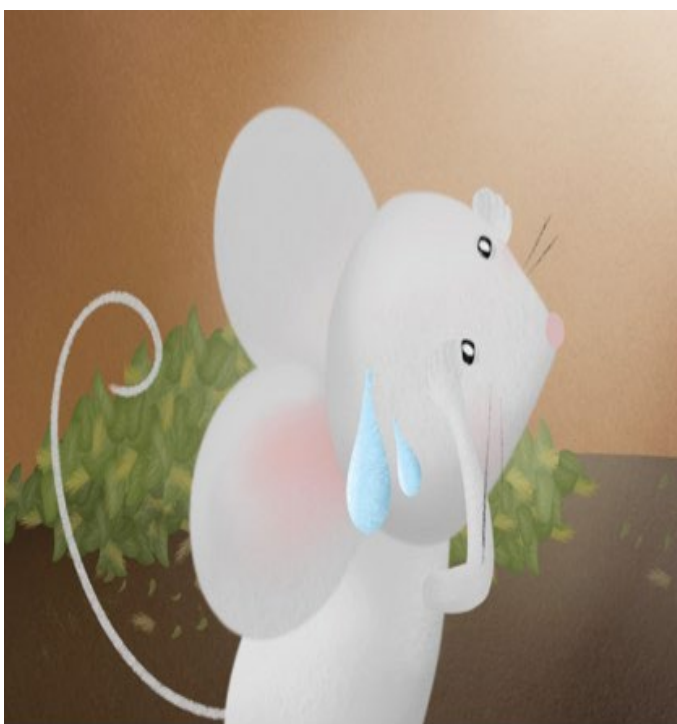


## THE TEXT

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

With sensory friendly storytelling, The Wind and The Mouse is a perfect read-aloud story that helps neurodiverse children learn that change doesn't need to be scary; it can be a good thing and we need change to grow.

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 Wind and The Mouse 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

Diversity and Inclusion.

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

Change is often feared by children. They don't like to be uncomfortable nor anything to be different.

Perseverance, determination, acceptance.

Recognising interconnectedness, boundaries, kindness.

Social and Emotional literacy – fears, acceptance, friendship, change, mindset, growth.

You Tube animation link

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



## CLASSROOM DISCUSSION IDEAS

- Identities and change  
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 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 emotions, strengths, and values
- learn to express their ideas, evaluate other viewpoints and express emotions appropriately in different social contexts
- investigate, design, plan, manage, create

### UNDERSTANDING BIG EMOTIONS

Brainstorm ideas about what a fear might be.

Why does Mouse fear change?

What does fear feel like? Look like? Can you touch it?

Are fear and anxiety related?

How can Mouse identify her fears before she gets scared?

What are some ways Mouse can manage her fear of change?

What happens if we don't change?

What happens if we do?

Is Wind being a friend to Mouse by trying to wake her up?

What else could Wind have done to help Mouse?

What does Mouse learn about change?

## CASEL 5 POINT FRAMEWORK



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

All schools have a responsibility when implementing the US 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 in the curriculum 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.

