

Clare Helen
Welsh



AUTHOR - MENTOR - EDUCATOR

Full resources
available to
download from
the Andersen
Press website

Clare Helen Welsh

Fiona Lumbers



The Space
Between

Resource Pack

www.andersenpress.co.uk

About the Book

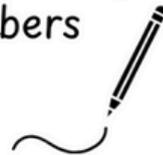
When her granddaughter is missing her old home, Granny shares a secret; buds before flowers, tadpoles before frogs, batter before cake... changes aren't so scary when we understand that the in between is a time for growth. The space between is something to embrace, and time is a gift to treasure.



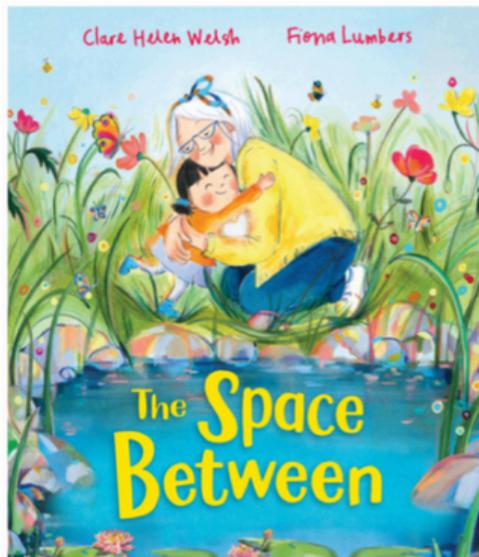
Helps children understand and navigate big changes like moving house, making new friends or starting a new school



Stunning artwork by Fiona Lumbers



Uses imagery (e.g. flower buds, baking cakes, animal lifecycles) to explain growth, patience and uncertainty



Emotionally rich illustrations deepen the story's takeaway and its impact



Highlights the importance of shared experiences across generations

A calming and hopeful tone



Encourages meaningful conversations

About the Creators

Meet the Author - Clare Helen Welsh

Clare does her best writing by the sea, which is lucky because she lives close to many beautiful beaches and the salty sea air.

When Clare isn't writing stories, she is inspiring children to write their own. Being a teacher gives Clare an outlet for her BIG ideas. Once she helped a class make a giant rice crispy cake that was so wide it wouldn't fit through the door!

But her best idea yet has been putting pen to paper. Clare loves writing wacky but is particularly passionate about writing stories that help children deal with big feelings and difficult issues. She is the founder of the Books That Help website.

www.clarehelenwelsh.com

[@clarehelenwelsh](https://www.instagram.com/clarehelenwelsh)



Meet the Illustrator - Fiona Lumbers

Fiona Lumbers has drawn on anything and everything from an early age and always insisted she would be an artist when she grew up.

Fiona moved to London in 2000 to study for an MA in Painting at the Royal College of Art. A combination of her obsession with picture books and the arrival of her first son led her down the path of illustration and she hasn't looked back since.

Nothing makes her happier than splashing watercolours and inks and conjuring up new characters - often influenced by the exploits of her two sons.

[@fiona_lumbers](https://www.instagram.com/fiona_lumbers)



The Space Between: Curriculum Links

RSE OBJECTIVES

Respectful Relationships

- How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
- The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.

