

Everything Possible

AUTHOR

FRED SMALL

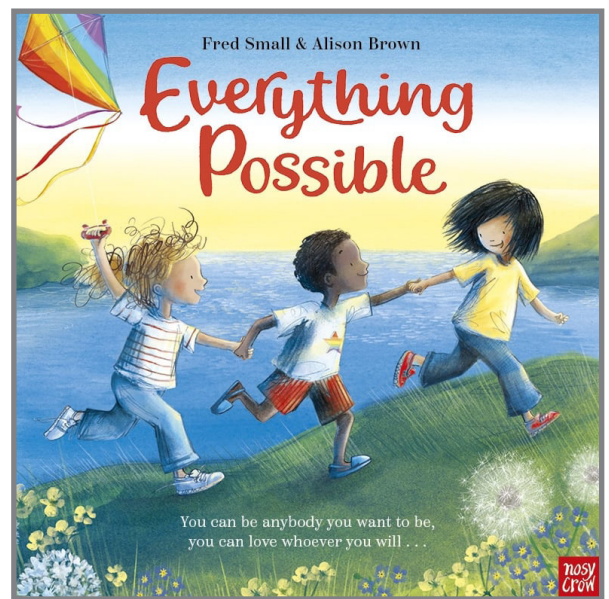
ILLUSTRATOR

ALISON BROWN

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RECOMMENDED FOR: Lower Primary



SYNOPSIS

Strong and bold, or quiet and kind, every child is unique and their future filled with possibilities. Based on Fred Small's iconic folk song that became an anthem for generations, *Everything Possible* celebrates love and friendship, gently encouraging children to dream their own dream and choose their own path, wherever it may take them. An inspiring and uplifting picture book for children everywhere.

With a brand-new free 'Stories Aloud' audio recording and revised lyrics—scan the QR code at the end of the story to hear the song.

ABOUT THE AUTHOR

Fred Small is a singer-songwriter, activist and Unitarian Universalist minister. He originally trained as a lawyer but left his job to pursue a career in music. In 1983, Fred wrote his classic song *Everything Possible*. Recorded and made famous by the iconic gay male acappella group the Flirtations, the song has travelled around the world. Fred is a passionate advocate for equality, inclusion and environmental justice. He and his family live near Boston in the USA.

ABOUT THE ILLUSTRATOR

Alison Brown grew up in Northern Ireland and studied Fine Art in Liverpool, England. Before becoming a full-time illustrator and writer, she did many other jobs, including teaching, working in a bookshop and as a designer in an advertising agency. Alison's books have been translated into fifteen languages. She was so inspired by the lyrics and message of *Everything Possible* that she knew she had to illustrate it! Alison lives with her family in Leeds.

STUDY NOTES

BEFORE READING

- Hold the book's cover up and read the title out loud, as well as the words, 'You can be anybody you want to be, you can love whoever you will . . .' and ask the following questions:
 - Do you think the three children on the cover are friends? What in the picture makes you think they are friends?
 - Do you think this will be a happy or sad story? Do the colours on the cover make you think this will be a happy or sad story?
 - Does the title seem happy or sad?
 - Do the words, 'You can be anybody you want to be, you can love whoever you will . . .' make you feel happy or sad?

- What do you think the story might be about?

AFTER READING

- Read the story through once, close the book and ask students:
 - Do you think we were right when we guessed the story would be happy?
 - Did the family shown make the child feel happy? How did they do that?
 - Did you notice more than one family in the story?
 - The families shown all look different but they share one thing in common. Can you guess what that is?
 - The three kids shown all look different but they share lots in common. Can you come up with some ideas of what they share?
 - What sort of things did they do together to make everyone happy?
 - What sort of person do you want to be when you grow up?

DISCUSSION QUESTIONS AND ACTIVITIES

- Explain to students that the words 'away' and 'day' rhyme, that is to say they share the same sound-endings. Give a few examples of other words that rhyme from the text, such as sea and 'me' and 'will' and 'still'. Now see if students can come up with their own rhymes for simple words such as:
 - smock
 - get
 - meet
 - orange (note: the last word here is the most famous example of a word in the English language that does not have a rhyme).
- Remind students that some colours—like the ones on the book's cover—can make us feel happy, while others can make us feel other emotions. Turn to the double page spread where the mean children are behind a fence and ask students to describe the feelings that the washed out black and grey evoke here.
 - Turn to the final double page spread and ask students what mood they feel when they see the mix of the soft blues/purple in the foreground and bright yellow in the distance.
- Prepare a batch of colour free playdough with your class. Give each student a small amount of the playdough to roll into a shape of their choosing and place the shapes in a row. Ask your class to describe the differences and similarities between each ball. Direct conversation so that the class agrees the shapes might vary but the actual play dough is still the same. Allow students to choose a food colouring (offer as many colourings as possible) and carefully drop the colour on the outside of each shape. Ask students if the differences in colour on the outside changed the fact that all the playdough is the same on the inside. Explain that the playdough is a little like the people shown in the story. They might all appear a little different but everyone is the same inside.
- Divide students into groups of two and ask each group to come up with three things both children share, three things that make them different and one thing that each child likes about the other.
- Make sure you open up the QR code at the end of the book to hear the author singing the song that is the basis of *Everything Possible*. Consider providing students with simple musical instruments to play along with the recording.

AUTHOR OF NOTES
CAROLYN WALSH