



## **STUDY GUIDE**

This Study Guide includes suggestions about preparing your students for a live theatre performance in order to help them respond and enjoy it. Included are ideas about using the performance to enhance aspects of your arts education curriculum by responding both to themes presented in the performance and dramatic and musical elements.

Please copy and distribute this guide to your fellow teachers.

### **BOOKING INFORMATION**

Please contact the Tour Coordinator for more information.

Local: 604 669 0631

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## CREDITS

- » From the novel by Eileen Spinelli
- » Adapted by Chris McGregor
- » Directed by Chris McGregor
- » Puppet Designed and Crafted by Frank Rader
- » Puppet Wardrobe by Barbara Clayden
- » Sound Design Composition by Stephen Bulat
- » Stage Management by Jillian Perry
- » Performed by Jeny Cassady, Christine Reinfort and Sarah May Redmond



## 1. SYNOPSIS

*Somebody Loves You, Mr. Hatch* is set in a friendly and quaint town in the 1940's. Mr. Hatch is a tall, thin, lonely man who works a simple but important job attaching the aglets to shoelaces at a factory. He often spends time alone and doesn't have the confidence or desire to make or keep friends. One day his life turns around when he receives a package on Valentine's Day with a pink bow that has a message that reads, "Somebody loves you." Mr. Hatch's world is turned upside down and he begins to make friends, enjoy all sorts of nice foods, and the fun parts of life that he once ignored. After receiving the letter, Mr. Hatch goes on a hunt to find out who sent him the mysterious package. Mr. Hatch is loved after all! *Somebody Loves You, Mr. Hatch* has been adapted for the stage by Axis Theatre's Artistic Director, Chris McGregor from the children's novel by Eileen Spinelli.

## 2. ABOUT THE AUTHOR

Eileen Spinelli was born in Philadelphia in 1942. She is a poet, writer of children's books and a teacher of creative writing. Mother of seven children, Spinelli spent many a night reading her little ones bedtime stories. Some of Eileen's most cherished picture books include: *Thanksgiving at the Tapletons*, *Do You Have a Hat*, and *While You are Away*. Her poetry and prose have meaning and morals for children growing up. Spinelli was awarded a Christopher Award for the brilliant writing of *Somebody Loves you, Mr. Hatch* which is an award given to special books "which affirm the highest value of the human spirit." Alongside her writing, Eileen organizes workshops for adults and children that would like to brush up on their writing skills. In her spare time Eileen enjoys going to garage sales, visiting flea markets, gardening, and having conversations in Italian.

## 3. PUPPETRY

Puppetry is a style of performance where a person called a puppeteer moves a puppet. The individual who is controlling the puppet speaks with the unique voice of the puppet and coordinates the physical movement and action of the puppet's body. Internationally, there is a wide range of puppetry styles, from hand and rod puppets to mouth puppets to shadow puppets. As an art form, puppetry is over 3,000 years old. A marionette is a puppet controlled from above using wires or strings. A marionette's puppeteer is called a marionettist.



## 4. THEMES

- **LONELINESS**

The protagonist is a lonely man that likes to keep to himself. Every day after work, Mr. Hatch goes and buys his turkey wing and sometimes a fresh slice of ham. He reads the paper, goes to bed early, and wakes up early at 6:30am sharp for work. While at work, he sits in a corner alone to eat his lunch.

- **THE IMPORTANCE OF CHANGE**

Often people are afraid of change. We always fear the unknown. If we live our lives without embracing growth and change then we get stuck in ruts and never enjoy anything fresh or new. Mr. Hatch is a man that lives a plain and predictable life until one day he receives a candy-filled heart with a note on it that says, "Somebody Loves You."

- **EXPLORING INDIVIDUALITY**

In life, it is important to embrace your individuality, which includes deciding what to wear. After receiving his heart-shaped Valentine, Mr. Hatch puts on a bright yellow tie with blue polka dots. His choice of clothing is used as a way to express his inner state of joy and happiness.

- **CARING ABOUT OTHERS**

Even when we feel lonely, like Mr. Hatch does, we always have people that care about us. That special someone might be a friend at school, a neighbour or a family member. You should never feel like you are alone in this world, because there is always someone to make your life a little bit brighter. Ask you students who they care about in their lives.

- **IMPORTANCE OF FRIENDSHIP**

Mr. Hatch keeps to himself. When he receives a Valentine that says, "Somebody Loves You," he begins to have hope that someone loves him and becomes friendly with everyone around him. In life, it is very important to make personal connections and friendships with the people around us.

