

The Ethan Series



The Educator's Guide

Exploring Feelings, Confidence, Connection & Belonging Through Story

SEL CONNECTIONS INSPIRED BY THE CASEL FRAMEWORK

*Read.
Wonder.
Discuss.
Experiment.
Decide what
you think.*



Singing Soul Books

THE ETHAN SERIES

The Educator's Guide

Exploring Feelings, Confidence, Connection & Belonging Through Story

SEL CONNECTIONS INSPIRED BY THE CASEL FRAMEWORK

Companion to Books 1–3:

Ethan and the Seven Chakras · Safely Connected to Earth · Finding Your Place on the Team

The first three books of the eight-book series. Books 4–8 are on the way.

Written by Yvette Farkas · Illustrated by Jana Rothwell

Ages 7–12 · Grades 2–7 · Read-aloud or independent reading

For teachers, librarians, coaches, counsellors, therapists and every adult who works with children

Discussion · SEL connections · Activities · Reflection · Cross-curricular extensions

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The Ethan Series: The Educator's Guide

First edition, 2026. Covers Books 1–3.

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Safety. Story behaviour is not a substitute for real-world safety guidance. Follow your school's policies and local expert guidance for water safety, wildlife, emergencies, food allergies, outdoor activities and movement.

Questions, school visits and bulk orders: info@singingsoulbooks.com

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About Ethan

Ethan is a real boy. He's my nephew, and these stories grew out of the way he experienced the world and the many conversations we had about it.

Many moments in the Ethan books began as real family adventures: being the new kid at school, summers of fishing, boating, gardening and mowing the lawn, walks along the river and through the woods, planting beans, and three little brothers who followed Ethan everywhere. All three made it into the books: Lukas and Hudson from the start, and the littlest brother in the final book of the series.

Growing up, however, isn't all adventures and sunshine.

We also talked through the harder moments: being bullied, losing a beloved pet, feeling left out or unsure of yourself, and finding the courage to act when every bone in your body wants to run away. We talked about the different ways Ethan might choose to respond. You have probably lived moments like these yourself, in one form or another.

Those conversations kept coming back to the questions every child asks:

Why do I feel this way?

What do I do when I'm scared?

Where do I fit?

Who am I becoming?

I wrote the Ethan books so that children everywhere could have a story to explore those questions, and a friend who is figuring them out too.

So while Ethan is a real boy, the Ethan in these pages is also a little bit of every child: curious, sometimes unsure, sometimes brave, sometimes frustrated, and always learning.

If you meet an **Aunt Yvette** along the way, that's me.

Enjoy the adventures with Ethan.

Yvette Farkas

Welcome, Educator

The Ethan books were written as stories first. They invite children into Ethan's world through friendship, family, nature, dreams, school, sport, courage, uncertainty and the everyday moments when a child is trying to understand what is happening inside.

This guide helps you bring those conversations into a classroom, library, coaching session, small group or other learning space without turning the stories into lectures. The goal is simple: let children read, talk, try things and make their own meaning.

This guide covers the first three books of the eight-book Ethan series. Books 4 to 8 are on the way, and the guide will grow with them.

The invitation behind the series

The Ethan books introduce children to the chakra system through story, imagination and everyday experiences. You may use the chakra framework as the books present it, or focus on the social-emotional themes without asking students to adopt any particular belief system.

Ethan's world gives us a fascinating way to talk about feelings, our bodies, relationships, nature and the choices we make. You don't have to agree with every idea in the story to explore the questions it raises. Read, wonder, discuss, experiment and decide what you think.

What's in this guide

- Learning goals for every session.
- A predictable lesson structure: story → discussion → activity → reflection.
- Options for younger and older learners.
- Choices for students who prefer drawing, movement, writing, observation or discussion.
- Safety and inclusion notes where story behaviour should not be copied literally.
- Story lens / classroom lens prompts that separate imaginative elements from real-world inquiry.
- Cross-curricular extensions for language arts, science, art, PE, nature study and social learning.
- A "Find a Lesson by Need" index.
- Printable reflection pages you can photocopy.

Each Ethan book also ends every chapter with its own family discussion questions. This guide adds classroom prompts and activities that build on them.

How to Use This Guide

Use one session per chapter or pair of short chapters. Most sessions take 30–45 minutes; shorten or extend as needed.

Part	Typical time	Purpose	Teacher move
Read	10–20 min	Experience the story	Read aloud, assign independently or listen together.
Talk	5–10 min	Notice and interpret	Begin with Ethan and the characters before personal reflection.
Try	10–15 min	Put the idea into action	Use the core activity or adapt it.
Reflect	2–5 min	Make meaning	Use a sentence stem, drawing, journal or exit ticket.

Quick and full versions

- Quick (15 minutes): short reading, one question, core activity, one reflection.
- Full (40–50 minutes): full reading, three prompts, activity, extension and exit reflection.

