

Teacher Notes

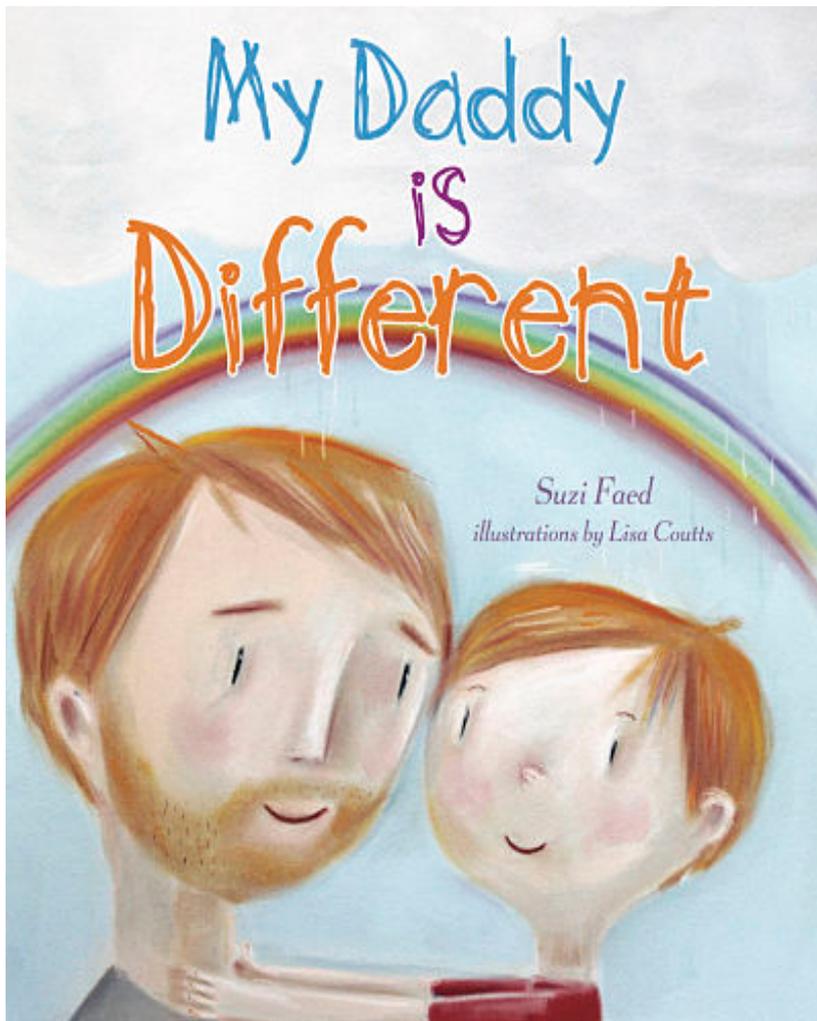
My Daddy is Different

Suzi Faed / Lisa Coutts

ISBN: 9 781925592177

RRP: \$17.00 softcover, \$25.00 hardcover

Age range: 5 +



Book Summary

I used to have a Daddy who was like all other Daddies. One who would go to work, and play with me when he was home. But one day, something changed. He started saying strange things, doing strange things. I was confused.

Sometimes people can act strangely and it can be a bit frightening and sometimes they need to get help to get better and to feel like themselves again.

My Daddy is Different is a beautiful story, written to nurture any child who might have an adult special to them who is suffering from mental illness.

Teacher notes
Created by Vanessa Ryan-Rendall



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Reasons for Studying this Book

This book addresses the difficult and often not talked about issue of mental illness. It encourages discussions about how children can deal with living with a parent who suffers from mental health issues.

The book will help children understand that if someone they love suffers from a mental illness then they are still loved and the illness is not about them and who they are.

In addition, the story will help children realise that they are not alone and that there are people to support them just as much as there are people to support the person who is suffering from mental illness.

My Daddy is Different will help to eradicate the stigma of mental illness and help readers to see that the person suffering needs love and support through their difficult times. The book can be used as a tool to promote understanding by carers, school counsellors, psychologists or other mental health practitioners.

Themes

<i>Mental Illness</i>	<i>Support networks</i>
<i>Family</i>	<i>Hope</i>
<i>Fear</i>	<i>Acceptance</i>
<i>Misconceptions</i>	<i>Change</i>
<i>Understanding our emotions</i>	<i>Resilience</i>

About the Author:



Suzi Faed was born and raised in Bunbury, Western Australia. Apart from a five-year stint in Perth, she chose to settle in Bunbury, tied there by her love of family and her need to be near the water and a relaxed lifestyle. Suzi is a qualified Early Childhood teacher, wife and a mother to an energetic and book-loving little girl.

