

### Go Girl: Back to School

By: Meredith Badger

#### Learning Outcomes

Students will:

- Put together a short creative piece and share it with the class
- Talk about friendship and fighting, and use the book to explore ways to apologise.
- Put together a poster on hermit crabs using the information in the book as a starting point.
- Make a list of their own 'back to school' preparations.

#### About the story

Chloe and Dani are excited about the new school year. This year they're moving into a new section of the school for older kids. They'll have a new class, sit in a different part of the school and have a different teacher.

But from the first day things seem to start going wrong for Chloe. Dani's settling in just fine, but Chloe is struggling with everything. She feels bad because her friends are in a different class and Dani is making everything look so easy. The new school work much harder than in her old class, her teacher isn't any fun, and to top it off, she's the pet monitor for the two class pets – two snappy, sharp hermit crabs! Then she has a massive fight with Dani. Now her friends aren't talking to her either. Chloe wonders if she wouldn't be better off just dropping back a year and starting over. At least the work in her old class was easier!

But just when it looks like things couldn't get any worse, Chloe discovers that while she might not be good at some things, she does have some talents! Now if she can just make up with Dani, things might be ok after all.

#### Before you read the story

Ask the students to share their experiences of starting something new. What new things have they started (a new school, a new house, a new sport). Look at the expressions of the girl on the cover. Discuss whether she looks happy, sad or worried. Have any of the students felt this way when facing their new experiences? Read the blurb of the book out loud. Ask the students to share some of the difficulties that they faced when they started something new.

#### Questions

##### Chapter One

Where does Chloe think she is at the beginning of the book? Where are they really?

"Everything was going to change this year" Why is this? What things will change?

What are the two reasons that make Chloe think Mrs Clarke doesn't like her?

##### Chapter Two

Why doesn't Chloe want to run out of time while she is doing her hair? What other things slow her down?

Why does Chloe suddenly get nervous about catching the bus? How does she wish she was getting to school instead?

What does Dani say to Callum to make him leave them alone? What is his response?



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### Questions

#### Chapter Three

Who are Chloe's other friends, apart from Dani? How are they described?  
How many classroom rules are there? What does Chloe think the new classroom rule might be?  
What is Chloe's terrible secret?

#### Chapter Four

What is it that makes Sarah excited and Chloe a bit jealous? Why is she jealous?  
Why is Chloe mad at Dani?  
When Annabelle comes back from her music lesson she has some news. What is it? Why does it make Chloe worried?

#### Chapter Five

Chloe is chosen to be pet monitor. What are the names of the two pets that she is responsible for? What kind of animals are they? Why doesn't Chloe like them?  
Chloe is cross at Dani again, this time for making her look like a chicken in front of the class? Why do you think she's really cross?

#### Chapter Six

At lunchtime, Chloe rushes to the toilet. What mistake has she made? Why has she made such an embarrassing mistake?  
What vow does Chloe make to herself? How does she think this will help?  
When Chloe gets home, she forgets all about the bad day that she had. What makes her forget about it?  
What has she forgotten to do though?

#### Chapter Seven

Why does Chloe feel sick in the morning? What kind of sick does she feel? What is the difference between 'properly sick' and 'worried sick'?  
Chloe feels bad that she hasn't done her homework and she takes it out on Dani by calling her names. What names does she call her? How does it get even worse?

#### Chapter Eight

Mrs Clarke tells Chloe to look at Snappy's shell. What does it look like? What does Mrs Clarke explain to Chloe about hermit crabs and their shells? What will they do when she gets too big for the shell that she's in?  
"And then something really weird happened. Mrs Clarke actually smiled at me." What happens just before this? How does it surprise Chloe?  
What happens when Chloe confesses to not doing her homework?

#### Chapter Nine

Chloe is worried that Mrs Clarke is going to send her back a year. How does she feel about this? What does she think about the year so far? Why does she think it might be good to go back a year?  
How does Mrs Clarke react when Chloe tells her why she didn't do her homework? Why does Chloe start crying?

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### Questions

#### Chapter Nine

Chloe might not be very good at maths, but she gets two big ticks for something else. What does she get the ticks for? What does Mrs Clarke want her to do? What does her story make her remember about diving? Mrs Clarke clears up the mystery about the comment that Annabelle overheard. What was she really talking about? Why does this make Chloe feel better?

#### Chapter Ten

When Chloe's apology doesn't work, what does she do to try to make it up to Dani? How does Chloe know that Dani has started to forgive her?

#### Chapter Eleven

How does it make Chloe feel when she sees her friends doing her dance steps? How is this different from earlier in the book? How does she feel now about the rest of the year?

### Activities

At the end of the book there is a school assembly where the students have the chance to present something that they've worked on. Chloe's friends perform their dance routine and Chloe reads her story. In groups or individually, students should create something that they're proud of. This can be a story, a dance, a short play, a picture etc. Put all of these together in a class display or performance either in a whole school assembly or to the rest of the class.

Chloe feels awful when she gets into a fight with her best friend Dani. To make it up to her she ends up doing a dead ant. Make a list of the things you like about one of your friends. How would you feel if you had a fight? Come up with a creative way to make it up to them? Why do you think this would make things better?

Chloe is scared of the class pets Snippy and Snappy because of their sharp claws, until Mrs Clarke explains a bit more about them, and shows her that they are cute too. Now you know that hermit crabs like to change shells when they grow too big for one, but try to find out some more facts about hermit crabs. Make a poster with your findings and include some colourful drawings of hermit crabs and their shells!

The book is called "Back to School". Make a list of your preparations for starting a new school year. Include things like when changes you'll be facing, things you're worried about, things you're excited about, and things you'll need. Compare this to Chloe's experiences in the book.

## Go Girl: Birthday Girl

By: Meredith Badger

### Learning Outcomes

Students will:

- Talk about what their birthday means to them, and plan their best day ever
- Design their own 'party princess' website
- Plan a class party

### About the story

It's Annabelle's birthday, which is her favourite day of the whole year.

Every year she has an amazing pool party, with a theme and a delicious homemade cake. But this year she wants something more grown up. Her cousin suggests that they check out a website – the party princess. The party princess says that mocktail parties are the best, so Annabelle decides to have a fancy grown up mocktail party.

Everything is going so well. Her friends are having a great time eating special fancy food and drinking brightly coloured mocktails. Annabelle's Uncle Bob has even bought her a croquet set so that they can all play something different to musical chairs or the chocolate game. But then things start going wrong. People get bored and nobody can agree on the music, the drinks and food were delicious but way too rich, and Annabelle discovers that even though she asked for a fancy store bought cake, her friends prefer the ones her mum makes her!

Annabelle's perfect day is going downhill fast. But her friends and family are determined to make her birthday a success. Could this still be the best birthday ever?

### Before you read the story

Read the title of the book and look at the picture. Ask students to talk about their birthday. Do they have a favourite thing they like to do? Read the blurb aloud. Ask students if they've ever had a birthday go completely wrong. Ask them to share their stories and discuss whether it all worked out in the end, or if it really was a total disaster. Do they think that things will be ok in the book?

### Questions

#### Chapter One

What special day is it for Annabelle? How does she feel?

What parties has Annabelle had so far? Why does she decide that she doesn't want to have a party at home anymore?

