
Teachers' Notes



ARIANA TREASURE: THE MISSING BOOK

Jacqueline de Rose-Ahern / Karen Erasmus

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Reading level: 5 to 8

BOOK SUMMARY

Join Ariana at the Treasure Chest – the best thrift shop in town!

Ariana is excited to hear there is a new kid in town. She can't wait to show him around the

Treasure Chest. Can Ariana use the treasures from the thrift shop to help make a new friend and find her missing book?

THEMES

Family and friendship • Problem solving • Kindness and helping others •

Forgiveness • Sustainability (as a consumer) •

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Jacqueline de Rose-Ahern is available for author talks and workshops.

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Ariana Treasure Teachers' Notes can be used in schools (independent learning, small groups, and whole classes); at home with caregivers; and as part of mental health support programs facilitated by counsellors, psychologists, children's charities, etc.



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ABOUT THE AUTHOR



Jacqueline de Rose-Ahern is an international award-winning children's author who adores exploring all the world has to offer! Her appreciation of travel and uniqueness of culture has been captured in the pages of her books. Jacqueline was the recipient of the ACT Writers Centre (renamed MARION) 2017 Anne Edgeworth Fellowship. Her books have won awards in the US and have been shortlisted for the Speech Pathology Australia Book of the Year Awards. Jacqueline regularly contributes to a variety of online platforms and has appeared at several literary events, including the Canberra Writers Festival, the Goulburn Reader Writer Festival, NSW Kids & YA Festival and the Noted Writers Festival. She has also toured her books internationally. Jacqueline endeavours to encourage her readers to learn more about the world, supporting an empathetic and inclusive community. Jacqueline holds a Masters in International Development and is the founder of the Story Creators Community, assisting aspiring creatives on their creative journey.

AUTHOR NOTE

Growing up, my mum would volunteer at a local charity shop/thrift shop. I used to go along with her. I loved how the shop would bring the community together. It was here that I was exposed to the idea of upcycling and preloved shopping, and the benefits of this for our environment and community. Today, I still like swapping items with friends, family and others in the community - items that I may no longer use or need soon become treasured possessions for others. This was the concept behind Ariana Treasure and the Treasure Chest. The stories in this series are also related to experiences I had growing up. In terms of *The Missing Book* I had a treasured book that my grandpa gave to me when I was younger, when we moved to Australia from Sri Lanka that book got lost. I was devastated. It still breaks my heart that I don't have that book anymore, but I am glad I still hold the memories of my grandpa reading it to me. And, I'm very glad Ariana gets her book back in the story!



ABOUT THE ILLUSTRATOR

Karen has been illustrating children's books for more than a decade. She loves creating characters and scenes that engage young people and encourage reading.

During her early career, teaching in primary schools, Karen discovered her love for picture books and the unique quality they hold for focussing children's attention and bringing reading and stories to life. Illustrators like Julie Vivas, Emily Gravett and Freya Blackwood were some of Karen's early inspiration. After moving to Australia from the UK with three young children

Karen studied illustration at Chisholm TAFE which led to her first published work. She now teaches fine art to adults at the same TAFE, whilst continuing with illustration projects. She lives by the sea south of Melbourne with her husband, three children, three dogs and six chickens.

ILLUSTRATOR NOTE

The Ariana book series was a new venture for me. I haven't tackled early reader books before and the real challenge was maintaining consistency with the characters all the way through. I particularly enjoyed creating the covers and added colour to the characters. *The Missing Book* is one of my favourites as there is a sense of the quaint little shop. I like it when characters transform like Alex in this book who starts off so sulky and then becomes a friend. Some of my favourite scenes were the emotional ones where Ariana is upset as it gives a lot to work with.

REASONS FOR STUDYING THIS BOOK

Ariana Treasure: The Missing Book offers rich opportunities for exploring complex emotional themes, enabling teachers to discuss empathy, loss, and the power of understanding others' feelings. Through the main characters, Ariana and Alex, students can examine how powerful emotions—like anger, fear, and sadness—can affect behaviour and relationships, often in ways we don't fully understand at first.

Ariana must learn that grief and change manifest in different ways, highlighting the importance of patience, communication, and compassion when trying to connect with others. As Ariana and Alex navigate their own emotional struggles, they ultimately learn that by sharing their personal losses, they can form a meaningful bond, demonstrating the healing power of empathy and forgiveness.

Teachers can use the Ariana Treasure series as a tool for exploring emotional regulation, conflict resolution, and sustainability. Children are able to connect with Ariana and her family and friends to give these topics a relatable coat of paint.

