

## Lottie's Big Feelings (Book 1)

Christine Camp: Author  
Geoff Stribley: Illustrator

### OVERVIEW

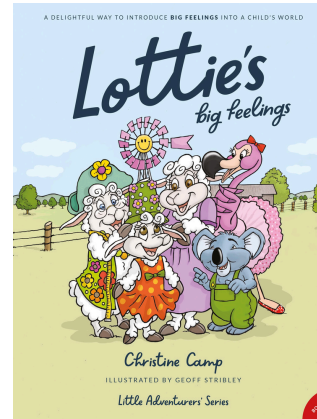
*Lottie's Big Feelings* explores identifying and describing emotions children experience in various situations. Feelings is a Protective Behaviours (PB) topic, supporting children to recognise, understand and express their feelings. The story is written primarily in prose, with the colourful Flo speaking rhythmically. The stunning illustrations complement the written texts while reflecting the idyllic landscape of rural Australia. This picture book shows children that everyone has feelings, and big feelings can change when they ask for help to support them to feel safe and calm again. Teachers can use a range of activities to explore emotions, develop the children's feelings vocabulary and recognise the feelings of others. This is the first book from the Little Adventurers' series that introduces young minds to:

- Name and identify a range of different emotions
- Compare safe feelings to worried and scared feelings
- Help-seeking strategies to support problem-solving to feel safe again
- Notice the feelings in others – on their face and in their body
- Recognise the reactions between feelings and the physical sensations (Early Warning Signs - EWS) in their bodies.
- Unique and exceptional illustrative style
- Universal PB themes
- Curriculum PB topics for the classroom

### ABOUT THE AUTHOR AND ILLUSTRATOR

Christine Camp has facilitated protective behaviours in educational settings since 2013. Christine is an author with a Bachelor of Arts in Writing and a Graduate Certificate in Psychology and is currently studying for a Master of Teaching in Early Childhood.

Geoff Stribley still maintains involvement with many of his regular clients, whom he started working with in the early 1990s. Being a traditional illustrator, Geoff enjoys caricature art, capturing a niche market in designing character logos, illustrating, and drawing caricatures.



### THEMES:

1. We all have the right to be safe and feel safe at all times.
  2. We can talk with someone about anything, no matter what it is.
- Self-expression
  - Emotions and feelings
  - Overcoming challenges
  - Forming friendships
  - Helping-seeking strategies
  - Family
  - Farm

### CLASSROOM PROMPT QUESTIONS

- Show an age-appropriate feelings poster or use the flashcards. Choose a feeling and share a story. Draw your face with visual expressions i.e., happy – big smile, bright eyes, clear thinking and lots of energy.
- Revisit Lottie's feelings. Associate the events with the feelings. How is Lottie expressing how she is feeling?
- What are some of the Early Warning Signs (EWS) that we experience in our body with feelings? Preparation for book 2.
- Place scenarios in a box and ask the children to pick one. Read the scenario and ask how they or someone would feel in this situation. What could they/someone do if they were feeling sad or worried? When we feel sad, worried or scared, we must ask for help and talk to a trusted adult, i.e., a Teacher, family member, or school chaplain.
- Discuss how feelings can change. How can we feel better when we feel sad, worried or scared? Explore the different calming strategies for managing their feelings and emotions.
- We all experience different feelings. Children can work in pairs or small groups to draw their favourite feelings and share a story about the feeling, i.e. when did you feel excited about something? Use cues from the books or from other pictures. Create a Safety Network by drawing circles or a hand and writing in the names of their trusted adults.

### LINKS TO THE AUSTRALIAN CURRICULUM (ACARA)

The appendix highlights Health (HPE) Year K - 2 curriculum content descriptors and the EYLF.

## Year Curriculum

**K Early Years Learning Framework (EYLF)**

Outcome 3.1 Becoming strong in their social, emotional and mental wellbeing:

- show an increasing capacity to understand, self-regulate and manage their emotions
- initiate approaches and actions to interact with other children and form friendships
- recognise a range of emotions in themselves and others: basic emotions, e.g. sad, happy, angry, scared, worried

Outcome 3.3 Aware of and developing strategies to support their own mental and physical health and personal safety:

- are happy, healthy, safe and connected to others
- notice and label feelings/emotions in themselves and others
- learn how to tell or communicate to a trusted adult about things that upset them, make them uncomfortable or sad

**F Australian curriculum**

Personal, social and community health:

- express and describe emotions they experience ([AC9HPFP03](#)):
  - identifying and describing the emotions of people who are happy, sad, excited, tired, angry, scared or confused
  - learning and using appropriate language and actions to communicate their feelings in different situations
- demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe ([AC9HPFP05](#)):
  - exploring protective behaviours and help-seeking strategies they can use when they or others feel unsafe or uncomfortable
  - exploring and demonstrating assertive strategies to seek help when they or others feel unsafe
  - identifying a support network of adults they can trust to help them if they feel unsafe, uncomfortable or scared

**1/2 Australian curriculum**

Personal, social and community health:

- identify and explore skills and strategies to develop respectful relationships ([AC9HP2P02](#)):
  - identifying characters in texts who demonstrate respect and cooperation to develop respectful relationships
- identify how different situations influence emotional responses ([AC9HP2P03](#)):
  - recognising own emotions and demonstrating ways to manage how they express their emotions in different situations
  - recognising how self and others are feeling in a range of situations
- identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe ([AC9HP2P05](#)):
  - identifying the body's reaction to a range of situations, including safe and unsafe situations, and comparing the different emotional responses.
  - identifying and rehearsing strategies they can use when requiring assistance, such as asking an adult they trust, reading signs and symbols to identify safe places, and solving a problem with friends.
  - discussing the importance of seeking help when problems are too big to solve by themselves
  - exploring how characters in texts use protective behaviours and help-seeking strategies to keep themselves and others safe

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