What choice does Annabelle's mum give her? What do you think she'll decide?

#### Chapter Two

What tough choice does Annabelle have to make? Why does she ask her cousin to help her decide?

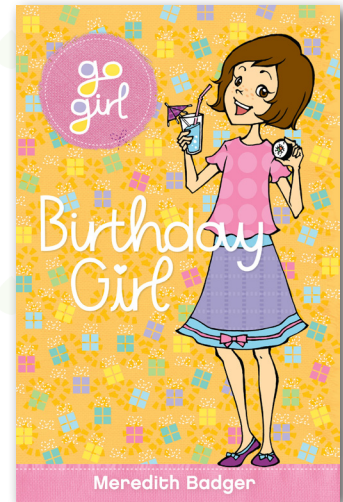
What does Annabelle decide to do for her birthday? How does this solve her dilemma?

What sort of invitations does Uncle Bob offer to design? What invitations does Annabelle really want?



## Go Girl: Birthday Girl

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### Questions

#### Chapter Three

Why is Nicole worried about the date of the party?

How does Annabelle feel about Nicole being late to her party? What does it make her think?

#### Chapter Four

What instrument does Annabelle play in the orchestra? What do her other friends play?

What party games does Annabelle usually play? What other party games can you think of?

Why doesn't Annabelle play very well during the second half of practice?

#### Chapter Five

What party food does Annabelle usually have at her birthday? What does she decide to get this time?

What food does the party princess suggest for Annabelle's party? Does it sound like something that her friends will like?

What does Annabelle ask for her birthday present?

#### Chapter Six

Why does Annabelle wake up excited one morning?

How does her birthday start?

Why is Annabelle so horrified when she finds out what nori rolls are made of?

What does Annabelle decide to wear to her party? Why does she think her mum might mind?

#### Chapter Seven

What present does Sophie give to Annabelle? Why is it so thoughtful?

What makes Annabelle sad when all her friends arrive?

How do her friends react when Annabelle's mum brings out the food?

#### Chapter Eight

What starts to go wrong with the party?

What does Dani do that makes everyone get along?

Why is Uncle Bob such a great Uncle?

#### Chapter Nine

When does Nicole arrive? How does she announce her presence?

What is Annabelle's birthday wish for this year? How is it different to her normal wish?

What happens that makes Annabelle wish her birthday was over?

#### Chapter Ten

Is Annabelle's mum cross that she's ruined her concert clothes?

What surprise does she have for Annabelle?

How is the party saved?

## Go Girl: Birthday Girl

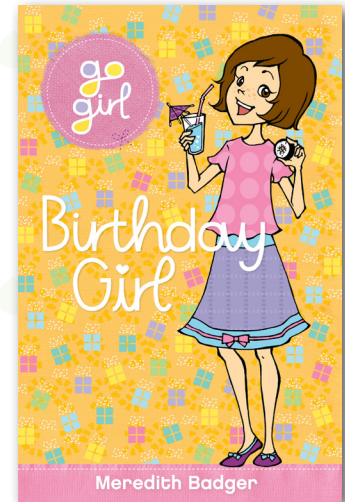
By: Meredith Badger

### Activities

Ask the students to share what birthdays mean to them. Now ask them to imagine their best birthday ever and plan the day. Ask them to write the day out in as much detail as possible – what they would do, who they would like to see, if they want cake – what kind of cake they would like.

Ask students to design their own 'party princess' website (this doesn't actually have to be online, but they should design each 'page' of the site and make a list of tabs and buttons that they would have. Ask them to think outside of just birthday parties, what other parties could they design?

Plan a class party. Divide the class into groups and give them each a task (decorations, invitations, food, music, games etc). Before they start, a theme should be agreed on by the class as a whole.



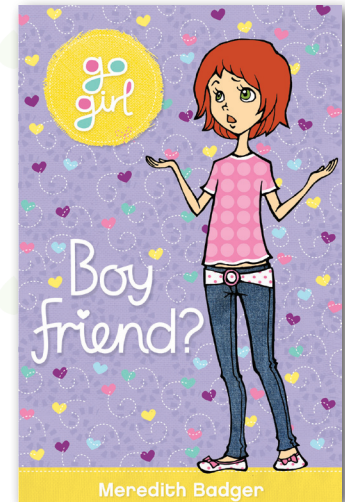
## Go Girl: Boy Friend?

By: Meredith Badger

### Learning Outcomes

Students will:

- Make a list of friendship values and share them in new groups
- Build a friendship time capsule
- Plan costumes and a photo shoot to commemorate their friendships



### About the story

At home and with her friends she's Magic Mia – confident, funny and outgoing. But then at school she's known as Mouse – shy and timid. Mia knows one thing for sure, that she feels most herself when she's with her friends, especially her friend Jack.

Everyone else thinks that Mia and Jack must have a crush on each other because they're such good friends and spend so much time together. At first Mia thinks they're crazy. She knows that boys and girls can be just good friends. But everyone seems so convinced, even the paper fortune teller, that she starts to think that maybe Jack does have a crush on her. And she's not sure how to feel about it.

Mia has to decide what's really important to her in a friendship, and if she wants to keep Jack as a friend, or as something more, and somewhere has to find the courage to tell everyone else what she wants too.

### Before you read the story

Read the title of the book and look at the picture. Ask students for their thoughts on why the girl looks so confused. Why do they think the title has a question mark after it? Read the blurb aloud. Ask students if the blurb sounds different to what they had imagined from the title. Start a discussion about girls and boys being friends. What difficulties do they think the character might face?

### Questions

#### Chapter One

Jack and Mia are great friends. How did Mia meet him? What does she like about him?

Who are Mia's other friends at school? Why doesn't she see them very often?

What do Jack and Mia have in common?

#### Chapter Two

When Jack gets in the car he says "Let's see if I can break my record today!" to Mia. What record is he talking about? How can he break it?

What nickname does Nick have for Mia when she's playing ping pong? What does it mean? What nickname do the people in her class have for her? Which do you think is nicer?

Why is Mia's mum surprised that Mia is shy? How does Mia feel about this?

Why does Mia think boys and girls can't play together?

## Go Girl: Boy Friend?

By: Meredith Badger

### Questions

#### Chapter Three

What is Michiko teaching Mia to do that gets Mia in trouble? How does Mia respond when Brooke snaps at her?

What are the signs that Shae lists that she thinks mean people have a crush on each other?

Shae and Michiko think that Jack is Mia's boyfriend. What does Mia think he is? Do you think there's an important difference?

#### Chapter Four

Why does Mia's stomach flip? What is she worried about?

What do the different students think a friend is? Do you agree with them? Is there anything you can add?

What is a tribute?

#### Chapter Five

What is a fortune teller? What decision do the girls use it to make?

What does the fortune teller say about Mia having a crush on Jack? Does this mean that it's true?

#### Chapter Six

Why is Mia struggling to write her tribute for her friends?

What advice does Rose give Mia on how to know if a boy likes her? Do you think this means that Jack has a crush on Mia?

#### Chapter Seven

What do the girls decide to dress up as for their photo? What is their inspiration?

How does having a coloured stripe in her hair make Mia feel?

What is the cliff-hanger at the end of the chapter?