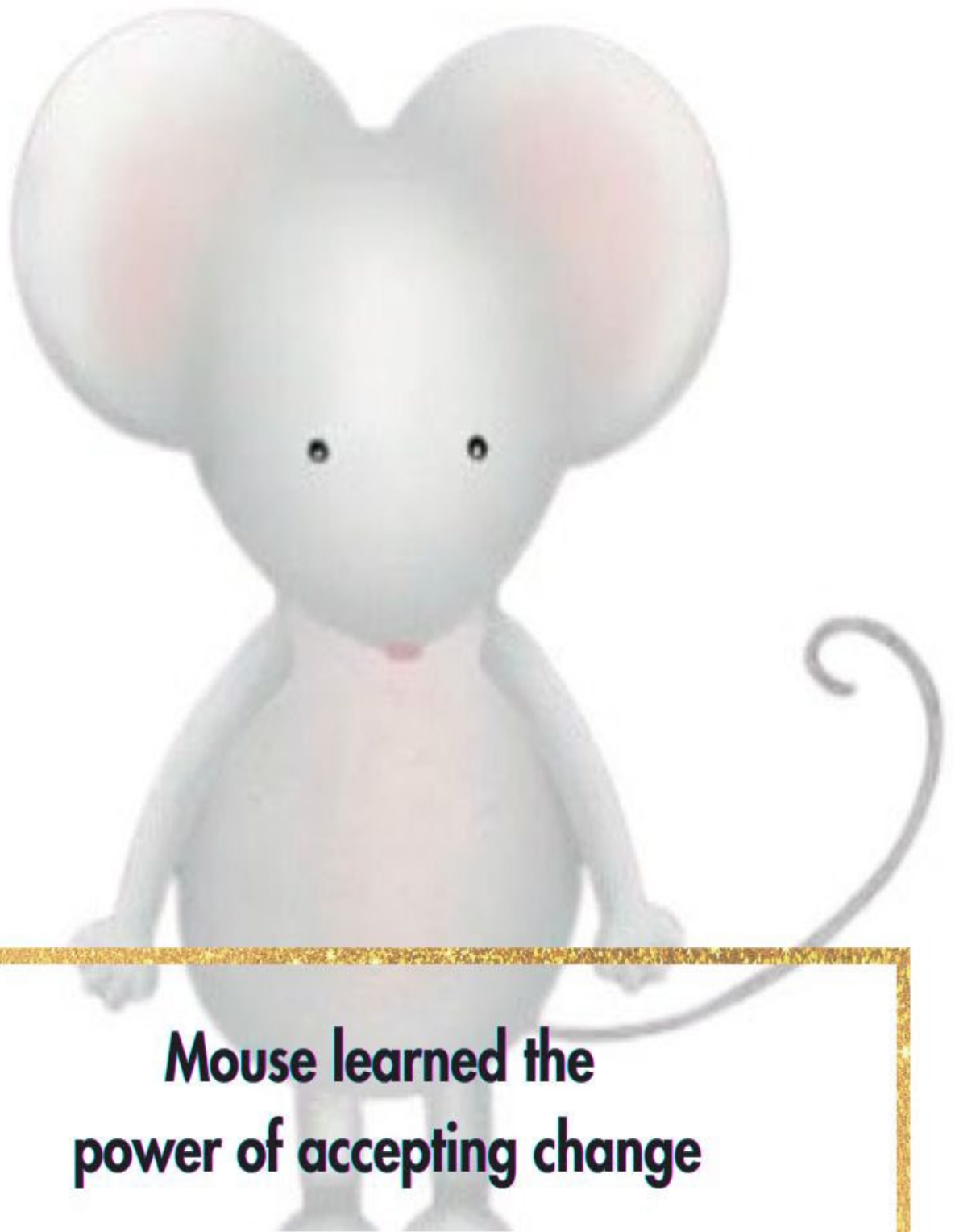
Adjustments to the practical delivery of movement-based lessons will be necessary to ensure that some students with physical disability can access learning, participate fully and achieve on the same basis as their peers. These adjustments could include but are not limited to:

- 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.