- **POWER OF COMMUNITY**

The town that Mr. Hatch lives in is a very tightly knit community. People are friendly to one another and always greet each other as they cross paths in the town. Involving oneself in the community is essential and makes for a happy, friendly town or city!



## **CURRICULUM CONNECTIONS**

### **ARTS EDUCATION (K-3)**

#### **Big Ideas**

Students will understand that:

- People create arts to express who they are as individuals and community
- People connect to others and share ideas through drama and music

#### **Curricular Competencies**

Students will be able to:

- Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play
- Express feelings, ideas, stories, observations, and experiences through the arts

#### **Content**

Students will know:

- Elements in the arts: drama (character, time, place, plot)
- Symbolisms as expressions of meaning

### **ARTS EDUCATION (4-7)**

#### **Big Ideas**

- Engaging in creative expression and experiences expands people's sense of identity and belonging

#### **Curricular Competencies**

- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play

#### **Content**

- Elements in the arts: drama (character, time, place, plot, tensions, mood and focus)
- Symbolisms as expressions of meaning



## **CAREER EDUCATION (K-3)**

### **Big Ideas**

- Strong communities are the result of being connected to family and community and working together toward common goals
- Communities include many different roles requiring many different skills

### **Curricular Competencies**

- Recognize the importance of positive relationships in their lives
- Identify and appreciate the roles and responsibilities of people in their schools, families, and communities

### **Content**

Connections to Community:

- roles and responsibilities at home, at school, and in the local community

## **CAREER EDUCATION (4-7)**

### **Big Ideas**

- Family and community relationships can be a source of support and guidance when solving problems and making decisions

### **Curricular Competencies**

- Recognize the need of others who can support their learning and personal growth
- Identify and appreciate their personal attributes, skills, interests, and accomplishments and their growth over time

### **Content**

Personal Development:

- Emergent leadership skills including communication, motivation and support

## **ENGLISH LANGUAGE ARTS (K-3)**

### **Big Ideas**

Students will understand that:

- Everyone has a unique story to share
- Stories and other texts help us learn about ourselves and our families



### **Curricular Competencies**

Students will be able to:

- Recognize the importance of story in personal, family and community identity
- Use personal experience and knowledge to connect to stories and other texts to make meaning

### **Content**

Students will know:

- Structure of story
- Literary elements and devices
- Oral language strategies (such as focusing on the speaker, taking turns, asking questions related to the topic, making personal connections and making relevant contribution to discussion)

## **ENGLISH LANGUAGE ARTS (4-7)**

### **Big Ideas**

Students will understand that:

- Language and text can be a source of creativity and joy
- Texts can be understood from different perspectives
- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world

### **Curricular Competencies**

Students will be able to:

- Construct meaningful personal connections between self, text, and world
- Respond to text in personal, creative, and critical ways

### **Content**

Students will know:

- Oral language strategies
- Presentation techniques



## **CORE COMPETENCIES CONNECTION**

### **Positive Personal and Cultural Identity**

- I am aware of myself as different as others
- I can describe my family and community
- I can identify my individual characteristics
- I can describe/express my attributes, characteristics, and skills

### **Social Responsibility**

- I build and sustain positive relationships with diverse people, including people from different generations

## **5. PRE-PERFORMANCE ACTIVITIES**

### **MOTION PICTURE VERSUS LIVE THEATRE**

Talk about the similarities and differences between watching a movie, a television show and a “live” theatre presentation. Include discussions about how the performers prepare for their roles in each of the situations. For instance, how an actor in a movie or a television show can redo a scene if a mistake is made versus an actor in a “live” performance must carry on regardless of mistakes. Discuss how an audience influences each type of performance.

Remind your students to notice the way that the set, costumes and live music help make the performance of *Somebody Loves You, Mr. Hatch* exciting and fun to watch!

### **HOW TO BE A POSITIVE AUDIENCE MEMBER**

Next, prepare your students for watching a “live” performance by discussing the characteristics of a positive audience member. For example, a positive audience member:

- » Will sit quietly so everyone around can see and hear the performance
- » Will listen attentively and remain focused on the actors and musicians will not distract performers by moving about or by waving or calling out to performers
- » Will laugh and applaud appropriately
- » Will contribute to the performance when asked

### **CHARACTERS AND VOCUBULARY**



Review the list of characters and vocabulary words, found in the Appendix, and choose what information is most useful and appropriate to share and discuss with your class prior to viewing the performance.