#### Chapter Eight

Why does Mia think that Jack's talking about her? Is he? What does this make Mia realise?

How does Jack react when Shae insists that he has a crush on Mia? Do you think he's telling the truth?

What does he say that makes Shae really believe him?

#### Chapter Nine

What is rounders ping pong?

What do Jack, Mia, Michiko and Shae decide to do when they go back to school? Who else are they going to invite?

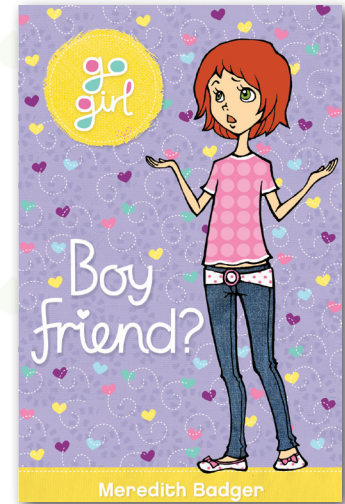
What do you think Mia is going to write for her friendship tribute?

#### Chapter Ten

What gives Mia the courage to read her tribute out loud?

How does she feel when she reads it?

What do they all hope will be the same at the end of the year?





## Go Girl: Boy Friend?

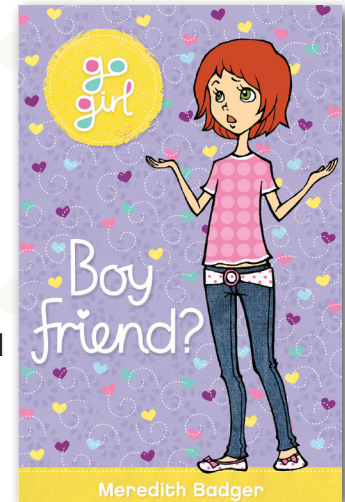
By: Meredith Badger

### Activities

Ask students to talk about the characteristics they look for in their friends. Ask them to make a list of the things that are important to them in a friendship. Students should then write a list of things that they don't like in a friendship. Ask them to split into groups (preferably with people they don't spend lots of time with) compare their lists and talk about their 'friend values' with the rest of their group.

In the book the class makes a friendship time capsule. Based on your discussions in class about things that are important in friendships, ask the students to make something that they can add to the friendship time capsule. Each item should be accompanied by a small note explaining why they've included it and a tribute to their friends. Just like the book, read out the tributes before sealing the capsule and burying it somewhere in the school.

Ask the students to get together in groups and run a photo shoot. In their groups they should plan their outfits, trying to pick something that they think shows off who they are with their friends. Have a photo shoot in class and make a class photo album.



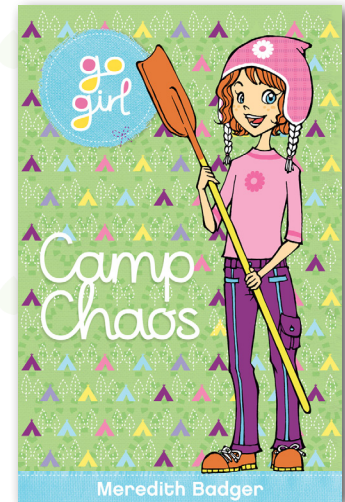
## Go Girl: Camp Chaos

By: Meredith Badger

### Learning Outcomes

Students will:

- Talk about different camping spots and describe their ideal campground
- Talk about nicknames versus name calling and come up with nicknames for each other
- Make a list of things that they would need to camp in their dream camping spot
- Plan (and possibly cook) their own camping menu



### About the story

Sophie is excited and nervous about school camp. Her new class and her old class are all going to stay the night near a big lake where they can go canoeing and do lots of other fun camping activities.

But things could easily go wrong. Her oldest best friend and her newest best friend don't get along with each other at all, and both of them want Sophie to decide who her real best friend is. And on top of that, Patrick Lee, the most annoying boy in her class will be there as well.

It seems like Sophie might come back from camp with no friends unless she can think of a way to make them all get along. Luckily her friends have a few surprises up their sleeves as well.

### Before you read the story

Read the title of the book. Ask the students if they've ever been camping. What experiences have they had? Look at the picture on the front. What piece of camping equipment is the girl on the cover holding? Use this to start a discussion about the different activities you can do whilst camping. Read the blurb aloud to the class. Ask the students what things they can think of that could go wrong on this camping trip.

### Questions

#### Chapter One

Where is Sophie's class going camping? What activities are they going to do?

Why isn't Sophie in the same class as her best friend Megan? Will Megan be on the camping trip as well?

What did Sophie think of Alice before she got to know her? Why did she think this? What changed her mind? Why was Megan upset that Sophie started being friends with Alice?

#### Chapter Two

Why does Sophie feel "pulled apart" by her friends?

What things are the girls going to have to go without on their camping trip? Can you think of anything that they haven't mentioned that they won't have on the camping trip?

What does Sophie say to make Megan feel better about the trip? Why does she think this works

## Go Girl: Camp Chaos

By: Meredith Badger

### Questions

#### Chapter Three

Sophie is used to packing her things. Why is this? What doesn't she normally need to pack?

What does Sophie have on her list of things to pack for camp? What does she try to sneak into her bag?

What is Sophie worried about? Why shouldn't she be worried? How does her dad make her feel better?

#### Chapter Four

When Sophie gets on the bus she has to make a choice. What is the choice? Why is it so hard? How does she get out of making a decision?

What does Patrick Lee do to annoy Sophie when she makes him stop kicking her chair? Do you know any songs that you sing on long bus trips? Why can they be so annoying?

#### Chapter Five

What is the campsite like when the bus stops?

Why is Sophie cross at Megan?

Why is Sophie so shocked when she finds out who her tent-mates are?

#### Chapter Six

What do Alice and Megan start fighting over? How does this make Sophie feel? How would you feel if your two best friends were fighting like this?

What does Sophie do that makes her feel bad while Megan was gone? What does she remember that makes her realise what a good friend Megan can be?

#### Chapter Seven

How does Sophie make her next difficult decision? How does everyone feel about the outcome?

Sophie gets frustrated at Megan when they start canoeing. Why is this? What do you think she could do to help Megan instead of getting frustrated with her?

Why does Alice get so mad at Megan? What does this make Sophie decide?

#### Chapter Eight

What does Sophie do when she feels cross? Why is Mrs Tran cross?

What are the first signs that Sophie, Alice and Megan might all be able to be friends? How do they trick Patrick Lee? How does his reaction surprise them?

#### Chapter Nine

When the girls make up and decide to have a feast in their tent, what does Megan do to make Alice feel better?

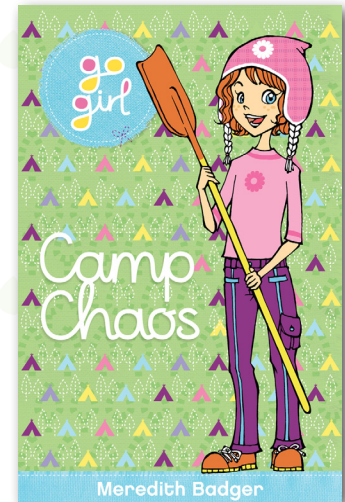
How does Megan make it up to Alice and Sophie?

