

Charlotte Barkla

Jade Goodwin

# LET'S TRY AGAIN ANOTHER DAY

A book about  
learning and  
making  
mistakes.



TEACHERS RESOURCES

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Charlotte Barkla and Jade Goodwin

## Teachers Resources by Robyn Sheahan-Bright

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# INTRODUCTION

This is a beautifully illustrated story about learning and making mistakes – if we don't get things right away, we'll try again another day.

*Bodies grow and brains do, too. Always learning – me and you.  
If we don't get things straight away, we'll try again another day.*

We all know learning can be hard and life skills don't always come right away ... sometimes, we need to keep trying! A rhythmic and fun read-aloud book from the trusted author of *All Bodies Are Good Bodies* and *From My Head to My Toes, What I Say Goes*, this life-affirming book will appeal to fans of *All the Ways to Be Smart* by Davina Bell.

## THEMES & CURRICULUM TOPICS

Several themes are covered in this book which might be related to the Australian Curriculum, including:

### HUMANITIES & SOCIAL SCIENCES (HASS)

<https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass/>

### LEARNING SKILLS, GAINING EXPERIENCE AND DEVELOPING RESILIENCE

**Discussion Point:** Too often, children are expected to learn new skills and excel at them, and when they don't, they feel immense disappointment. Learning is about trying and sometimes failing, and then trying again. This process is part of maturation. If we aren't taught to accept failings, we can't grow as individuals. Encourage students to discuss the skills they have attempted to learn or events that have made them feel disappointed in themselves. How should we respond to such disappointments?

**Activity:** *'Best friends lost and placing last.  
Sentences that fly too fast.  
Games that end in tears and yelling,  
broken eggshells, tricky spelling.'*

Invite students to make a list like this one of some of the things that have troubled them in their lives. Then invite them to make a list of the things they are good at.

**Discussion Point:** *'Stepping always starts unsteady, new skills come once we are ready.'* Discuss this statement with students.

**Discussion Point:** *'Mistakes are part of learning, too.  
"You're good at that, can I watch you?"'*

Discuss with students the importance of accepting mistakes and taking advice from others. Too often, mistakes are regarded as a weakness to be regretted or hidden, instead of being regarded as a positive step in learning.

**Discussion Point:** *'Saying sorry, and goodbye,  
solving problems, asking why.'*

As we grow, we get better at understanding our feelings. Discuss with students the feelings they have had about friendships. What are the personal experiences that make them feel inadequate or disappointed?

**Discussion Point:** What is resilience? Invite students to consider and discuss this word.

## FORMING AND EXPRESSING OPINIONS AND BELIEFS

**Discussion Point:** The book promotes the idea of children forming opinions about social issues. It uses the words *'Trusting, loving, helping out, speaking up and when to shout'* on a double-page spread that depicts children holding flags and posters. What do some of these flags or posters represent?

## DIVERSITY

**Discussion Point:** Each of the six child characters depicted in this book is different in looks and behaviour. Each person we encounter in our lives has their own unique character, temperament and abilities, and we each look different to one another. Discuss the advantages of such diversity and how we should celebrate being different, rather than seeking to be the same as our peers.

## ENGLISH LANGUAGE & LITERACY

<<https://www.australiancurriculum.edu.au/f-10-curriculum/english/>>

The text of this book might be studied in relation to the following aspects:

**Activity:** This is a rhyming text. For example:

*'Making friends and how to share,  
cartwheels, handstands, when to care.'*

Invite students to write a rhyming line like this. [See **Worksheet 2** below.]

**Activity:** Alliteration appears in this text; for example, 'singing songs' and 'scary stage'. Make up other alliterative phrases which might describe learning new things – for example, 'cooking cakes'.