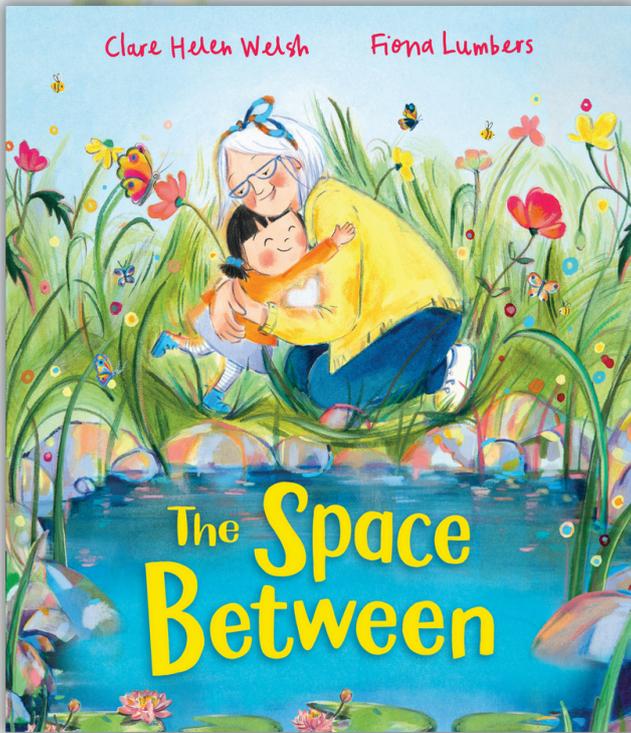
General Wellbeing

- The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

Source:

Relationships Education, Relationships and Sex Education and Health Education Guidance

Pre-Reading: Cover and Introductory Questions



What is your favourite part of the cover and why does this stand out?

What do you think the story might be about?

Who could the characters be?

- How are you feeling today? Can you show me with your face or describe it in a word?
- Can you name one thing that makes you happy? What about calm?
- What makes you feel worried or sad?
- If your feelings could talk, what do you think they would say right now?
- Do you know anyone who has never felt sad or scared before? Why do you think that was?
- If you saw a friend who was upset, what would you do to help them?
- Think of a time you faced a big change in your life. How did you handle it and who helped you?
- Why do you think some people don't talk about their feelings? How can we change that?

Lesson One: The Space Between

Learning Objectives

- To understand the emotional journey we experience when facing challenges.
- To explore how patience, asking for help and resilience lead to growth.
- To create a mural that represents The Space Before, The Space Between and The Space Beyond.

Main Activity

Introduce the concept of 'The Space Between.' Use an example like learning to ride a bike: falling (before), practising and trying again (between), and finally riding smoothly (beyond).

The Space Before is when we feel worried, scared or unsure.

The Space Between is when we wait, learn and ask for help.

The Space Beyond is when we grow stronger and feel better.

Explain to children that they will create a mural that shows how we grow through challenge. It will be divided into three sections:

The Space Before: Worries, fears or uncertainty.

The Space Between: Patience, asking for help and small steps forward.

The Space Beyond: Happiness, strength and blooming.

Children draw, write or colour simple representations for each section (e.g. a storm for Before, a helping hand for Between, a flower for Beyond, or symbols like bridges, ladders, or sunshine).

Reflection Questions

What do you notice about how the mural changes from The Space Before to The Space Beyond?

How does it feel to think about moving from worry to feeling happy?

What has helped you in The Space Between?

Extension Task

Challenge children to make a postcard to themselves, a short journal entry or to create a story about a time they experienced The Space Between and grew stronger.

Lesson One: Mural Resource

The Space Before: What does it feel like when you are worried, scared or unsure?

The Space Between: What helps you while you wait, learn or ask for help?

The Space Beyond: How do you feel when you have grown stronger and have overcome the challenge?

Lesson One: Mural Resource

Draw or write about a time you were in **The Space Between** -
when you faced a challenge and grew through it.

Lesson Two: Self-Care

Learning Objectives

- To understand the importance of self-care and resilience.
- To design a board game that encourages positive coping strategies.
- To develop creativity, problem-solving and teamwork skills.

Main Activity

Lead a discussion with the following prompts.

What do you do to take care of yourself when you feel upset or tired?

Why is it important to have tools to help us when we're facing challenges?

Introduce terms such as **self-care**, **resilience**, **well-being** and **mental health**.

Explain to children that together they will design a board game to help others learn about mental health and resilience in a fun way.