#### Chapter Ten

When Alice starts dancing, Sophie nearly starts to laugh. Why does Megan stop her?

How does Alice impress Sophie and Megan?

What nice thing does Patrick do? How does this make Sophie see him? What happens after this that makes Sophie feel like everything will be ok with her two friends?



## Go Girl: Camp Chaos

By: Meredith Badger

### Activities

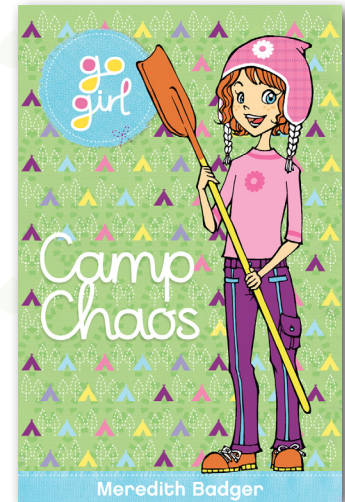
You can go camping anywhere. Talk to the students about the different types of places you can go camping. Ask them to describe their favourite camping place (this can be real or imaginary). Ask them to draw a picture of where they would like to go camping and write a short paragraph about why they would like to camp there.

Sophie's dad calls her 'Monster', but he doesn't really mean it – it's a fun nickname for her! Start a discussion with the class about nicknames – ask the students if they have a nickname, or if they have nicknames for their friends, pets or family members. Talk about the difference between name calling in a nasty way, and nicknames. Ask the students to come up with some nicknames (nice ones!) for each other. They can make each other decorated name tags with the nicknames, to be used for the rest of the day.

Sophie has a list in her head of things that she needs to pack for her camping trip. Ask the students to write a list for an overnight camping trip (get them to use their ideal location from the first exercise). Since this is imaginary, they will need to think about things like what the weather will be like, where they will sleep, what they will eat and who else will be there. They could do the exercise in a group, so that some things are divided between group members.

Camp food can be lots of fun, especially food cooked on a campfire. Start a discussion about different kinds of food that you can cook on a campfire. In groups, ask the students to plan a camp menu. What would they need to bring? How would they cook it? Remind them that they won't have a full cupboard of food to choose from!

If your school has space (or a camp coming up) you could actually organise a cookout with the groups, and ask them to cook their meals and then talk about the experience.



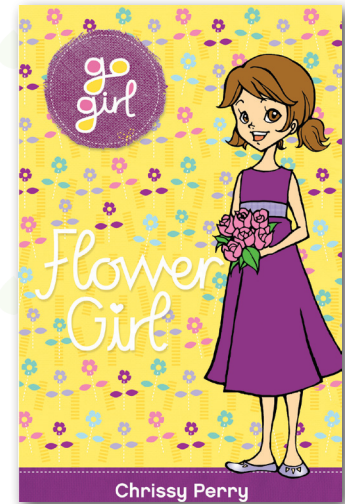
## Go Girl: Flower Girl

By: Chrissy Perry

### Learning Outcomes

Students will:

- Draw and make a collage of their dream flower girl dress
- Make a plane activity kit and share it with the class
- Talk about compromising and write a story about compromising
- Draw a picture of the biggest wedding cake they can imagine



### About the story

Lola's mum is getting married! And Lola is so excited for her. She also excited for herself, because she gets to be a flower girl, and is having the most beautiful purple dress made especially for her. She's even excited to meet the other flower girl, a cousin that she's never met before called Tess.

From the moment Tess arrives she adores her older cousin Lola. Everything Lola does, Tess tries to copy. And Lola has to be nice and compromise on everything because she's the older one. But she wants to have a good time too. And she's just found out that she won't be joining her mum on her honeymoon, so will have to spend a whole week with Tess while they're away!

Lola needs to find a way to compromise, and to find a way to get along with Tess so that she can enjoy being a flower girl at her mum's wedding

### Before you read the story

Read the title of the book and look at the picture. Ask students to share their stories of weddings. Has anyone been in a wedding before? Ask them to share their experience with the class. Read the blurb aloud. Talk about the conflict that is going to arise in the book. Ask students to discuss why fighting at a wedding would be so awful for everyone there.

### Questions

#### Chapter One

Why does Lola's mum ask her to stand still while she's being measured?

Lola loves the fabric that Katya chooses for her dress, but can't think of a word to describe how much she loves it. Can you think of some words that describe how she might be feeling?

#### Chapter Two

'As Lola hugged her mum, she thought back to the moment she'd first found out.' What did Lucy find out? How did she feel?

Why won't Lola be the only flower girl? Who is the second flower girl? What does Lola think she'll be like?

#### Chapter Three

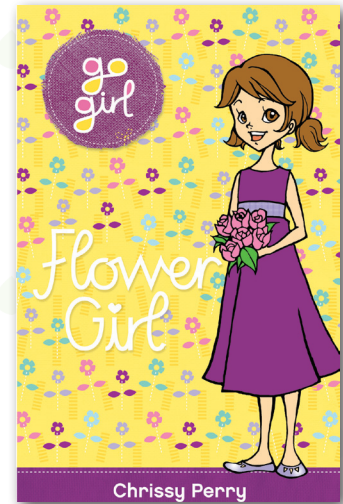
Why does Abbey wish that her mum and dad would get married again? Can they?

Lola's mum asks her to think of some flowers that will go with her purple dress. What flowers can you think of that would match the dress?

Why won't Lola be going to Hawaii? What will she be doing instead? Is she angry?

## Go Girl: Flower Girl

By: Chrissy Perry



### Questions

#### Chapter Four

How is Tess different from what Lola had imagined?  
Why did Tess keep one of her biscuits? Do you think she was being nice?  
Why does Lola start getting annoyed with Tess?

#### Chapter Five

How does Lola know that her mum is happy with her? What has she done to make her mum happy? How does Lola wish she could respond?  
Why does Lola feel like Tess is her shadow?  
Why do you think Tess is trying to copy Lola so much? How does Lola feel about it?

#### Chapter Six

Tess keeps on copying Lola. What does Rex think about this? What does Lola think?  
What can't Lola talk to Will about? Why?  
How does Will treat Lola? Could she take any tips from this on how she's treating Tess?

#### Chapter Seven

When Lola complains to her mum about having to stay with Tess, why does her mum say that Tess is copying her? How does Lola's mum compare Lola to Will?  
What else is *really* making Lola anxious? How does her mum make her feel better?

#### Chapter Eight

What is Lola's reaction when she sees her mum on her wedding day?  
What is Lola's mum nervous about?  
What does Tess say that a vow is? Is she right?

#### Chapter Nine

What does Lola feel that makes her realise that weddings aren't scary?  
How does Lola know what her mum is going to say during her wedding vow?

#### Chapter Ten

What sort of cake is served at the wedding?  
What is the dance called that everyone does at the wedding?  
Why does Tess apologise to Lola? How does Lola react? Do you think this is a good reaction?

### Activities

Ask students to draw a picture of their dream flower girl dress. Look at some photos of flowers and then ask them to pick their favourite flower and base their dress on that. Once they've drawn the picture, they should make a collage of the dress, using fabric scraps, flowers, glitter and anything else they can find. To go with the picture, students should write the name of their flower and how they have based the dress on it.