**Activity:** Test your students' **comprehension** by asking them questions about the written and visual text.

## VISUAL LITERACY

<<https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/visual-arts/>>\_

Through design and illustration, the visual text of a book combines with the written text to tell the story, as explored below:

**Activity:** The **cover** depicts three different children: a boy wearing glasses, a boy with an eye patch and a girl. Each has a different hair colour and a different skin colour. This cover image indicates that each of us is different and that our skills are also different. (Inside the book, we meet three other children from various diverse backgrounds.) Design another cover that conveys the same message.

**Activity:** The **endpapers** depict a grid pattern as if it has been drawn by a child. It is suggestive of the paper children work on in classrooms, but its hand-drawn quality adds further meaning to the images. How would you have designed endpapers for this book? For example, you might have chosen objects depicted in the book and designed a grid pattern including repeated images of those objects. Design new endpapers for the book.

**Discussion Point:** The **title page** depicts a boy with an eye patch scribbling numbers on paper at a desk. What does this image suggest to a reader?

**Discussion Point:** The **format** of the book is portrait in shape, and a variety of activities are depicted on each page. Encourage students to examine each page carefully and to identify the activities that are included. How does this varied and 'busy' layout contribute to meaning in this book? [See also **Worksheet 3** below.]

**Activity:** Illustrating characters entails capturing **facial expressions and 'body language'**. What can you guess about any characters in this book from how they use their bodies, or from the expressions on their faces?

**Activity:** Jade Goodwin's **primary and pastel coloured illustrations** depict diversity in the characters. Her use of 'scribbles' in this text is also very deliberate. [See **Illustrator's Notes** for insights into her techniques and artistic intentions.] Encourage students to experiment with some of Jade Goodwin's techniques.

**Activity:** Invite students to draw, paint or collage another scene for the story that communicates a similar message. Create a classroom patchwork mural using all the images. [See also **Worksheet 1** below.]

**Activity:** Create a graphic novel/comic version of a scene in this book. [See **Bibliography.**] [See also **Worksheet 4** below.]

## CREATIVE ARTS

1. **Engage in a cooking activity such as making biscuits** with students, and then compare notes on your culinary creations. Encourage students to enjoy the process and the result – not to compete to make a perfect biscuit, but to create a really imaginatively shaped one!

2. **Choose a simple musical instrument** such as a ukelele, flute or keyboard and try to learn a simple melody to play on it. Then combine your students' efforts and create an orchestra!

3. **Teach students a simple dance to perform to a piece of lively music.** The exercise doesn't have to be performed perfectly. Encourage them to learn simple steps and to enjoy the activity together.

4. **Create a poster** to advertise this book.

5. **Create a book trailer** to promote this book. [See **Bibliography.**]

## LEARNING TECHNOLOGIES

**Activity:** Research the topics above online.

## MATHEMATICS

**Activity:** Have fun counting things in this text.

# FURTHER TOPICS FOR DISCUSSION AND RESEARCH

- Research the work of Charlotte Barkla. Compare this to her other books.
- Research the work of Jade Goodwin. Compare this to her other books.
- Students might research this book in comparison to other picture books, such as those listed in the **Bibliography**.
- Investigate any other topic not covered in these notes which you consider to be suggested by this text.

## CONCLUSION

This book tackles a conundrum faced by every child. In order to learn, you need to accept mistakes and sometimes failure. New skills take time and practice. It is the process of learning that is valuable, as is sharing that learning with your peers and enjoying learning from your mentors. The importance of resilience is one of the key messages conveyed in this warm and positive book about tackling new things and trying again.

## AUTHOR'S NOTES

The inspiration for *Let's Try Again Another Day*, as with many of my books, came from my children. I'd noticed my kids – around preschool/early primary school age at the time – sometimes feeling frustrated when learning new skills. This was something I'd also observed in the teenagers I taught, and even in myself, when trying to learn a new skill. A desire to pick up new skills or knowledge quickly, and frustration when it doesn't happen, is something I think we all feel at times.

This book is about accepting mistakes as part of the learning process. It's about picking yourself up, trying again and embracing a growth mindset. It's about learning, failing and growing throughout our lives. I loved writing this book, and I hope readers love it too.