- Encourage children to be creative with layouts (e.g. paths, spirals, or obstacles).
- Children can also work from a template.
- Label the board with actions (e.g. move ahead, move back one space, pause and reflect, draw a Challenge/ Reflection Card).
- Include Challenge Cards such as: 'Do a silly dance to make everyone laugh' or 'Share one way to relax when you feel upset.'
- Include Reflection Cards such as: 'What's one thing you're proud of today?' and 'Who can you ask for help when you're sad?'

Reflection Activity

Ask groups to present their game, highlighting the theme and key features.

Encourage positive comments from peers: What do you like about this game?

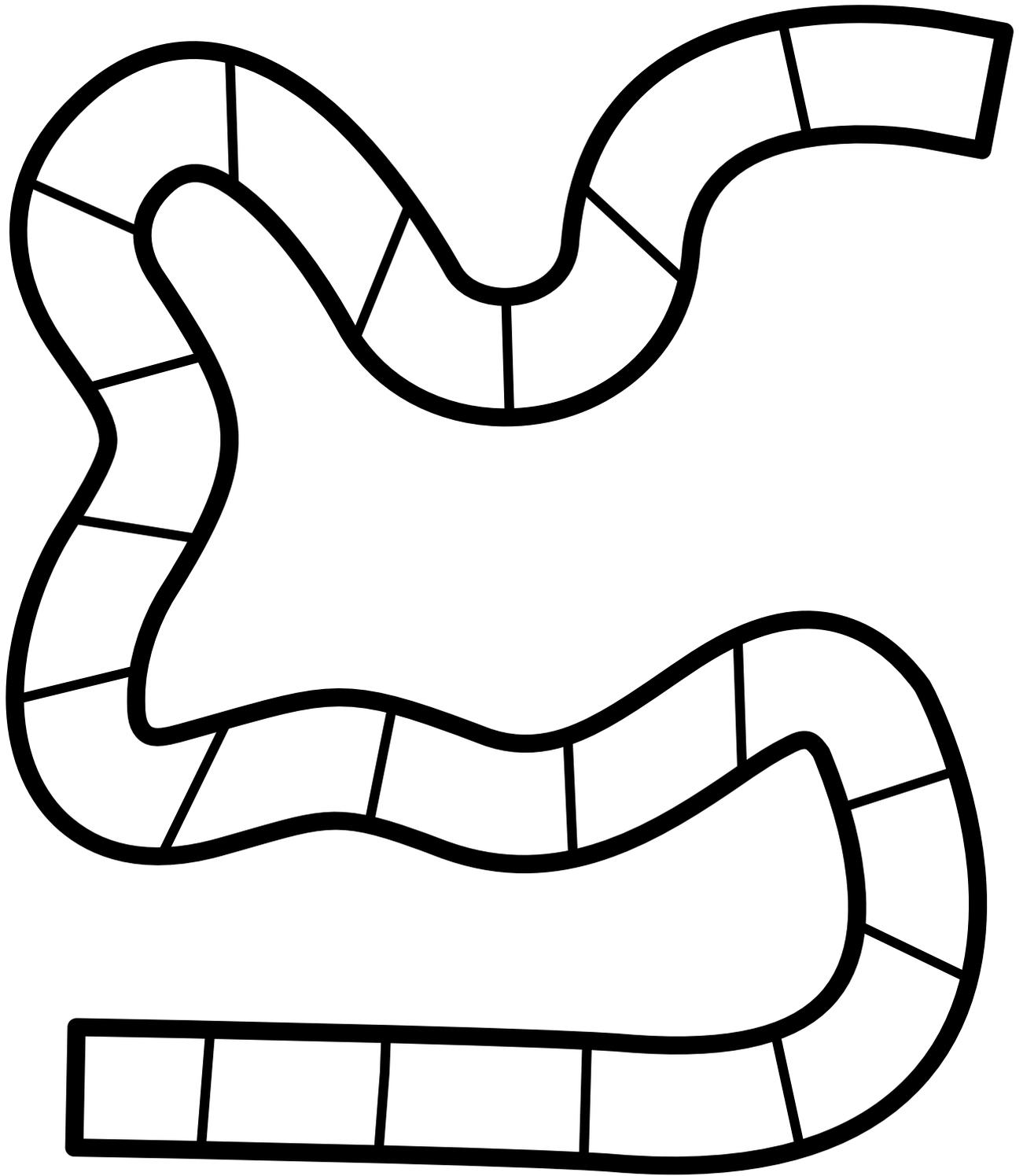
Extension Task

Testing: Dedicate another session for students to play each other's games.