## Go Girl: Flower Girl

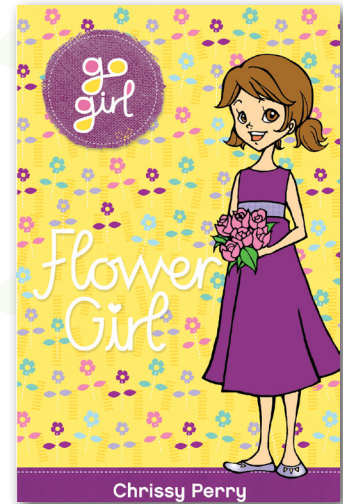
By: Chrissy Perry

### Activities

When Tess arrives she has a collection of things that she received on the plane. Have a discussion about long plane flights. They can share their experiences if they've flown anywhere before. Ask students to make a plane activity pack. Ask them to think about things they would include for a really long journey – things for sleeping? Activities? Food? They should be as creative with this as possible, and actually produce bags with fake items that they can show to the rest of the class.

Lola has to compromise when Tess comes to stay, because Tess is the guest and is much younger than she is. Have a discussion with the students about what compromising means, and ask them to think of a time that they have had to compromise. Ask each student to write a short story about a situation where a compromise needs to be reached in the end (it can either be real or fictional). Talk about why compromising is so important.

Ask students to draw the biggest wedding cake they can imagine. They should make it as fancy as possible, and include a description of the flavours of the cake.



## Go Girl: Sink or Swim

By: Thalia Kalkipsakis

### Learning Outcomes

Students will:

- Talk about the difference between competitive swimming and fun water games, and make lists of necessary equipment
- Write journal entries about challenges that they have faced and overcome.
- Talk about nutrition, and design and make healthy snacks

### About the story

Bec loves swimming. It's everything that she thinks about. When she's invited to move up from her lessons at the swimming centre into the junior squad, it seems like a dream come true. Bec starts training with her new group of friends, she feels fitter and happier than she ever has before. And she really wants to win.

But the junior squad is much harder than her old lessons. Can Bec make the cut? Will she swim, or sink? With her first big race coming up, Bec is excited and nervous. She's sure that she'll do a good job. But race day comes and there's more pressure than she's ever had before. Seeing so many people watching makes Bec really really nervous. All she can think about is the crowd. She loses all of her races, and her confidence.

Bec's friends and coach aren't about to let her go down without a fight though, and all try to help her get through her nerves. When another big race comes along, Bec thinks she's ready for it, although maybe winning isn't that important anyway.

### Before you read the story

Read the title of the book. Ask the students if they all know how to swim. Ask them to share their experiences of learning to swim or being in swimming competitions. Read the blurb out loud. Ask the students if they've ever won or lost a race. How did it make them feel? Have a discussion about winning and ask them to guess what they think Bec might learn in the book.

### Questions

#### Chapter One

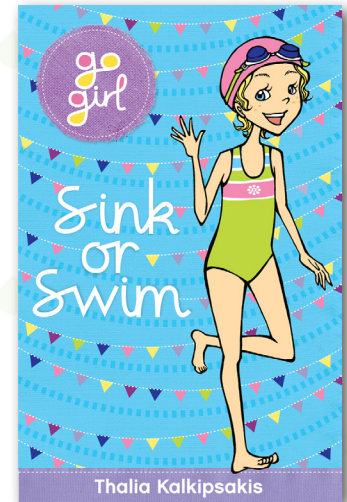
Why is Bec walking fast around the pool? Why is it important not to run around the pool?  
Why is Bec happy that she finds her brick first? Does it matter?

#### Chapter Two

What does Hung want to talk to Bec and her mum about? Is it good news?  
What equipment will Bec need for junior squad?  
What is the article *Golden Girls* about? Why is Bec so inspired by it? What does she do to feel like one of the swimmers in the article?

#### Chapter Three

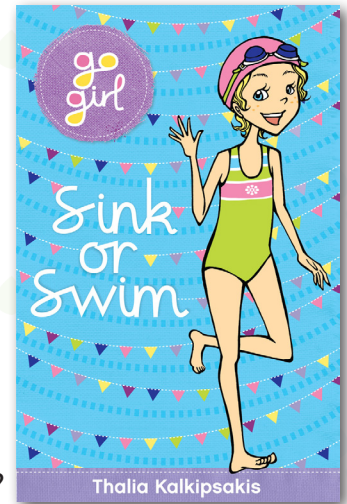
How does Bec know that the others are serious swimmers? Why does she like Holly?  
How does Hung show Bec how to improve her technique? Why does it make her feel silly?  
What are Bec's first impressions of being on the junior squad?





## Go Girl: Sink or Swim

By: Thalia Kalkipsakis



### Questions

#### Chapter Four

What do Bec and Holly have in common? What does Bec hope that she can achieve or learn that Holly already knows how to do?  
How does Bec make her new friends?

#### Chapter Five

Bec and her new friends have started sharing snacks after practice. What has she brought to practice today? Why does she think it will surprise them?  
Why did Holly and Bec each have to take their nailpolish off?  
What exciting news does Hung have for Bec at the end of practice?

#### Chapter Six

Swimming takes over Bec's whole life. What does she forget in school? What else is swimming keeping her from?  
What is Bec feeling nervous about?  
What throws Bec off when she arrives at the pool?

#### Chapter Seven

Why is Bec miserable?  
How do her team-mates cheer her up? Why is she surprised that they're all talking to her?  
What do the others say to make Bec feel better? Does it work?

#### Chapter Eight

'Races are won and lost up here.' Hung says this to Bec when he talks to her about the race. What does he mean by this?  
Can you think of a situation where what's going on in your head has changed what's going on in your body?  
What tips does Hung give Bec to help her to calm down?

#### Chapter Nine

How does starting each swim class with meditation help Bec?  
What does Hung say to make her start to panic again? How does she change her thinking?  
What is the exciting opportunity that Hung offers Bec? Is she ready for it?

#### Chapter Ten

What does Bec make for her special race day party?  
What thought interrupts Bec's meditation before the big race? How does she overcome it?

#### Chapter Eleven

What does Holly send in her email to Bec that makes her feel better before the big race?  
How does Bec feel this time when she walks into the swimming centre?  
How does Bec make herself ready for the big race?

#### Chapter Twelve

What does Bec stop thinking about when she starts swimming?

### Go Girl: Sink or Swim

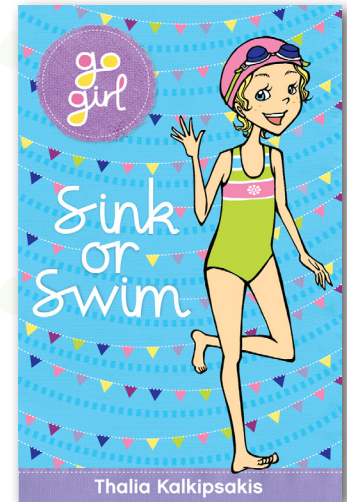
By: Thalia Kalkipsakis

#### Activities

Ask students to make a list of things that they would need for swimming lessons. Have a discussion about swimming in races and swimming for fun. Talk about the different types of equipment used for each. Ask the students to make a list of what they would need for a swimming carnival, and then what they would need for a pool party.