## **6. POST-PERFORMANCE ACTIVITIES**

Now that your students have seen *SOMEBODY LOVES YOU, MR. HATCH*, it is the perfect time to expand on their excitement and interest in drama and music and to discuss ideas and themes presented in the performance.

There are a variety of ways for students to respond to, reflect on and analyze Drama and Musical Performances: for example, through talking, writing, stories, art, singing and playing drama games.

The following suggestions will help to engage your students in activities where fun and laughter are often as important as the building of skills to increase critical thinking, self-awareness and confidence. Choose the activities that are best suited to your grade level and, if necessary, modify the skill level of the activities to meet the needs of your students.

### **REVIEWING SOMEBODY LOVES YOU, MR. HATCH**

The following questions can be used for whole group discussions or for sharing with a partner or in a small group. After sharing with a partner or small group, students can take turns sharing ideas with the whole group.

If using the questions as sentence starters for a writing activity, the students can also draw pictures to accompany their writing.

- » Which character is your favorite? Why?
- » What did you notice about how the actors used the puppets?
- » What was the most interesting part of the performance?
- » What was the happiest part of the play?
- » What was the saddest part of the play?
- » Has anyone ever sent you a Valentine to you? How did it make you feel?
- » Why is it important to spend time with friends and family?
- » Have you ever used or made a puppet? If so, did you have fun?
- » How is a puppet different from a live actor?



» What did you like about the Mr. Hatch puppet?

### **STORYTELLING WORKSHOP (Suggested Grade: K-7)**

Have students retell the story using their creativity and imagination. For younger students, you can provide loose parts and black mats as part of storytelling workshops and have students tell their story to you while you scribe for them. For older students, they can write a short summary of their favorite scene of the play or create a short skit in groups. Encourage your students to be as creative as possible! The sky is the limit!

### **SHARING CIRCLE/COMMUNITY CIRCLE (Suggested Grade: K-7)**

A sharing circle or a community circle is a way to gather the class to share or discuss about a topic. This is a good way to start the day or to facilitate a beginning of a class discussion. You may also bring in, or create, an item such as a special rock or stick as a symbol of a “talking” object. During circle time, pass the object along to each individual in an orderly manner. Explain to the class that the person who has the talking object is the only one who should be talking or sharing ideas. The rest of the class are paying attention by caring and listening.

Here are some sample questions or topics you may choose:

- » What did you like about the play?
- » What did you learn from the play?
- » How do you show someone that you care about him or her?
- » What makes you happy?
- » If you could give one piece of advice to Mr. Hatch, what would it be?
- » Name one thing that you are thankful for your community.
- » What are some ways to show kindness?
- » What makes a community close-knitted?
- » How can you build an inclusive and caring classroom environment?
- » What are some ways you can express your individuality?

### **MY COMMUNITY (Suggested Grade: K-4)**

Mr. Hatch discovers the importance of community and daily interactions after understanding that people care about and love him! Arrange a day and invite a small group of parents to come in the class and talk about their careers. Consult with the parents beforehand and ensure there is a variety of career choices such as baker, teacher, nurse, banker, nanny etc. Allocate a whole



afternoon or a block of time for parents to individually deliver a short presentation about their job, their daily responsibilities, and their overall role and explain how they are a part of the community and their important contributions. Parents may also bring artifacts or items and share interesting stories with the class. Allow students to ask questions and have time to communicate with parents. This will be a chance for students to engage and bond with other adults through conversations and inquiry-based learning. Prepare a small gift or handwritten card to show appreciation for parents who volunteered and took time to participate in this event. Follow up activities include a discussion or sharing of ideas of the overall event with the class, an art project that requires them illustrating and writing something important that they learnt.

### **YOU ARE SPECIAL! (Suggested Grade: K-3)**

Mr. Hatch's life became interesting and meaningful when one day he received a special Valentine from a secret admirer. It is important for us to build powerful connections and interactions with others. Each week, choose a student to be the special student of the week. That student can have their name and picture on the wall, with a brief description of facts or interesting things about them. Have a show-and-tell where the student of the week will bring three special items from home that represent and identify them. This will allow each student a chance to feel appreciated and valued by others. Allocate time for any questions and comments. Students will practice giving positive feedback and compliments as well as expressing admiration and kindness to others.