A simple sharing ladder

1. Character: What do you think Ethan felt?
2. General: What might a child feel in a situation like this?
3. Personal, optional: If you would like to, describe a time you felt something similar.

Respecting privacy

Students may pass. Students are never required to share personal experiences. What someone chooses to share is treated respectfully and not repeated outside the group.

Accessibility and choice

- Students may stand, sit or take part from any comfortable position.
- Shoes can stay on; outdoor activities can be imagined indoors.
- Eyes do not need to be closed during visualizations.
- Offer drawing, writing, movement or spoken alternatives.
- Do not require student-to-student touch.
- Use fictional characters when a personal question feels too close to home.

The Ethan Framework at a Glance

The chakra system is the organizing framework of the books. For educators, each chakra also opens a door to familiar conversations about emotions, relationships, body awareness and personal growth.

Chakra lens	Classroom-friendly theme	Where it's explored
Root	Safety, grounding, belonging, nourishment	Books 1 and 2
Sacral	Feelings, creativity, relationships, enjoyment	Books 1 and 3
Solar Plexus	Confidence, self-worth, agency, goals	Book 1
Heart	Love, compassion, appreciation, forgiveness	Book 1
Throat	Speaking, listening, truthful communication	Book 1
Third Eye	Imagination, dreams, intuition, perspective	Book 1
Crown	Connection, meaning, harmony	Book 1

SEL connections inspired by the CASEL framework

SEL connection	Where it appears
Self-awareness	Ethan names loneliness, jealousy, nervousness, fear, frustration, confidence and self-doubt.
Self-management	Breathing, posture, grounding, movement, reframing and working through strong feelings.
Social awareness	Being new, noticing others' feelings, respecting animals and exploring different families and communities.
Relationship skills	Friendship, listening, speaking, teamwork, encouragement, kindness and forgiveness.
Responsible decision-making	Getting help, responding to teasing, making safe choices and finding a role that fits.

The three-book journey

Book	Big question	What Ethan explores
Book 1: Awareness	Who am I, and how do I feel?	Emotions, body signals, confidence, communication and belonging.
Book 2: Grounding	What helps me feel safe and steady?	Nature, family, fear, courage and responsible action.
Book 3: Belonging	Where do I belong, and what do I bring?	Strengths, practising a skill and finding a meaningful role.

Educator Toolkit

Story lens / classroom lens

Some parts of Ethan's world are imaginative or spiritual. Invite curiosity rather than asking for agreement.

Story lens	Classroom lens
Bee communication through songs, scent, patterns and feelings.	Research how real honeybees communicate.
Dreams and guides.	Explore how authors use dreams, and how different people interpret them.
Chakras as energy centres.	Explore the chakra framework as the story's lens for feelings and the body.
Nature as deeply interconnected.	Explore ecosystems, food webs, roots, pollination and relationships among living things.

Differentiation by age

- Grades 2–4: draw, move, role-play, sentence stems and simple observations.
- Grades 5–7: journal, research, compare perspectives, debate and explain reasoning.
- Mixed ages: one shared core activity plus optional deeper prompts for older learners.

Teacher language that keeps the door open

- "In Ethan's story, this is how the character understands it. What do you think?"
- "People understand this idea in different ways. What questions does the story raise?"
- "You can talk about Ethan or a made-up example instead of yourself."
- "You can pass on the personal question."
- "What could we investigate in the real world?"

Cross-curricular possibilities

- Language arts: character perspective, narrative writing, vocabulary, public speaking and letters.
- Science: roots, plant cycles, bees, pollination, ecosystems and observable forms of energy.
- Art: colour mapping, botanical drawing, character maps and visual metaphors.
- PE: movement, posture, balance, coordination and team roles.
- Outdoor education: nature observation and safe decision-making.
- Social learning: belonging, teasing, friendship, listening, cooperation and empathy.
- Geography and social studies: Ethan's life in other countries, family stories and cultures.