Ask the students to talk about challenges that they have undertaken. This could be going up a level in sport, going into a more advanced class or taking on a new hobby. Ask them to write a journal entry imagining that they are about to start the new challenge. Discuss their fears, hopes, inspirations going into the challenge. Then ask the students to write another journal entry having completed the challenge. Which things were unexpected? What did they achieve? How did it make them feel overall?

Good food is important to swimmers. Talk about good nutrition to the class, using the snacks that Holly and her friends have as an example. Have a discussion with the class about types of food that are good for athletes, that keep them healthy and give them the energy they need. Ask the students in groups to come up with snack ideas for Bec and her friends, explaining their choices and talking about why they would be good snacks for the swimmers. Groups could get together after school and make their snacks, then bring them into class for a healthy class picnic.



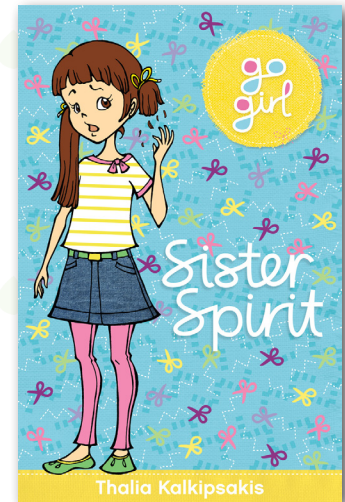
## Go Girl: Sister Spirit

By: Thalia Kalkipsakis

### Learning Outcomes

Students will:

- Talk about strong first sentences and write a short story with a strong first sentence like the one in the book
- Read a ghost story and design their own spooky ghost
- Talk about funny jokes and mean jokes and come up with examples of each
- Put themselves in the secondary characters shoes and rewrite a scene from her perspective



### About the story

Cassie is always called cute, with her beautiful long hair. But she's sick of being cute. She's too old for that. So she lets her big sister Hannah cut her hair. Unfortunately, Hannah doesn't really know how to cut hair, and Cassie ends up with much shorter hair than she'd hoped for. Cassie wishes she was cute again, and wishes that she didn't have a big sister who hated her so much that she would sabotage her hair.

When Cassie finds a secret spot between her room and Hannah's, she decides to play a trick, to pay Hannah back for the terrible haircut. Hannah is afraid of ghosts, so from her hidey spot, Cassie makes as many ghosts sounds she can think of, until shortly Hannah's too afraid to even sleep in her own bed!

Cassie feels bad that she's frightened her sister so badly. The joke has gone too far. But if she confesses now, she'll never find a way to be friends with her sister. Cassie needs to figure out how she can make Hannah happy again, without admitting that she's really the ghost.

### Before you read the story

Read the title of the book and look at the picture on the cover. Ask students what they notice about the girl in the picture. What do they think it means? Can they guess what will happen just by the picture and the title? Read the blurb aloud, that should clear things up. Have a discussion with the class about big sisters and practical jokes. Do any of them have any practical jokers in their family that they can share a story about?

### Questions

#### Chapter One

Why does Cassie think that her big sister Hannah hates her? What has Hannah done to make her think this? Do you think she really hates her?

Why did Cassie let Hannah cut her hair?

#### Chapter Two

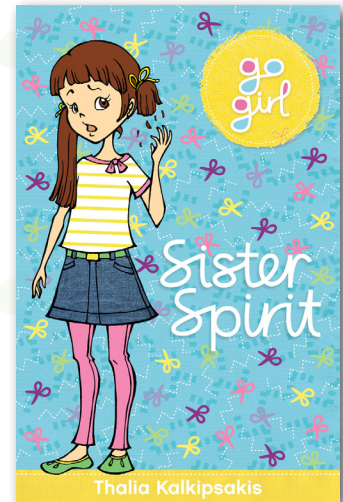
Why did their mum get so mad at Hannah? What did she think Cassie should have done?

What does Hannah say that makes Cassie worried about her new haircut?

What does Hannah yell at Cassie? She sounds angry, but how do you think she really feels?

## Go Girl: Sister Spirit

By: Thalia Kalkipsakis



### Questions

#### Chapter Three

What does Cassie do when she turns off her light? Where is the light coming from? What does Cassie find when she follows the light? What does Cassie see from her new secret spy spot?

#### Chapter Four

What do people say about Cassie's hair at school? How does it make her feel? What makes Cassie feel a bit better about her hair?

#### Chapter Five

Why does Cassie snoop in Hannah's room? What was Hannah reading? How does Cassie hide when she hears Hannah come back?

#### Chapter Six

Why does Cassie think that Hannah's being rude? How does it make Cassie and Hannah's mum feel when they ignore each other at dinner? How does Cassie decide to trick Hannah?

#### Chapter Seven

What does Hannah think the noise in her wardrobe is? What did Cassie hope she would think? Cassie's new hair makes her feel older. As she looks around her room, what else does she notice that seems too young? What does she do with it all?

#### Chapter Eight

How does Cassie try again to trick Hannah? Does it work? How does Cassie slip back into her room? Why doesn't Hannah hear her?

#### Chapter Nine

Why is Cassie's dad cross about her hair? Who is he cross at? Who do you think he should be cross at? How does Hannah react when Cassie tells her dad that she's not a little girl anymore? Why do you think she reacts like this?

#### Chapter Ten

How does Cassie take her trick on Hannah even further? What makes Cassie feel bad?

#### Chapter Eleven

How does Cassie know that Hannah didn't sleep very well? Why doesn't she tell Hannah the truth? Even though Cassie stops her trick, Hannah still seems scared. Why do you think this is? What could Cassie do to make her feel better? What makes Cassie finally decide to tell Hannah the truth? Why is she afraid to tell her?

## Go Girl: Sister Spirit

By: Thalia Kalkipsakis

### Questions

#### Chapter Twelve

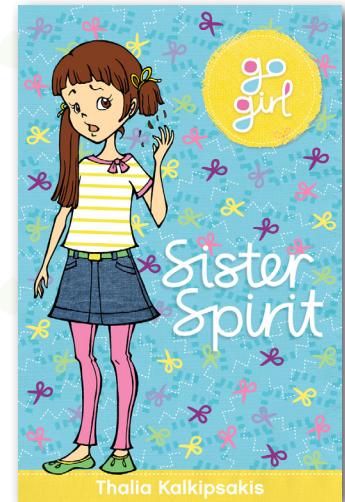
Why did Hannah cut Cassie's hair so short? How does Cassie feel when she realises this?

Hannah explains why she was cross. What does she say?

#### Chapter Thirteen

Did Cassie go through with her decision to tell Hannah the truth? Why not? Do you think she should have?

How is Cassie and Hannah's relationship different to how it was at the beginning of the book?



### Activities

"My big sister Hanna hates me and I know why."

This is a pretty strong statement to start the book with. Talk to the students about writing stories, and about first sentences them. Ask them about the questions that they have about the first line. Ask them to write a short story with a strong first sentence like this one. Things that they should think about are

- Who the character is
- If the sentence leaves some questions for them to answer during the story
- If the sentence introduces any other characters
- If the character makes a statement (like "my big sister Hannah hates me") that could be true or false

Cassie tries to trick Hannah into thinking that there is a ghost in her room, but she can't think of what ghosts do. Find a short ghost story (not too spooky) to read together in class. As you read, make a list of things that ghosts do on the board. Ask the students if they can think of any other things that make them think of ghosts. Set the students a creative task to 'design their ghost'. They can write a short story about it, draw a picture of it, or even make a sculpture. They should think about what kind of ghost it is, who it's haunting, whether it's scary or nice and so on.