KEY CURRICULUM AREAS & LEARNING OUTCOMES

YEAR ONE

English, Humanities and Social Science

AC9E1LA06 - understand that a simple sentence consists of a single independent clause representing a single event or idea

AC9E1LE02 - discuss literary texts and share responses by making connections with students' own experiences

AC9E1LY02 - use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions

AC9E1LA07 - understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)

ACELT1584 - Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts

AC9E1LA03 - explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain

AC9E1LY11 - use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words

AC9E1LY05 - use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures

AC9E1LA10 - understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns

AC9E1LE01 - discuss how language and images are used to create characters, settings and events in

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literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators

AC9E1LA09 - recognise the vocabulary of learning area topics

AC9HS1S04 - discuss perspectives related to objects, people, places and events

AC9E1LE05 - orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools

YEAR TWO

English, Humanities and Social Science

AC9E2LA01 - investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions

AC9E2LA03 - identify how texts across the curriculum are organised differently and use language features depending on purposes

AC9E2LE05 - create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools

AC9E2LA02 - explore how language can be used for appreciating texts and providing reasons for preferences

AC9E2LE03 - discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways

AC9E2LY01 - identify how similar topics and information are presented in different types of texts

AC9HS2S04 - discuss perspectives related to objects, people, places and events

YEAR THREE

English, Humanities and Social Science

AC9E3LE01 - discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators

AC9E3LY02 - use interaction skills to contribute to conversations and discussions to share information and ideas

AC9E3LY01 - recognise how texts can be created for similar purposes but different audiences

AC9E3LE02 - discuss connections between personal experiences and character experiences in literary texts and share personal preferences

AC9HS4K09 - diversity of cultural, religious and/or social groups to which they and others in the community belong, and their importance to identity

AC9HS3S07 - present descriptions and explanations, using ideas from sources and relevant subject-specific terms

AC9HS3S05 - draw conclusions based on analysis of information

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TEACHING POINTS AND ACTIVITIES

This book may be used in whole class, small group or independent learning activities in schools.

Please note, the following suggestions and activities are suited to a variety of year levels spanning Foundation to Year 6 primary aged children. Some activities may be applicable to early secondary school students, as well.

KNOWLEDGE AND LITERAL UNDERSTANDING

PRE-READING QUESTIONS

1. Show the cover to the class and ask the students what they think the book might be about.
2. Read the back cover blurb. Does this give them more of an idea of what the book could be about?
3. Ask students if they can recognize the setting of this story from the cover image.

AFTER-READING QUESTIONS

1. Ask students what is their first impression of Ariana and Alex.
2. Ask students what is their first impression of the Treasure Chest.
3. Ask students what they might find at a place like the Treasure Chest (a thrift shop).
4. Have you ever lost something precious to you? How did it make you feel? Did you find it in the end?
5. How does Alex change over the course of the story?
6. Do you have a favourite book?

THINGS TO THINK ABOUT DURING READING

- Is Ariana 'adjusting the curtains' or is she curious to see the new boy in her neighbourhood?
- Ariana loves and misses her grandfather: reading his book and seeing his handwriting helps her feel close to him.
- Mum laughs remembering her dad (Ariana's grandfather) and says, 'He was cheeky that way.' What does 'cheeky' mean? What does she think her dad may have put inside the book to get people to come to the thrift shop?
- 'I think of him all the time.' Ariana says of her grandpa. How do you think she may be feeling?
- What do you think grandpa did to 'make a difference' for people in the community?
- What is your first impression of Alex? Does he seem happy, confident? He mumbles his name. Does he seem shy or reluctant? Has his mum made him come to the door?
- When Ariana asks Alex for her book back, does she tell him why it is important to her?
- Why is Alex so angry and unfriendly? Why will he not give Ariana her book back? (p.37/38)
- How does grandpa's hidden message (p.45 – 52) in the book help solve everyone's problems?