### **CANDY GRAMS (Suggested Grade: K-7)**

Have your students each draw and design a card template following the themes of friendship, kindness and love. Attach candies or chocolate with each card. This could be for a whole class Valentine's Day candy gram event or a school candy gram fundraiser. Just like Mr. Hatch, you just might receive a surprise treat from a secret admirer!

### **PT. 2 - WHO DO YOU LOVE? (Suggested Grade: K-3)**

Have your identify people in their lives that they love (friends, family, pets, teachers). Have them create a special card or picture for these people. The cards/pictures could include a list of reasons why they love these people, their favourite things about them, or special memories they have with them.



### **Recommended books:**

- » Home (Jeannie Baker)
- » A Colour of His Own (Leo Lionni)
- » I Like Myself! (Karen Beaumont)
- » Chrysanthemum (Kevin Henkes)
- » Thunder Boy Jr. (Sherman Alexie)
- » It's Okay to be Different (Todd Parr)

### **HAVE FUN WITH DRAMA GAMES**

#### **PUPPETEER**

Arrange the students into groups of three's. Tell each group that one student will be the voice of the puppet while and the other two students will be the arms and the moving mouth of the puppet. Give the students a setting like a water park or a restaurant and then ask them to think of unique characters to play. Play the game again but have two sets of puppets interact with each other in the imaginary setting that you give them.

#### **MOVING WITH STRINGS**

If you have a wide-open space with lots of room to move and walk freely, get the students to walk in the space. Now add tempo, ranging from 1-5, with one being very slow (like slow motion) and 5 being a rigorous pace. Tell the students that when you call out a body part, they are to imagine that a string is attached to that body part. Tell them that the movement they make with that body part should be light and airy.

#### **OPPOSITE PAIRS**

Have your students create pairs of opposite words, such as "sad and happy" or "lonely and popular."

#### **MAKE A PUPPET!**

Puppets don't have to be detailed like Mr. Hatch. They can be made out of lots of different materials.

#### **SOCK PUPPET**

- » sock
- » yarn
- » buttons
- » coloured construction paper
- » pieces of felt or material
- » scissors



- » glue stick
- » markers, crayons or coloured pencils
- » pipe cleaners

Decide on what kind of puppet you want to create. For ideas and templates, visit <http://www.playideas.com/25-playful-puppet-crafts-kids/>. Cut out the template pieces and put the template on the desired material (foam sheets, construction paper, felt). Decorate the template pieces using coloured markers, prints, crayons or whatever else you would like to use. Glue on the eyes and pipe cleaners.

### **PAPER BAG PUPPET**

- » brown paper bag
- » coloured construction paper
- » scissors
- » glue stick
- » wiggle eyes
- » pompoms
- » markers, crayons, coloured pencils

Choose a template at <http://www.auntannie.com/puppets/BrownBag/>. Print the template on either white paper or coloured construction paper. Cut out the template with scissors, decorate and colour the pattern pieces of the template.

### **HAND PUPPET TALK SHOW**

This drama game is about having fun with puppets! Get three people to come up to the front of the class seated on chairs. You will also need a “talk show host” who keeps the show moving. Get each student to introduce their puppet as a famous person (for example: Olaf, The Little Mermaid, or whomever they would like to play). The members of the audience will put up their hands and ask the puppets questions. The host/facilitator should invite steady dialogue between the puppets and the audience members.

### **LAUGHTER CIRCLE**

With your students, get into a circle and start a laughter circle. The teacher must lead by example. Start with a contagious laugh and then ask your students to join in on the fun. Laughing is a great way to let off steam and relax. Laughter is very healthy and therapeutic.



### **FUN WITH PUPPETS!**

Start by getting everyone into a circle formation. Ask your students to think about how the puppet that they made moves and speaks. Next, in the character of their puppet, get them to introduce themselves to the puppet beside them and then take turns asking each other questions about their puppets. Then, get your students to switch puppets with their partner and create a new voice and personality with the new puppet that they are holding.

### **PUPPET MONSTERS**

This is a great game to practice simple improvisational skills! First, get your students to pair up and decide on a location where the scene will take place. Some ideas might include at school, at the playground, or playing a sport on a field. With the puppet that each student has made or is miming, get each pair of students to pretend that they have both encountered a monster and that they need to find a way to get away from the monster or else it will eat their puppet!