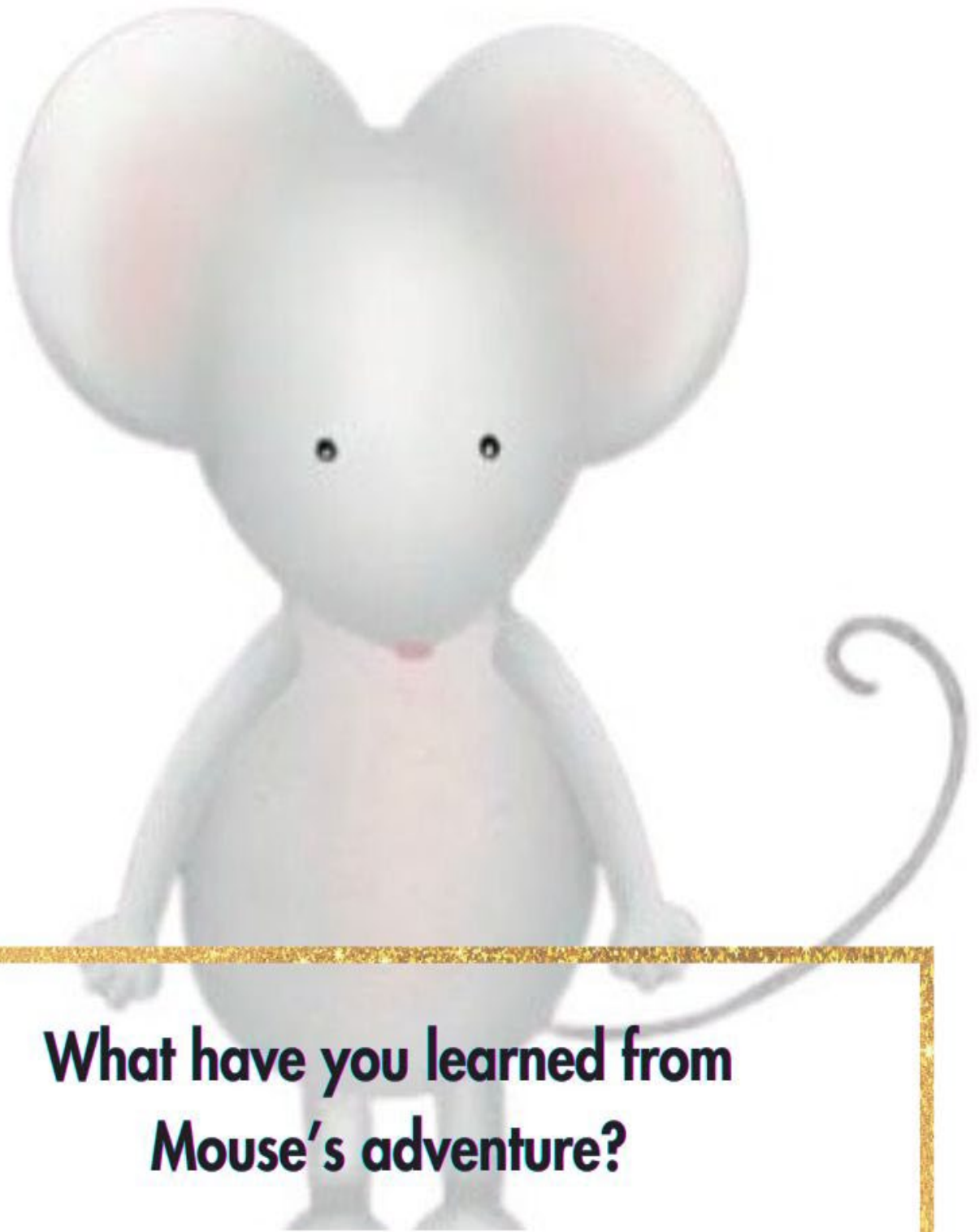


**Mouse learned the  
power of accepting change**



**Wind learned  
to be patient instead of angry**





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



# BOOK ORDERS

# The Wind and The Mouse

Diversity and Inclusion

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<b>The Wind and The Mouse A3</b>		\$ TBA	

<b>SCHOOL ORDERS</b>	<p>Please contact Jennifer Sharp <a href="mailto:hello@daisylanepublishing.com">hello@daisylanepublishing.com</a></p> <p>Free postage for orders over \$80.00 in AU</p> <p>If purchasing a bulk order, a 20% discount will apply.</p> <p>If purchasing from the US please contact for pricing and shipping.</p>
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