Have a discussion in class about the practical jokes that Cassie plays on Hannah. Ask students to talk about how it makes each of the girls feel. Discuss the difference between practical jokes that are funny and practical jokes that hurt people or make them feel bad. Ask students to get together in groups and come up with some examples of jokes that are funny and jokes that are mean.

Ask students to imagine that they are Hannah during one of the scenes in the book. Ask them to rewrite the scene from Hannah's perspective, thinking about how she would be feeling. Ask them to read their scenes out loud, then discuss how they think Cassie would feel if she had known that Hannah was feeling that way.

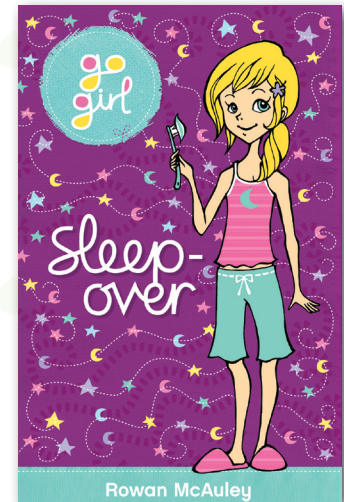
## Go Girl: Sleep-over

By: Rowan McAuley

### Learning Outcomes

Students will:

- Write a list of things that they would need for a sleepover
- Make a family tree and discuss different types of families
- Draw floor plans/ illustrations of the houses described in the book & imagine their dream house.
- Talk about fear and do a creative project on things that they find spooky.



### About the story

Olivia is getting ready for her first big sleepover. She's going to spend the night at her friend Ching Ching's house.

At first she's excited. She can't wait to spend such a long time hanging out with her friend. Then she's a bit nervous. What if she's forgotten something? And then she gets to Ching Ching's house and realises that it's pretty different to her own. Even the food is different. Suddenly Olivia isn't sure that she's having a very good time. But it's too late to go home now!

Luckily Olivia manages to get to sleep, and when she wakes up in the morning things seem a bit better. But even in the brighter morning light, things still seem to go wrong! Can Olivia manage to save the sleepover and not get into any more trouble with Ching Ching's family?

### Before you read the story

Read the title of the book. Ask students what their experiences of sleepovers are. Look at the picture on the front and then the picture on the back. Why do you think the girl looks happy in one and then sad on the other? Talk about the things that could go wrong at a sleepover. Read the blurb aloud to the class. Ask students to share their experiences of sleepovers. Has anything gone wrong? Do they enjoy spending extra time with their friends?

### Questions

#### Chapter One

Olivia is up early and excited to start the day but her mum's still asleep! What does she do to waker her mum up?

What has Olivia packed for her sleepover? Do you think she has everything?

How long will it be until Olivia's mum sees her again? Have you been away from your parents for this long?

#### Chapter Two

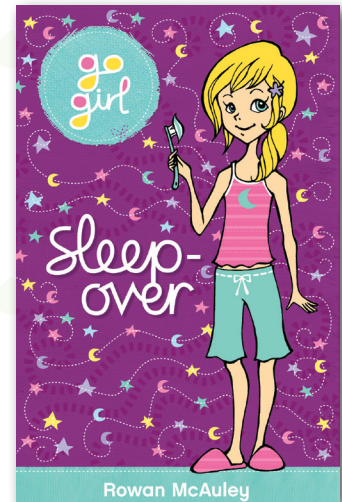
Chloe is worried on the school bus about things that could happen during the day that could ruin the sleepover. What things is she worried about? Do you think that it's likely that any of these things will actually happen?

In school, what did the students spend most of the day doing? Why weren't they doing their schoolwork?

How do Ching Ching's brothers treat her? What does Olivia think about this? Why does it make her worried about the sleepover?

## Go Girl: Sleep-over

By: Rowan McAuley



### Questions

#### Chapter Three

Why is Olivia's bag so full? What does she have in it?

When does Olivia realise that she's forgotten something? What has she forgotten?

#### Chapter Four

The butcher makes a mistake and thinks that Olivia is Henry, William and Daniel's sister, not Ching Ching. Why does he think this? How does Olivia feel when he makes this mistake? How does Ching Ching's mum make her feel better?

#### Chapter Five

"Ching Ching's house was very different to Olivia's". How are their houses different? Why do they live in such different houses? Does this matter?

How else is Olivia's life different to Ching Ching's?

Why doesn't Olivia want to eat the sausages for dinner? Why does she think that she has to? What does she do to make it better, and how does everything go wrong?

#### Chapter Six

Olivia and Ching Ching go for a swim as it gets dark. What do they imagine that is spooky?

When Olivia and Ching Ching go to bed, Olivia starts to feel a bit sad. Why is this? Is she having a bad time?

How does Olivia make herself forget about feeling bad so that she can go to sleep?

#### Chapter Seven

When Olivia wakes up, things still feel strange. She forgets about this by thinking of things that remind her of home. What things remind you of home?

Why is there nothing good for breakfast? What does Olivia offer to make them instead? What does she need?

Does Ching Ching like having a big family?

#### Chapter Eight

Why is Ching Ching not lying when she says that she didn't use the stove? Why was it dangerous to use the stove without an adult in the house?

What lie does Ching Ching tell? Why is her mum so mad?

#### Chapter Nine

Why does Ching Ching tell Olivia that they didn't need to get into trouble? Why is Olivia so shocked?

Why doesn't Ching Ching care that she's in trouble?

#### Chapter Ten

What noises and smells finally make Olivia and Ching Ching bored of being in trouble?

Why does Olivia hope that she can stay for lunch?

How does Olivia feel when she realises that her sleepover is almost over?

## Go Girl: Sleep-over

By: Rowan McAuley

### Activities

Olivia has a list of things that she needs for her sleepover at Ching Ching's. Ask students to make a list of things they would take to a sleepover with a short sentence explaining why they would need everything. What would they do if they forgot something?

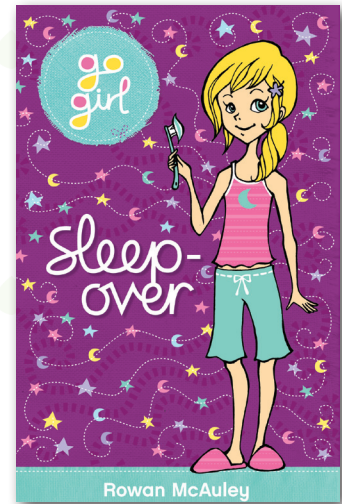
Ching Ching is adopted with three brothers, and Olivia is an only child. Talk about the different kinds of families in the class. Get the students to draw family trees, showing the people in their family using pictures of them and writing short descriptions of their place in the family.

In chapter five, Olivia describes Ching Ching's house, and her own. Based on these descriptions ask students to draw a picture of what they think the houses look like. These could include a floor plan but also illustrations of what the rooms might look like. Now ask them to draw their dream house, labelling all of the rooms. Who would live there? Who would look after it?