Literacy Link: Children can write instructions for playing their game.

Can they create an advert persuading someone else to play it?

Lesson Two: Board Game Template



**Challenge
Cards**

**Reflection
Cards**

Lesson Three: Kindness

Learning Objectives

- To understand what kindness means and why it is important.
- To recognise examples of kindness.
- To explore ways to show kindness to others.

Main Activity

Ask children, "What does being kind mean to you? Can you think of a time when someone was kind? How did it make you feel?"

Create a definition of kindness together e.g. "Kindness means doing things to make someone else feel happy or cared for, like smiling at someone or helping them when they're sad."

Design and make a WOW NOW camera and use it to go on a kindness scavenger hunt.



Reflection Activity

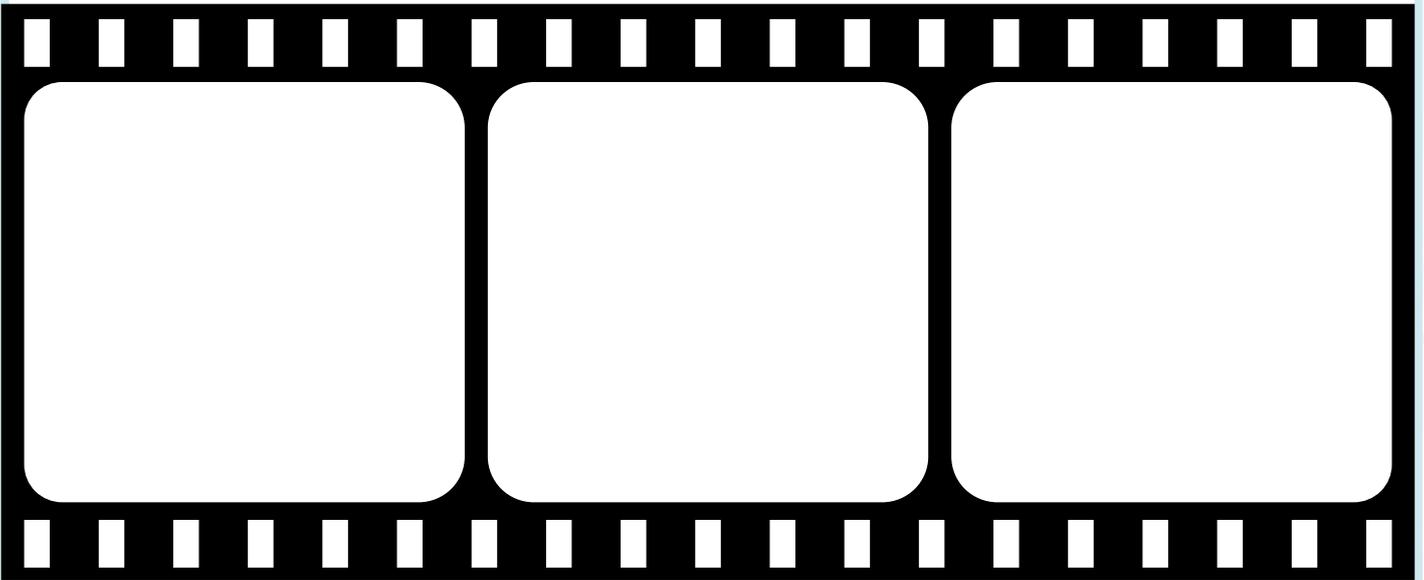
Discuss the Ripple Effect: when we are kind, it inspires others to be kind too. One small act can create a big wave of kindness. Ask children: "What might happen if we were all kind to each other every day?"