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DISCUSSION QUESTIONS

GENERAL

- How do you think Ariana felt when her book went missing? Why do you think she was so upset?
- What do you think Alex was feeling when he didn't want to go into the shop or meet Ariana? Have you ever felt that way before?
- Why do you think Alex didn't want to give the book back to Ariana at first? Can you think of a time when you didn't want to share something?
- What did Ariana and Alex learn about each other when they talked about their favorite things? How did they feel after they understood each other?
- How did Ariana's grandpa's book make her feel? What are some special things you have that make you feel happy or safe?
- Why do you think it's important to be patient when making new friends?
- How did Alex and Ariana show kindness to each other by the end of the story? Can you think of a time when you were kind to someone who was upset?
- What does it mean to "swap" something in the story? How did Ariana and Alex swap things to help each other?
- In the story, both Ariana and Alex were feeling sad about something they lost. Can you think of other emotions that can make people feel upset, and how do we help others when they feel that way?
- Do you think it's important to understand why someone is acting upset or angry? What can we do to help others feel better?
- How do you think Ariana and Alex's friendship changed after they talked and understood each other? What makes a good friend??

FAMILY & FRIENDSHIP

- Why are things given to us by people we love, like grandparents, so important?
- Does something change in importance if the person who gave it to you passes away? Why might that change things?
- What was the note on the first page of the book and who wrote it?
- What does Ariana remember about the rocking chair near the counter?
- Who ran the Treasure Chest before Ariana and her mum?
- Why does Ariana think she and Alex can't be friends?
- Was Alex kind to Ariana at the beginning of the book? Was he kind to her at the end of the book? How did he make Ariana feel through the story?

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PROBLEM SOLVING

- What could you do if you lost something?
- What strategy did Ariana and her mum use to find the missing book?
- Why did the strategy not work?
- Have you ever swapped something with a friend? How did it make you feel?
- Why was Alex upset? Do you find it easy or hard to express how you are feeling? Is it always easy to know exactly how we are feeling?
- How can you understand when another person is upset? Think about the signs of the emotion 'anger' and the emotion 'sadness'.
- How can you approach someone when they're upset?

KINDNESS AND HELPING OTHERS

- List the ways Ariana showed kindness to Alex.
- How did Mum and Mrs Baker try to help Ariana?
- When have members of your family helped you?
- In what ways do you show kindness to your friends regularly?
- How did Ariana's grandpa show kindness to members of the community?
- Did Alex return Ariana's kindness?
- What might be a barrier to showing kindness?

FORGIVENESS

- In what ways did Ariana have to forgive Alex?
- In what ways did Ariana have to forgive her mum?
- In what ways did Alex have to forgive his mum?
- Why is being able to forgive so important?
- What does the word 'intentions' mean? What does it mean when you describe someone's intentions?
- What were Ariana's mum's intentions? And does that change anything? Why or why not?
- What about Alex's intentions?
- Do intentions matter?
- Have you ever done something to hurt someone? How did it make you feel? How did it feel when the person forgave you?

SUSTAINABILITY

- In the story, Ariana's mom owns a shop where special items are kept and swapped. How is this like a thrift store or second-hand shop, where people give or trade old items instead of throwing them away?

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-
- What are the benefits of swapping an item for an item? Why do you think trading or swapping items is good for the environment?
 - In the story, Ariana's grandpa had a special book that was passed down to her. Why do you think it's important to take care of things that are passed down from others?
 - How is passing down books or toys to others like donating them to a thrift shop?
 - When Ariana and Alex swap items, like her grandpa's book and Alex's soccer ball, they are reusing things instead of buying new ones. Why do you think it's good to reuse items?
 - Alex was sad about leaving behind his soccer ball when he moved. Do you think it's important to keep our favourite things for a long time? How can that help the planet?
 - In the story, the book was very special to Ariana because it had memories from her grandpa. How does taking care of something for a long time make it even more valuable?
 - Do you think the idea of swapping or sharing things with others is a good way to reduce waste? Why or why not?
 - What are the benefits of swapping books with a friend? Is there any specific benefit to being able to share a book with someone?
 - Instead of buying new things all the time what do you think people can do to make sure their favourite things, like toys or books, last a long time?
 - Discuss mending and repairing items. Are there any barriers to mending or repairing?

ACTIVITIES

HAVING CONVERSATIONS - MAKING FRIENDS

CHAPTER 2: Conversations – ‘Openers’

Humans have ways to help us make friends. When we first meet there are some things to say that help. Otherwise, we might feel awkward!

These are called ‘conversational openers’ because they draw the other person into replying.

Can you find ‘openers’ on pages 12 and 13?

Answers: Let’s go inside/ I heard you just moved here.

Saying something nice (compliments) about the town/the place:

Find two things Mrs Baker says that are compliments.

Good manners mean that when someone gives a compliment you should reply:

‘Thank you.’ Mum smiled.

What other polite replies could Ariana’s mum have given?