### **HAVE FUN WITH DRAMA GAMES: MIRRORS**

A game of mirrors is a great group activity that gets students working together and paying close attention to each other. Have the students pair off in A/B partners around the classroom. To begin, A will be the actor and B the mirror. The two partners face each other and partner A begins to move and partner B will mirror everything that partner A does. When you call out “freeze,” partner B will become the actor and partner A will be the mirror. Do this a few times throughout the activity.

### **HAVE FUN WITH DRAMA GAMES: WHAT ARE YOU DOING?**

In a circle – One person in the centre is doing an activity, someone jumps in and asks, “What are you doing?” the person in the centre says something different from what they are doing; the person who jumped in does that new activity.

I.e. person in middle is cutting the lawn, person jumps in and asks “What are you doing?” the person in middle says “screwing in a light bulb” the person that jumped in does that activity...and so on around the circle.

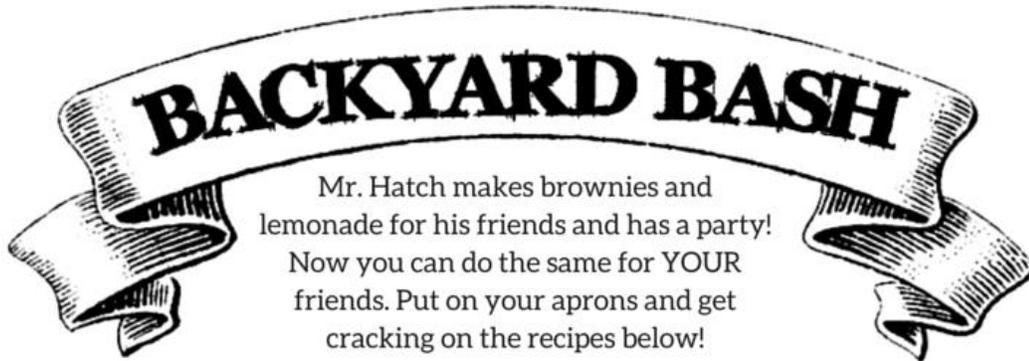
### **PLAYING WITH SONG AND STORY**

Using a familiar song that the students love to sing, write a class story related to the song. Add characters, simple dialogue and actions that can help to make the song come alive! By combining the story and the song, the students will experience the fun of participating in a musical drama. Challenge the students to vary the tone of their voices and to use body movements to help portray the personalities of the characters in the story. Experiment with using simple sound effects, props and costumes.



## BACKYARD BASH

Mr. Hatch makes brownies and lemonade for his friends and has a party. Now you can do the same. Put on your aprons and follow the recipes to make chocolate brownies and lemonade.



### CHOCOLATE BROWNIES

1/2 CUP BUTTER 1 CUP SUGAR 2 EGGS 1 TSP VANILLA EXTRACT



1/2 CUP FLOUR 1/4 TSP SALT 1 TSP BAKING POWDER



PREHEAT OVEN TO 350 DEGREES F. GREASE PAN.

IN LARGE SAUCEPAN, MELT 1/2 CUP BUTTER. REMOVE FROM HEAT AND STIR IN SUGAR, EGGS, AND VANILLA. BEAT IN COCOA, FLOUR, SALT AND BAKING POWDER.

SPREAD BATTER INTO PAN AND BAKE FOR 25-30 MINUTES. LET BROWNIES COOL IN PAN. SERVE AND ENJOY!

### BEST LEMONADE EVER!

1 3/4 CUPS WHITE SUGAR 8 CUPS WATER 1 1/2 CUPS LEMON JUICE



IN A SMALL SAUCEPAN, COMBINE SUGAR AND 1 CUP WATER. BRING TO BOIL AND STIR TO DISSOLVE SUGAR. ALLOW TO COOL TO ROOM TEMPERATURE, THEN COVER AND REFRIGERATE UNTIL CHILLED.

REMOVE SEEDS FROM LEMON JUICE, BUT LEAVE THE PULP. IN PITCHER, STIR TOGETHER CHILLED SYRUP, LEMON JUICE AND REMAINING 7 CUPS OF WATER.

SERVE AND ENJOY!



### INVITE YOUR FRIENDS!

CUT OUT PAPER HEARTS AND MAKE INVITATIONS FOR ALL YOUR FRIENDS!



## ABOUT AXIS

Axis Theatre Company exists to create physical theatre for the young and young-at-heart - exploring aspects of clown, commedia dell'arte, music, movement and puppetry to produce original plays.