As a class, create a kindness pledge. Have everyone say it together e.g. "I promise to be kind to others, help when I can and treat everyone with respect."

The Space Between: Wow Now Camera!

Design and make your own WOW NOW camera.

Then, draw or write three wonderful things you see in the film strip.



Lesson Three: Kindness Scavenger Hunt

Use this checklist to explore your surroundings and look for actions, objects or spaces that remind you of kindness.

You can take photos, draw pictures or write a description of your findings.

A quiet place where you can feel calm.	<input type="checkbox"/>
A place or person you can go to for help.	<input type="checkbox"/>
A book or item that can help someone feel better.	<input type="checkbox"/>
A place where people work together as a team.	<input type="checkbox"/>
A space where you can be active and have fun.	<input type="checkbox"/>
Someone helping another person.	<input type="checkbox"/>
A plant, tree or flower that makes you smile.	<input type="checkbox"/>
Something that makes you feel safe.	<input type="checkbox"/>
A drawing or message that spreads kindness.	<input type="checkbox"/>

Compare your findings with your friends' and then use them to create a display.

Lesson Four: Gratitude

Learning Objectives

- To understand what gratitude means and why it's important.
- To identify things to be grateful for.
- To learn how gratitude can make ourselves and others feel good.

Main Activity

Introduce the activity with the following prompt:

"We're going to create a Gratitude Jar to hold all the things we're thankful for. Every time we add something to the jar, we're practising gratitude."

Ask children to draw something they're thankful for (e.g. family, friends, sunshine, toys) or encourage children to write one or two sentences about something they're grateful for and why. Invite children to share and place their ideas into a jar. Discuss patterns: Did lots of people draw family? Nature? What does that tell us about what makes people happy?

KS1 Display Idea: Create a 'Gratitude Tree' on a large piece of paper. Each child adds a leaf with their drawing or note.

KS2 Display Idea: Create a 'Gratitude Meadow.' Children write what they're thankful for on the petals of a flower.

Reflection Questions

How do you feel after thinking about gratitude?

How might saying 'thank you' make other people feel?

What's one new thing you learned about gratitude today?

Extension Task

Gratitude Journal: Write or draw things you're thankful for each day this week.

Lesson Four: Gratitude Journal Template

Create your own gratitude journal and write down some of the positive things that happened this week.

Monday	I felt good when... I helped when... I am looking forward to...	
Tuesday	I smiled when... I felt proud when... I learned that...	
Wednesday	I enjoyed myself when... I was helpful because... I am grateful for...	
Thursday	I felt happy when... I was proud because... I liked it when...	
Friday	I laughed when... I helped a friend to... I can't wait for..	
Saturday	I had fun when... I did when when... I made a difference when...	
Sunday	I tried my best to... I was proud of myself because... I loved it when...	

"This is a sensitive, **empathy rich** story, helping children embrace transition and change, look for glimmers and enjoy where they are right now. This book acknowledges that **change is uncomfortable**, but that the 'space between,' the place where we adjust to the newness, is a time we can embrace, learn from and lean into."

@mrsbrownsbookbox

A real **empathy-builder** of a book, with a wonderful **intergenerational** theme and a springtime vibe, because of the new life springing up everywhere and Fi's gorgeously bright illustrations. It will **offer comfort** at any time throughout the year, though, and is a gift of a book for parents, carers or educators who wish to offer reassurance to little ones (and themselves!) if big changes are afoot."

@thelittleliterarysociety

"The Space Between is a picture book as an adult I never knew I needed. Often we talk about picture books being for children but there is **so many lessons and things to learn** from picture books and this one is no exception."

@missdorransyearone

"You know how you feel when a time in your life ends... and the next part hasn't begun yet. Yes, that feeling. That anxious, in limbo, not quite sure feeling. **Clare Helen Welsh describes it perfectly.**"

@educa8wirral