Hospitality: Important in most cultures

Inviting someone new to share food and drink: Mrs Baker is new in town. Mrs Treasure shows her the shop. Mrs Baker invites Mrs Treasure to come for tea.

Mrs Treasure makes tea for Mrs Baker and Alex.

HOW WORDS SHOW FEELINGS

We don’t need to write *‘Mrs Baker was growing angry...’*

Q: One word on page 15 tells us that Mrs Baker is growing cross with Alex’s rudeness. Can you find it?

A: ‘sternly’

Q: How do we know Ariana is disappointed that Alex leaves without saying goodbye?

A: She sighed. She also *‘dropped the cushions on the floor’* as if she had given up.

(When you **‘give up’** you feel defeated. What other feelings might you have?)

Q: How do we know Mrs Treasure is upset? (*She sold Ariana's book by accident!*) p.23

A: '*Mum's voice shook.*'

Q: How does Ariana feel when she hears that her special book from grandad is gone?

A: She '*felt her heart sink*' (p.24)

Chapter 4: Page 25 Ariana paced...

Q: Ariana paces up and down to ease her feelings.

What 3 feelings cause Ariana to pace?

A: nervous/worried/sad

Q. Ariana feels a lump in her throat. (p. 26) Have you ever felt that? When does it happen and why?

A: It happens when you are trying not to cry.

Page 27: Comfort and hope

Q: What does Ariana's mum do and say to make Ariana feel better?

A: She puts her hand on Ariana's shoulder. She says, 'I have an idea'.

What is Mrs Treasure's idea? (It has 3 steps! What are they?)

First: To go to Mrs Bakers house.

Next: To explain how important the book is to Ariana.

Last: To ask for the book back.

Consider this plan and what might happen.

- Do you think Mrs Baker and Alex will give the book back?
- Will Mrs Treasure and Ariana have to give something in return?

ASKING DIFFICULT QUESTIONS - LEARNING TO PERSUADE

DISCUSSION

Ariana needs to persuade Alex to give her the book back. That means she must try to bring him round to seeing her way of thinking.

That is her GOAL (like a sportsperson!)

To persuade someone it helps to plan ahead. To think about what we need to say.

Why?

- Because our feelings are strong. This means we can easily get upset.
- We need to explain simply and clearly what we hope for (goal) and give a good (reason).
- If we do that well, the other person may see the idea is good for them too.
- If the other person does not agree, they may have reasons we had not thought about.
- We may not reach our goal (to get what was important to us). This happens often in life!

When we succeed We get what we want. This makes us happy. BUT it is important to make the other person feel they have 'won' too... WIN/WIN	When we don't succeed. We don't get what we want. That can make us disappointed. Sometimes we get upset and the other person does too!
Yes!	Not this time!
Be polite: Say clearly what you wish for/to do Explain briefly why it matters to you (and them!) Say what the end result would be: <ul style="list-style-type: none">▪ Ariana gets grandpa's book▪ Alex gets a soccer ball▪ They both make a new friend!	Ariana did not share with Alex that she loved the book because it was her grandad's book. She missed her grandad very much. They both came away unhappy.

Ariana and her mum did not succeed! What went wrong?

Reflect on the table above and what we've just discussed. What were the 'right things' Ariana and her mum said? Could they have done things differently?

What did they importantly miss? Did they did not tell Alex why the book was so special to Ariana?

List the reasons they were not successful and what Alex's reasons were for NOT returning the book.

TEA TIME!

ART AND DESIGN: AN INVITATION TO TEA!

What welcome treats would you make and share with a person visiting your home?

Design an invitation to tea at your home (or in a local park) to invite 2 friends.

Include the place and time. Use your best writing or use a computer to design the card. Include a picture of the treats!

HOME ECONOMICS/MATHS

Create a shopping list and show the price of each item

What do you need to buy or make for afternoon tea?

- (Remember – you need something for each person including yourself).
- Find out the prices of the items in your local supermarket.
- Would it be better and healthier to make the treats yourself?
- What 'finger foods' could you provide (Food eaten without a knife or fork – picked up with the fingers).
- What is the overall cost of your afternoon tea?

Add extra rows to the list as needed. Add up the final cost.

Item(s)	Which shop? Have at home?	Cost
		TOTAL:

OUR AMAZING HUMAN BODY

What is Anxiety?

Ariana 'feels her heart sink' when she hears her mum may have sold Ariana's special book to Mrs Baker by mistake. What does that mean?

Have you had that feeling? Was it when you had a shock or were scared or worried?