P. 43 "They did this sometimes – talked about scary things to see how badly they could frighten themselves."

Use this as a starting point for a class discussion about things that the students find scary. What things are scary in a funny way (like Olivia and Ching Ching's fear in this section) and what things are scary in a frightening way?

Use this discussion as a starting point for a creative project on spooky imaginings – ask students to create some pictures or stories of things that scare them. Are they funnier or less scary when shared with the class?





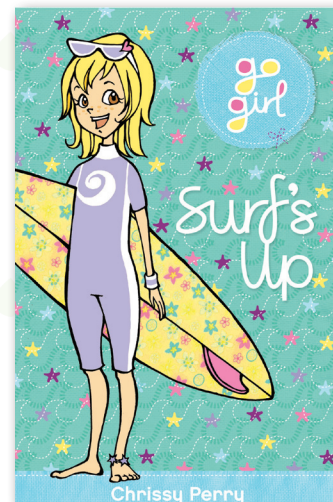
## Go Girl: Surf's Up

By: Chrissie Perry

### Learning Outcomes

Students will:

- Talk about writing a diary and write a diary page to be bound into a class book
- Design their dream holiday and make a poster to 'sell' it to the class
- Come up with a list of new terms and make a class dictionary of beach words
- Learn about simile's and write some of their own



### About the story

Lucy is about to go on her first big holiday away from her family. It will be the longest she's been away from them before. But she's pretty excited, because this holiday is a special week long trip with her best friend to the beach. And they're going to learn to surf!

Before she leaves, Lucy's big sister Frankie gives her a diary to write in, just in case she gets lonely away from home. Lucy doesn't think that she will, but she's excited about her own private notebook, hidden away under lock and key.

At first the holiday is amazing. All Lucy's surfer-girl dreams seem to be coming true. But then Bonnie gets moved up a class and seems to find a new friend to hang out with, and Lucy gets stuck in the beginners class with Mia, who she doesn't even like. She vents her feelings to her secret diary. But when Bonnie finds the diary, her feelings become not-so-secret and Lucy needs to figure out a way to win back her best friend, figure out how to surf, and find some real life secrets along the way

### Before you read the story

Read the title of the book and look at the picture. Ask students to guess the theme of the book based on the cover. Discuss with them how much information is given already just by these two bits of information. Read the blurb aloud. Ask students if this is different to what they had expected from the cover. Lead the class in a discussion about family holidays, talking about being away from family, learning new skills and spending time with friends. What do they think might happen to Lucy in the story?

### Questions

#### Chapter One

Why is Lucy so excited about having a new surfboard? How did she get it?

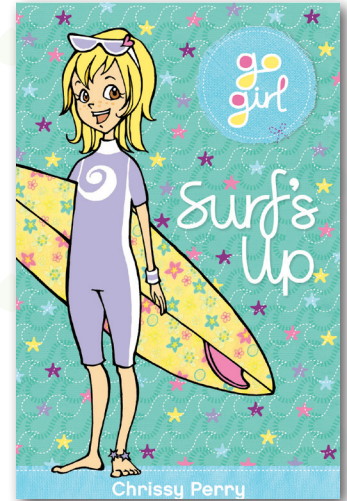
Who is Lucy going on her surfing holiday with?

This is the longest time Lucy has been away from her family for. How long will she be gone? What's the longest time that she's been away from them before this?

What do the stickers on Frankie's door say? What does she let Lucy do, just this once? What does Frankie give to Lucy to stop her from being lonely?

## Go Girl: Surf's Up

By: Chrissy Perry



### Questions

#### Chapter Two

Why does Lucy think that it's so hard to believe that Bonnie's brothers, Shane and Tom, are twins? What kind of twins is she thinking of? What kind of twins are the boys?

Lucy walks into the water step by step to ease into the cold. How do you get into the water at the beach?

Why does Bonnie say that Lucy looks like a mermaid? What does Tom say she looks like instead?

#### Chapter Three

Why does Lucy think that her wetsuit feels weird? How is a wetsuit different to a normal pair of bathers? How do the girls practice surfing before they get into the water? Why do you think it's important to practice this first?

Mia is different from the rest of the girls in the class. How does she behave differently? Why do you think this might be?

#### Chapter Four

What does everyone do instead of watching TV? What is Lucy's special skill? What would you do if you didn't have a TV?

What sort of dancer is Tom?

How does Lucy teach Shane and Bonnie the moves?

#### Chapter Five

Why does Lucy want to swap wetsuits with Bonnie? What sort of wetsuit does Bonnie have?

What do Bonnie and Lucy do in class that is so amazing?

Why does Lucy feel so miserable?

#### Chapter Six

Lucy is still in a bad mood the next day. Why is she still sad? Who else notices?

How does Bonnie stand up for Lucy? How does it make Lucy feel?

What does Lucy decide to do to deal with her feelings?

#### Chapter Seven

Why does Bonnie want to see Lucy's diary so badly? Why doesn't Lucy want to show it to her? Should she have to show her diary?

What doesn't Lucy notice at the end of the chapter? What do you think this will mean?

#### Chapter Eight

What does Mia do that makes Lucy like her? How does Lucy pay her back?

#### Chapter Nine

How do Bonnie and Lucy set up for the barbeque?

Lucy has a great night, and has almost forgotten about her bad day yesterday. Why does she have such a great night? What goes wrong?

## Go Girl: Surf's Up

By: Chrissie Perry

### Questions

#### Chapter Ten

What do Bonnie and Lucy fight about? How do they work it out?  
Should Bonnie have read Lucy's diary?

#### Chapter Eleven

Why is Lucy sad that the holiday is almost over? What cheers her up?  
What do you think Lucy's real life secret is that she writes in her diary when she returns home?



### Activities

Have a discussion in class about keeping a diary. Write a list on the board of things you can write in a diary. Ask each of the students to write their own fictional diary page imagining that they are about to go on a beach holiday with their best friend. Tell them to decorate the pages however they like, then bind them all together to make a big class diary based on the book.

Going surfing with her friend is Lucy's dream holiday. Ask the students to talk about their dream holiday. Where would they go if they could go away for five days? Ask the students to make a poster for their dream holiday 'selling' it to the rest of the class. Before they start, as a class, make a list on the board of things that could be included on the poster (accommodation, cost, food, who would go, activities etc)

There are a lot of surfing or beach terms that may be unfamiliar or new to students. As they're reading, ask students to keep a list of terms they come across that are new. They should do this on a page with three columns. In the first column, they should write the word itself; the second, what they would guess the meaning is and then the third, the actual meaning. If they can't find it in the book, discuss it in groups and see if they can come up with the answer. When the class has a full list of new words and their correct meanings, ask them to decorate a word each and create an illustrated beach dictionary.

Lucy describe wearing her wetsuit as being like 'wrapped in gladwrap' and then trying to stand up after surfing as like 'trying to stand on a mound of wobbly jelly'. Talk to the class about similes. Ask them to find other examples of similes in the book, then see if they can come up with some of their own for the words below.

- Nervous
- Excited
- Tired
- Angry
- Sad
- Happy
- Hot
- Cold