In the age of “looking down” at tablets, smart phones and computers, Axis Theatre draws young eyes up to engage them in interactive experiences that educate, inspire and transform. Telling stories in unique ways, Axis Theatre is guided by these words: inventive, youthful, kinetic, multicultural, smart and engaging.

Axis Theatre’s rich 42-year history has inspired an optimistic approach to risk and our activity has doubled for our theatre for young audiences programming. In the fall of 2018, Axis will launch our first international tour in over a decade. Our creative efforts have revitalized the company’s reputation for producing quality TYA work. In 2017, the BC Touring Council voted Axis Theatre **Artistic Company of the Year**.

Axis Theatre is led by Artistic Director, Chris McGregor; General Manager, Daune Campbell; and Tour Coordinator, Petrice Brett. We are located in Vancouver, British Columbia. To learn more about Axis or our team please visit [www.axistheatre.com](http://www.axistheatre.com)

*Axis Theatre acknowledges that we live, work and play on the unceded and traditional territories of the Coast Salish peoples – skwxwú7mesh (Squamish), sel̓ilwitulh (Tsleil-Waututh), and xʷməθkʷəy̓əm (Musqueam) nations.*

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Our shows are made possible through the generous support of these organizations



Conseil des arts  
du Canada

Canada Council  
for the Arts



BRITISH  
COLUMBIA



BRITISH COLUMBIA  
ARTS COUNCIL  
An agency of the Province of British Columbia



***We acknowledge the financial assistance of the Province of British Columbia***

Axis Theatre Company is a member of The Greater Vancouver Professional Theatre Alliance, Alliance for Arts and Culture, Arts in Education Council of BC, BC Touring Council, Canadian Council of the Arts, Vantage Point Vancouver, the Professional Association of Canadian Theatres, International Performing Arts for Youth and The Granville Island Business & Community Association. Axis Theatre Company engages, under the terms of the Canadian Theatre Agreement, professional artists who are members of the Canadian Actors’ Equity Association.



## APPENDIX

Please print and distribute the areas of this Appendix as you see fit with your students. Within this section, you will find a list of characters and vocabulary words with their corresponding definitions. The materials for the pantomime drama game and a song sheet for the Hamelin chorus are also include within this section.

We would also like to thank you for taking the time to use the *SOMEBODY LOVES YOU, MR. HATCH* study guide as a resource to support and strengthen your students' experience with our production. If you or your students have any questions or comments we would love to hear from you. We also welcome letters and drawings from the class and accept mail at Axis Theatre Company, 1405 Anderson Street, Vancouver, BC Canada V6H 3Y7. We wish you all the best in the school year and hope your experience is a positive one.

## CHARACTERS

Edna: Washerwoman

Betsy: Washerwoman

Molly: Washerwoman

Mr. Hatch: Works in a Shoelace Factory

Mr. Smith: Newsstand Clerk

Mr. Todd: Grocery Store Clerk

Melanie Todd: Mr. Todd's Daughter

Mr. Goober: Mailman

Mrs. Weed: Townsfolk

Mr. Dunwoody: Townsfolk

## VOCABULARY

Washerwoman: a job that includes washing clothes and setting them out to dry

Factory: a building where goods are assembled

Aglet: a small plastic sheath used on the end of a shoelace

Ukulele: a small guitar-like instrument

Responsibility: a job or task that must be completed



#### WEBSITES FOR REFERENCE

Friendship Activities: <https://www.kidssoup.com/activity/friendship-crafts-activities-games-and-printables>

Interview with author, Eileen Spinelli

<https://www.eerdmans.com/Pages/Item/9058/Author-Interview-Eileen-Spinelli.aspx>

Biography of author, Eileen Spinelli

<http://biography.jrank.org/pages/460/Spinelli-Eileen-1942.html>

Info on Puppetry, different styles of puppets and uses of puppets in theatre

<https://www.britannica.com/art/puppetry>

Information on the 1940s in the United States, factories, machines and culture.

<http://americanmachinist.com/features/1940s>

<http://www.pitlanemagazine.com/cultures/american-culture-in-the-1940s.html>

Books about individuality:

<http://www.notimeforflashcards.com/2012/04/booksaboutbeingyourself.html>

Reference of books about friendship:

<http://www.playdoughtoplato.com/the-bff-childrens-book-list/>

Books about coping with change:

<https://ccbc.education.wisc.edu/books/detailListBooks.asp?idBookLists=175>