The written word is how Suzi likes to be heard. She aspires to inspire those who read her work. From a young age, she was drawn to writing. As she grew and life took her on different pursuits, her passion for writing always remained.

Suzi has independently published her late father's biography, *Fighting Spirit*, and is also the author of her debut picture book,

My Daddy is Different, published by Empowering Resources.

Suzi has a special talent (some would say more an obsession) of buying too many books at writers' festivals and author talks, then stressing that there is just not enough time to read the enormous stack accumulating on her bookshelf.

For more information, go to:

www.suzifaed.com

www.facebook.com/suzifaedauthor/



About the Illustrator:



Lisa is a Melbourne born, bred and based illustrator. She studied graphic design but did not follow that path – instead she has been busy creating quirky and charming characters for publishers, advertising and design agencies. Her illustrations have appeared in books, greeting cards, magazines, festivals, posters, packages, tee shirts, teacups and even framed on walls in galleries, shops and homes.

One of the things she enjoys most about illustration is creating and bringing characters to life in their own worlds of colour and imagination.

She loves to illustrate all sorts of things, but left to her own devices, her recurring motifs include clouds, cats, city buildings, striped items of clothing and flowers – these are a few of her favourite things. Lisa also loves to get up early in the morning to ride her bike, and in between art works, she often bakes biscuits and makes pancakes. She also has an extensive collection of vintage Australian snow domes.

For more information, go to:

www.lisacoutts.com



Links to the Australian Curriculum

These notes are for Primary school students and can be used for K-4 depending on the area you wish to focus on.

[Early Years Learning Framework:](#)

Learning outcomes birth to 5 years.

Outcome 1: Children have a strong sense of identity

Outcome 2: Children are connected with and contribute to their world

Outcome 3: Children have a strong sense of wellbeing

Outcome 5: Children are effective communicators

Guiding EYLF principles

Principle 1: Secure, respectful and reciprocal relationships

Principle 5: Respect for diversity

Guiding EYLF practise

Practice 4: Intentional teaching

Practice 7: Continuity of learning and transitions

[Early Stage One:](#)

Literacy

Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)

Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)

Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)



Health & Physical Education

Practise personal and social skills to interact positively with others (ACPPS004)

Identify and describe emotional responses people may experience in different situations (ACPPS005)

Identify actions that promote health, safety and wellbeing (ACPPS006)

Stage One:

Literacy

Use interaction skills including turn taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)

Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)

Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)

Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)

Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)

Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELA1591)

Health & Physical Education

Describe ways to include others to make them feel they belong (ACPPS019)

Identify and practise emotional responses that account for own and others' feelings (ACPPS020)



Stage Two:

Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)

Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)

Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)

Health & Physical Education

Explore how success, challenge and failure strengthen identities (ACPPS033)

Investigate how emotional responses vary in depth and strength (ACPPS038)



Teaching and Learning Activities

Before you read the book

See: Look at the images on the front cover and the title. What might this story be about? Who are these characters?

Think: What makes a Daddy? What does the word different mean? Does the word different mean the same to everybody?

Wonder: How are people different? Talk to one other person in the room about your dad or grandpa. Find out all the ways they are the same and different.

As you read the book

It is important to read the story without stopping too often, as we really want the children to see the story as a whole.

However, there are some great places to pause for a moment longer or point out a word or image so once the book has been read, the children can remember that part of the story.

- Note the family members.
- Note the community members who support the father and family.
- Note the colour changes when the child feels happy, loved, confused, worried and sad.
- Point to the words that are written in different fonts and highlight the importance of this.

After you have read the book

A quote to begin

*And even if my Daddy was different in some ways, he was still the same
Daddy who loved and cared for me.
His heart was still kind and his hands could still create.*

What does this quote mean? How can someone be different yet still the same?

How can our hearts be kind?

Family Support

This book highlights the importance of being supportive of our family members who do have mental health issues. Support networks are vital for these people and children from a young age need to understand that by knowing who can help us is important for them and their parents.

Activity

1. Use the template in these notes to show the support network the father has around him.
2. Use the second template in these notes to look at the support network the boy has around him.
3. Compare the different support people they have and the different ways they are supported (e.g. The nurse supports the father with care at the hospital, medication etc. The nurse supports the boy with a listening ear and someone who is able to talk to him to help him understand).
4. Use the blank template to draw up students own support network. Talk about why they are part of your support network and how they help you.





Exploring Feelings through colour, symbol and image

Explore different ideas and emotions throughout the story through colours, symbols and images.