Q. What might be happening in your body, so it feels that way?

A. The heart beats faster with shock. It feels like it is fluttering.

My heart feels like it is 'fluttering'! What is happening? Is there a bird in there?

- a) Shock or surprise
- b) The brain thinks – I need help to run away from a big monster! Or – I am SOOO excited!
- c) It sends a nerve message to the ADRENAL glands near your kidneys.

VIDEO Resource: [Science for Kids: The Adrenal Glands \(Adrenaline\)](#)

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What do the Adrenal glands do?

They push Adrenaline into our blood. This makes the heart beat more quickly. That helps us to run faster, think faster and escape from danger.

- a) Where are your kidneys?
- b) What do the kidneys do?
- c) Where is your heart?
- d) What does the heart do?

VIDEO Resource: [Science for Kids: What do our kidneys do?](#)

WRITE/DRAW A STORY ABOUT A SPECIAL MEMORY WITH A GRANDPARENT OR FAMILY MEMBER

- Encourage students to reflect on the important memories they have with their family members, just like Ariana's special memories with her grandfather and the book he gave her.
1. Ask students to think about a special memory they have with a grandparent or family member. It could be a moment they felt happy, loved, or learned something important.
 2. Have students either:
 - a) Write a short story describing their memory (Who was there? What happened? How did it make them feel?).
 - b) Draw a picture of that memory, showing what it looked like and how it made them feel.
 3. Share (Optional): Students can choose to share their memory with the class or keep it private in their personal storybook.

UNDERSTANDING GRIEF THROUGH ARIANA AND ALEX'S LOSSES

Ariana and Alex can be a way to help students connect with their own feelings of grief and be able to process them. Before beginning please collect paper, some form of writing utensils like crayons or marker pens, a box or other small container and a 'feelings chart' (a resource with all kinds of different emotions such as happy, sad, angry, etc).

1. Introduce the concept of grief - that is a feeling that we get when we lose something or someone we care about. Grief can have different causes and while one might be the death of a loved one, it can be also caused by other things such as: moving away, losing something important, or saying goodbye to something special.
2. Ask students how Ariana felt when she lost her special book that connected her to her grandpa. Discuss how losing the book made her feel sad and connected to her grief over her grandfather's passing.
3. Talk about how Alex felt when he moved to a new place and had to leave his home and friends behind. Ask students if they've ever moved or had to say goodbye to something important, like a toy or a friend.
4. Show the "Feelings" chart and talk about the different emotions Ariana and Alex might have felt (sad, lonely, frustrated, etc.). Encourage the students to think of times when they felt similar emotions.

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- a) Ask students: "How do we know when someone is feeling sad or upset? What are some ways to comfort them?"
 - b) Have students create a Memory Box or Drawing. For the memory box, have students draw or write down something that reminds them of a special person, pet, or place they've lost. Whether a drawing or a written note these slips of paper can be put in a small box or container that becomes their very own 'memory box' and keeps those special memories safe. For drawings have students draw a picture of something that makes them feel better when they are sad. This could be a favourite toy, memory, or something else that sparks joy. Link this concept back to when Ariana and Alex found comfort in their own memories and sharing those together.
5. Share and Reflect: After completing their drawings or memory boxes, invite students to share (if they feel comfortable) with the class or in small groups. Discuss how, despite grief being different for each person, sharing can help us feel better by examining our feelings and sharing them with others. End with a reminder that grief is a natural feeling and it's okay to feel sad sometimes.

BOOK SWAP

"A book swap is when you bring a book that you've already read and exchange it for another book someone else has brought. This way, everyone gets a new book to read without buying anything new!"

Swapping books helps the planet by reducing waste and encouraging people to reuse items. It's a fun way to share stories with others while being kind to the Earth.

CREATE A BOOK SWAP POSTER/FLYER:

1. Have students create a Book Swap Flyer or Poster to help spread the word.
2. Provide a simple template with space for a title like "Book Swap Day!" or "Bring a Book, Take a Book!"
3. Students can color the poster, adding pictures of books, arrows, or anything related to reading, to make it fun and eye-catching.
4. Leave space for important details like the date, time, and where the book swap will happen (e.g., in the classroom, school library, or hallway).

EXPLAIN HOW THE BOOK SWAP WILL WORK:

Give each student a handout explaining how the book swap will happen:

- i. Bring in one or more books that you have already read and are ready to share with others.
- ii. Each student will get a chance to pick out a book from the collection that others have brought.
- iii. If you don't find a book you like right away, that's okay! You can always swap a book at another time.