**Charlotte Barkla**

## ILLUSTRATOR'S NOTES

As an Aboriginal Australian illustrator, diversity and representation are paramount in my work. In *Let's Try Again Another Day*, I aimed to celebrate the beauty of diversity by depicting a range of unique and relatable characters that all children, regardless of background, could see themselves in. Each of the six characters, though unnamed, embodies unique qualities and appearances, allowing young readers to connect with the story on a personal level. Through inclusive representation, I hoped to convey the message that learning and growth are universal experiences shared by all. My choice of primary and pastel colours was deeply influenced by the early stages of childhood development, where exploration and discovery of colours play a significant role. The vibrant primary colours symbolise the excitement and energy of learning, while the soft pastels evoke a sense of warmth and comfort, inviting readers to join the characters on their journey of growth. One of the unique features of the illustrations in *Let's Try Again Another Day* is the incorporation of scribbles that evolve throughout the story. These scribbles start small and gradually grow larger and more chaotic, mirroring the emotions and struggles of learning and growing. However, as the characters persevere and overcome obstacles, these scribbles fade away, symbolising growth, understanding and resolution. Through my illustrations, I aimed to not only visually engage readers but also to evoke empathy and understanding for the challenges that come with learning. It is my hope that children will find solace and encouragement in the journey depicted in these pages, learning that mistakes are a natural part of growth and that with perseverance, they can overcome any obstacle that comes their way.

**Jade Goodwin**

## ABOUT THE AUTHOR

**Charlotte Barkla** is a Brisbane-based author and teacher. Her books include *All Bodies are Good Bodies*, the Edie's Experiments series and *From My Head to My Toes, I Say What Goes*.

Charlotte's books have been translated in multiple languages and short-listed for awards, and she has received grants and mentorships for her fiction writing.

As well as writing for children, Charlotte writes feature articles for publications including the CSIRO's *Double Helix*, *Beanz* magazine and *Youkie* magazine. She regularly visits schools for creative writing workshops, sharing her passion for science, creativity and stories with children of all ages.

See also: <https://www.charlottebarkla.com/>

## ABOUT THE ILLUSTRATOR

**Jade Goodwin** is a First Nations illustrator based in Australia.

Jade's creative journey began at an early age in her grandparents' screen-printing studio, where she would spend an endless amount of time crafting anything she could from the studio supplies. Her passion for creativity and illustration grew over time, eventually leading to a successful career in the children's publishing industry, where she brings imagination to life through her sweet and bright illustrations.

In November 2021, Jade signed her first picture book contract with Penguin Random House, which paved the way for her to work with leading publishers such as HarperCollins, Hachette, Allen & Unwin and Magabala.

Jade's work is notable for its focus on diversity and representation. She is committed to showcasing a range of perspectives through her illustrations, with the aim of inspiring children and adults alike.