Love - Sorrow - Worry - Loneliness - Feeling of belonging - Hope - Anger.

Idea that my dad has a mental illness, idea that my mum is always worried about him, idea that I am feeling angry with my dad.

Activity

Students in pairs or groups can choose one of the feelings or ideas shown in the story. As a group, find the items below either from the story or create their own to show this feeling in relation to mental health.

- Colour
- Symbol
- An image

Mental Illness and our Body

Brainstorm as a class what they think mental illness is and how you can be sick inside your head.

With ES1 and Stage One you may discuss issues like feeling sad all of the time, not able to do anything because you are worried too often, getting angry quickly all of the time.

With Stage 2 you can look into the names given to some mental illnesses. This could be a great research project, with each group or pair learning in depth about one mental illness and then sharing with the class. Some areas to look into: ADHD, Bipolar, Anxiety, Depression, Schizophrenia.

Activity

Using the body template (located at the end of these notes) – ask students to label the different ways you can be sick inside your head and how it affects our body (Sore tummy, shouting, worried, crying, not wanting to move around). Older students may be able to name some mental illnesses and this is encouraged as long as they understand what they are.

Use the head template to explore how you can be sick inside your body.

Compare and contrast the differences and then link in that no matter where you feel sick, we can all be cared for.





Supporting Other's Feelings

Divide children into small group scenarios to read and act out – considering the ending they should finish with.

Before the activity begins you may like to brainstorm the different ways we can talk to people when they are upset.

Activity - Scenarios

A friend has been crying during every lunch break this week. Another friend says to them, 'All you do is cry, stop being a baby!' What do you think you should do?

A classmate is worried about the speech they have to give tomorrow. They don't want to eat because they said their tummy is sore. What can you say to them to help them out?

A friend of yours is always doing silly things for no reason. Someone tells them to, 'Stop being so silly, you are an embarrassment!' What do you think you should do here?

You see someone sitting alone in the playground. They are feeling angry and hitting people because they miss their Dad who has been feeling very sad and is now in hospital all week. What can you say to them?

Your friend has a new haircut but it is very short – shorter than they wanted it to be. What can you say to them to make them not worry about how they look?

There is a new student in your class. They have been at school for a week now and haven't made any friends and now they look lonely and worried. What can you do to make them feel welcome?

Your friend has opened their lunchbox on a Friday and has found they have been given a chocolate bar. Another person says to them, 'Don't eat that, you'll get fat!' What can you say instead to make this person feel okay to have treats sometimes?



Exploring our feelings: 5 senses of how we feel about our parents and other people

In the story the boy explores his different senses with new emotions. Here are some examples from the text (printable at end of notes):

He looked like my Daddy. (see)

He sounded like my Daddy. (hear)

The nurse gently told me what was happening. (Hear and feel)

I felt like I didn't know him anymore. (Feel)

He wrapped his warm hands around mine. (Touch)

Activity

Discuss how someone can look or sound like someone you know but are different?

How do you think the boy felt in each different sense at different points in the book?

Explore how our senses change with different emotions. For example:

When I am mad: I look like this, I sound like this, I feel like this, I see things like this, I hear things like this. Create a feelings poster.

Further activity

We all have experienced times when we have felt very sad or confused or noticed someone else has felt like this.

Write a letter to someone telling them about a day when you felt like this. Ask them to reply to you, giving you advice on how to feel better and what can be done.

Explore how to respond – talk to others, think about how the other person feels, talk to the person you are mad at, get advice from another adult or a friend, write down your feelings, talk to a doctor or nurse.

Times when we have made a mistake and how that has helped us. Times when we have asked others for help and how that has helped us.

This activity can also be spoken for younger students.

What are helplines?

Look at the list of phone numbers at the back of the book and discuss the purpose of these helplines.

Write down occasions when we should use these helplines.

Figurative Language

Throughout the picture book we hear different words that describe feelings such as:

Grey foggy cloud (sad)

Warm smile (happy)

Up and down feelings (confused)

Activity

Draw a time when you have noticed someone in your family showing these feelings. Explain why you think they felt like this.

Draw a time when you have felt these feelings. Explain why you felt like this.



Visual Literacy

How do the background colours on each page make us understand how the child feels throughout the story?

Activity

Link in different feelings in the book to the different colours used. Students can choose an emotion they feel about a family member and a colour that represents this feeling.

Visual Literacy

Why have the author and illustrator chosen to write some of the words in different font?

Activity

Write feeling words in different fonts to make them seem like they are really feeling that emotion. Explore different ways emotions can look.

Visual Literacy

What colour is love?

Activity

Explore how our love for someone might change. Explore that if we talk to them and understand them we can see how our love can stay the same.