Encourage students to talk about their books with others to help decide what book they might want to take home. We have included a couple of handouts you can give to children and to send home to parents. Or to use as examples for kids to write their own.

BRING THE SWAP TO LIFE:

Remember that you need to decide on the time and place, how long the swap will last and how the books will be seen and collected.

Our suggestion is to have a table or bin set up in a common area (or in the classroom) where students can drop off their books. Organise the books by category (e.g., picture books, chapter books) to make it easy to browse.

Encourage students to think about what they're willing to share and what new books they might like to discover from their classmates. Also remind them that any books brought in should be in good condition.

REFLECTION AND DISCUSSION:

After the book swap, discuss with students how they felt about the activity. Ask questions like:

- "What was your favorite part of the book swap?"
- "How does swapping books help the environment?"
- "What do you like about sharing books instead of buying new ones?"
- "How does it feel to give a book to someone else and then get a new one in return?"

WE'RE HAVING A BOOK SWAP

WHAT IS A BOOK SWAP?

A Book Swap is when we bring books we've already read and trade them for books other people have brought! It's a fun way to get new stories to read without buying new books. You can give a book you've already loved and take home a new one to enjoy! Instead of buying new books, we can exchange books we've already read. It helps keep books out of landfills and reduces the need to buy new things, which is great for the planet!



HOW DOES THE BOOK SWAP WORK?

- Bring a Book (or Two!)
- Find a book (or books) you've already read and are ready to share.
- Make sure your book is in good condition and ready to be loved by someone else! No torn pages or missing covers!

BRING YOUR BOOK(S) TO THE SWAP:

On the Book Swap Day, bring your book(s) to school and drop them off at the Book Swap station (we'll set this up in the classroom or another spot).

You can bring as many books as you'd like! The more books we have, the more fun the swap will be.

PICK A NEW BOOK TO TAKE HOME:

After you've dropped off your book(s), it's time to explore! Check out all the cool books that other students have brought.

Pick a book you want to take home and enjoy! You can only take a book if you've brought one to swap.

LET'S SHARE AND HAVE FUN:

It's all about sharing and discovering new stories! Tell your friends about the books you brought and the books you've found.

You can also talk about your favourite parts of the books with your classmates. Maybe you'll find a new favourite book!

WHY SHOULD WE DO A BOOK SWAP?

Book swaps have lots of benefits both for us and for the planet:

- They reduce the need for new books to be made, which saves paper and other resources.
- They help keep old books from being thrown away or forgotten.
- They encourage sustainability by reusing items instead of buying new ones.
- Saving money! Swapping books means you don't have to spend money on new ones—just share the books you already have!
- You'll get new books to enjoy and share your old favourites with others meaning you and your friends get to read more.
- It's fun and helps us connect with one another! Book swaps are a great way to see what books your friends are reading and maybe even make some new friends!

JOIN THE BOOK SWAP AND BE A BOOK HERO!

- When we share, reuse, and swap books, we're doing our part to help the planet while enjoying great stories!

READY TO SWAP?

Now, it's up to YOU to make the Book Swap happen! Tell your friends, bring your books, and let's have fun sharing our favorite stories. The more books we have, the better!

Let's make the world a better place, one book at a time!

You can use this information to make fun flyers and posters for your school to help the book swap be a success.

Make sure to use lots of bright colours and bold designs to catch everyone's attention and to include the date and day of the book swap, where it will be, at what time, and for how long!

Remember to also include information on what people should do. Should they bring in the books before hand or on the day? Who should they give their book to? How many books should they bring?

Sample text for a letter for parents:

We're hosting a book swap!

A Book Swap is being hosted at our school and we'd like for everyone to participate. We're asking that all the children bring books they've already read and are willing to part with to trade for books other students have brought in.

Our hope is to create space for the following:

- Discussions and questions about sustainability and reduction in waste in an effort to help the planet.
- Interaction between children and having them share stories that they enjoyed with others, and branching out to find stories they might enjoy and possibly new friends.
- Sharing between classmates.
- Creativity and organisation as the children set up the book swap (with help from the school and their teachers).

All that is needed from parents is permission for your child to bring in a book and your support and encouragement as the children coordinate this endeavour. Your child might also need help in picking out a book to bring that they would be okay parting with and trading for something new. Please make sure the book is in good condition with covers intact and no rips or tears as we want all children to find something promising to bring home during the book swap.

Thank you for your time and attention.