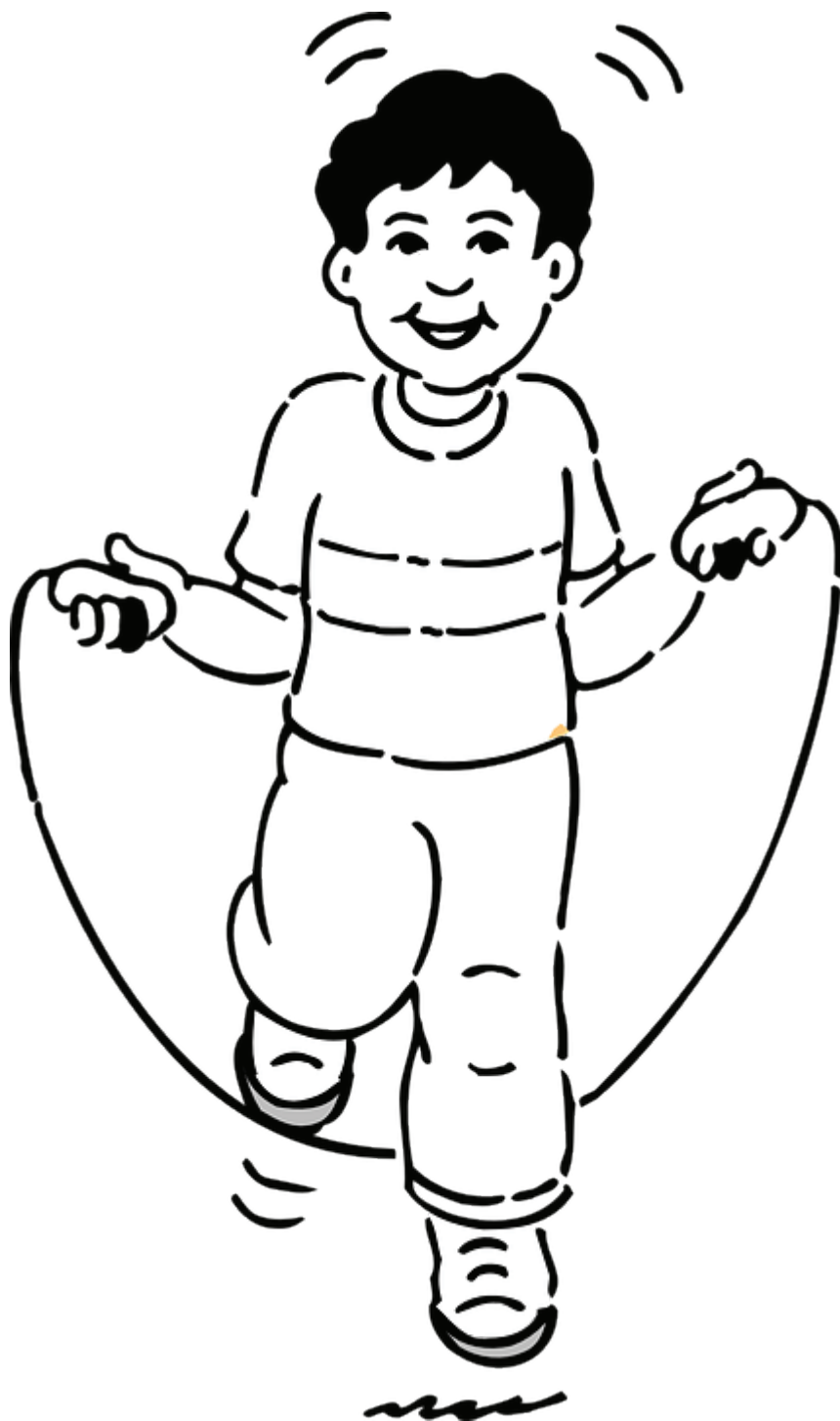
See also: <https://jadegoodwin.com.au/>





# WORKSHEETS

## WORKSHEET 1. COLLAGE THIS IMAGE



## WORKSHEET 2. LANGUAGE TASKS

<p><b>1.</b> Read this sentence and then think of words that might rhyme with 'crawl'.</p>	<p>'When you're young, you learn to crawl, to sit, to stand, to throw a ball.' E.g. fall, call, etc.</p>
<p><b>2.</b> Finish this sentence with some other words describing things you learn when you're young. Use rhyme in the sentence you create.</p>	<p>'When you're young, you learn to ...'</p>
<p><b>3.</b> What other words rhyme with 'yelling' and 'spelling'?</p>	<p>E.g. selling</p>
<p><b>4.</b> What other words rhyme with 'stage' and 'page'?</p>	<p>E.g. gauge</p>
<p><b>5.</b> What other words rhyme with 'know' and 'go'?</p>	<p>E.g. row</p>
<p><b>6.</b> The children learn outdoor activities (cartwheels, handstands), playing musical instruments (clarinet, violin) and sports (taekwondo, skateboarding).</p>	<p>Make a list of other activities that fit into these categories.</p>