Further Activity

Ask students to colour love in different ways.

Love we feel for our parents, our friends, our pets, our favourite activities etc.





Extra Resources

Suzi Faed's website and blog post about the inspiration behind the story:

<http://www.suzifaed.com/inspiration-writing-daddy-different/>

Lisa Coutts website:

<http://lisacoutts.virb.com>

Trailer for the book:

https://www.youtube.com/watch?v=_KmhtzdqeZM



Suzi Faed is available for author talks and workshops. Contact Suzi for more information: suzifaedauthor@gmail.com

My Daddy is Different Teacher 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.

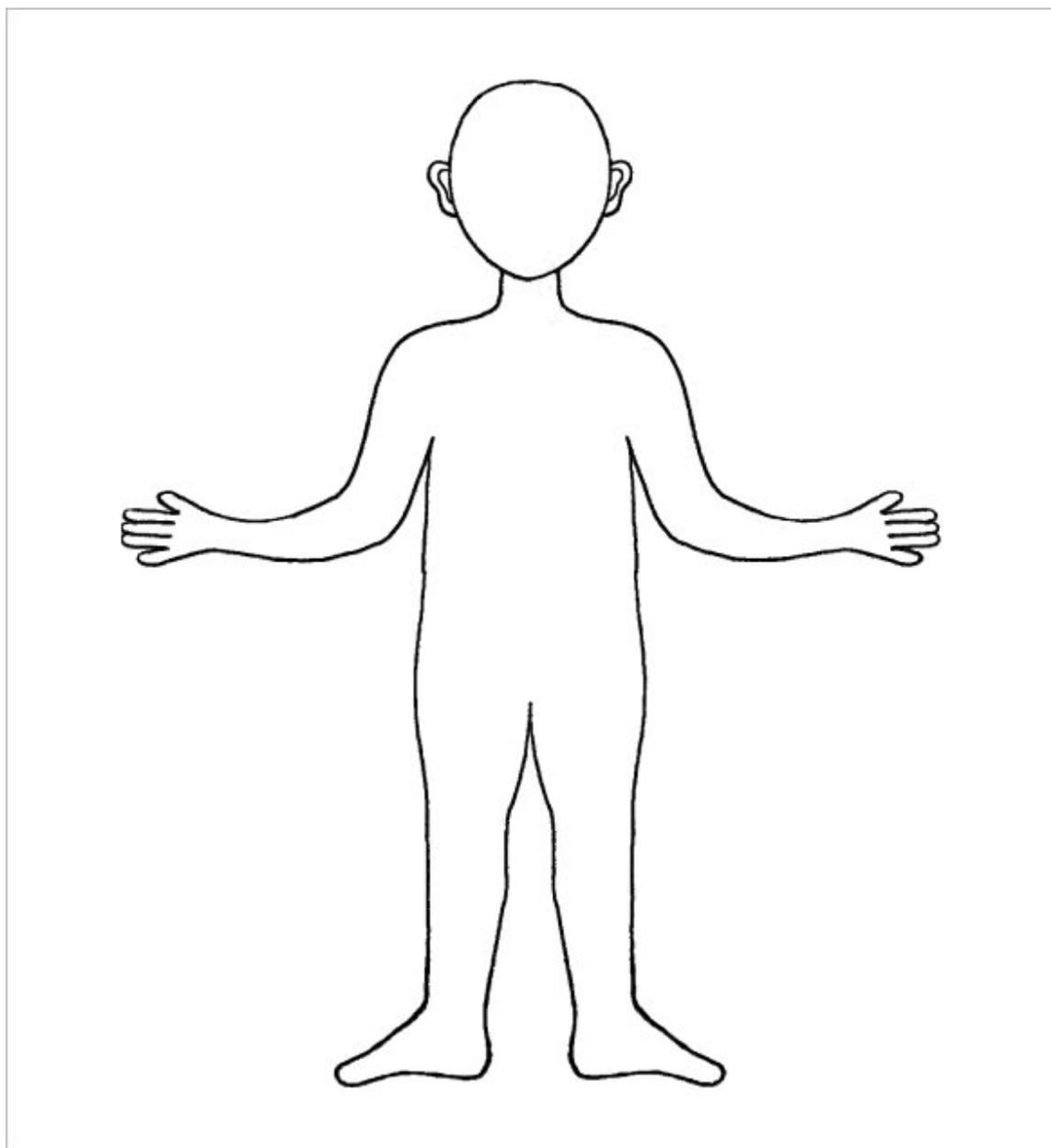
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How can my body be sick?



How can my mind be sick?