# WORKSHEET 3. NAME THAT SKILL

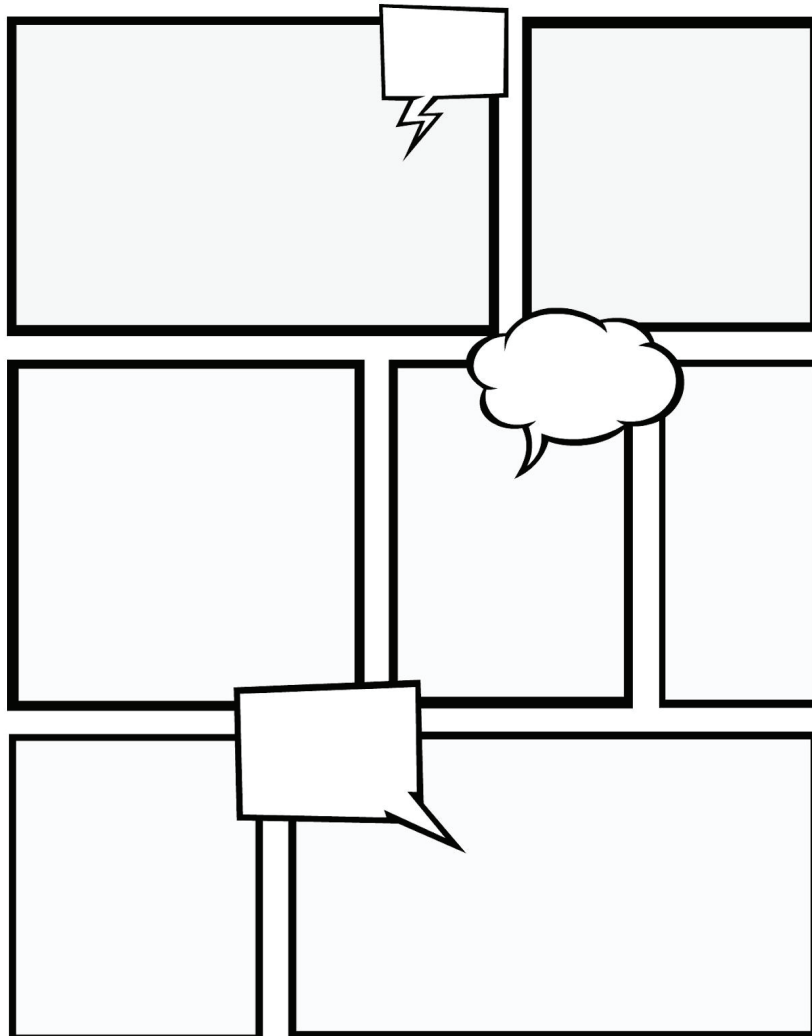
Identify the skills depicted below.

		
1.	2.	3.
		
4.	5.	6.
		
7.	8.	9.
		
10.	11.	12.

Answers: 1. Playing violin. 2. Skateboarding. 3. Dancing. 4. Crawling. 5. Tying shoelaces. 6. Handstands. 7. Flying a kite. 8. Sewing. 9. Fishing. 10. Cooking. 11. Climbing. 12. Playing a ball game.

## WORKSHEET 4. GRAPHIC STORYTELLING

Create a graphic novel/comic interpretation of one of the scenes in this book. Use the layout below as the storyboard for your comic. Enlarge on a photocopier to give you more space.



Comic Book Template viewed at: <http://www.pinterest.com/pin/365706432212821426/>

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# ABOUT THE AUTHOR OF THE NOTES

**Dr Robyn Sheahan-Bright** operates justified text writing and publishing consultancy services, and is widely published on children's literature, publishing history and Australian fiction. In 2011, she was the recipient of the CBCA (Qld Branch) Dame Annabelle Rankin Award for Distinguished Services to Children's Literature in Queensland; in 2012, the CBCA Nan Chauncy Award for Distinguished Services to Children's Literature in Australia; and in 2014, the QWC's Johnno Award. In 2021, she was appointed a Member of the Order of Australia.