BOOK 1 · AWARENESS

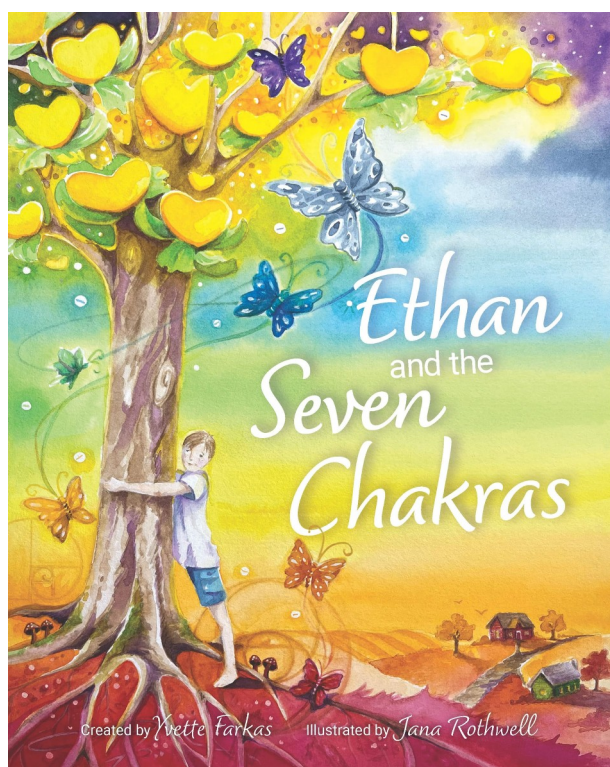
Book 1: Ethan and the Seven Chakras

*Ethan and the Seven Chakras: Introduction to the Seven Chakras and Ethan***Chakra lens:** All seven chakras, one after another**Chapters and sessions:** Chapters 1–16 · Sessions 1–8**Main characters:** Ethan, his brothers Lukas and Hudson, Grandma Suzan, Priya, Ambika, Ethan's parents, the monkey guide

The story

Ethan has already lived in five countries, and now he is the new kid at school in Canada. While his parents are away, he stays with Grandma Suzan. His new friend Priya and her mom, Ambika, introduce him to the seven chakras, and a flying monkey guide visits him in his dreams.

Over one week, Ethan works through jealousy, loneliness, cabin fever and a fear of public speaking. By the time his parents come home, he has discovered that confidence is something he carries inside.



BOOK 1 · ETHAN AND THE SEVEN CHAKRAS · CHAPTERS 1–2 · 30–40 MIN

Session 1: Welcome to a New Place

Learning goals

- Recognize how being new can affect feelings and confidence.
- Identify ways a group can help someone feel welcome.
- Explore belonging through Ethan's dream.

What happens

Ethan has moved to town and is new at school. Priya helps him catch up and becomes a friend. Ethan dreams of a flying monkey guide who shows him a world in which all living things belong to one big family.

Talk about it

1. What makes Ethan's situation difficult?
2. How did Priya help Ethan feel welcome? What could our class do when someone new arrives?
3. What might belonging to "one big family" mean in the story?

Try it

Welcome Map: Mark places that students, families or story characters have lived, visited or imagined, then add one welcoming action.

Make it your own

- Younger: draw the place and the action.
- Older: write a short welcome guide for a new student.
- Private option: write the advice for a made-up child.

Teacher note

Start with Ethan rather than asking students to talk about a move or a family change.

Story lens / classroom lens

In Ethan's story: The flying monkey guide and the chakras are part of Ethan's imaginative and spiritual world.

In the classroom: Ask what the story invites us to think about connection and belonging.

Words to know

belonging · portal · chakra · energy

Go deeper

Geography: map the five countries Ethan lived in (Morocco, Turkey, China, Hungary and Canada) and compare them with students' own community maps. Hungary connects to the palacsinta recipe at the back of every Ethan book.

BOOK 1 · ETHAN AND THE SEVEN CHAKRAS · CHAPTERS 3–4 · 30–40 MIN

Session 2: Feeling Safe and Grounded

Learning goals

- Identify people, places and routines that help someone feel settled.
- Tell the difference between physical and emotional needs.
- Use a visual metaphor for grounding.

What happens

Ethan learns about the Root Chakra through food, family, safety and feeling at home. Later, loneliness and rain leave him unsettled until connection and a good meal help him feel grounded again.

Talk about it

1. What helps Ethan feel safe and settled?
2. How can you tell the difference between hungry, tired, bored and lonely?
3. What helps a classroom feel safe enough to learn in?

Try it

Roots Drawing: Draw a tree. In its roots, place the people, places, routines or activities that help someone feel steady.

Make it your own

- Younger: draw instead of write.
- Older: create a five-choice grounding menu for school.
- No personal sharing: make the tree for Ethan.

Teacher note

Grounding works both as a story idea and as a practical metaphor for feeling steady and present.

Story lens / classroom lens

In Ethan's story: The book connects the Root Chakra with safety, nourishment, home, family and the Earth.

In the classroom: Build a class "roots" poster: what does every learner need to be ready to learn?

Words to know

grounded · satiated · Root Chakra

Go deeper

Science and art: compare real plant roots with the "roots" that hold people steady.

BOOK 1 · ETHAN AND THE SEVEN CHAKRAS · CHAPTERS 5–6 · 30–45 MIN

Session 3: Creativity, Connection and Cabin Fever

Learning goals

- Name feelings that can come up when plans change.
- Identify healthy ways to shift a difficult mood.
- Try movement as a reset.

What happens

Ethan feels jealous when a classmate gives a talk on the topic he wanted: foreign countries. Rain keeps him inside, and he feels bored and sorry for himself. Yoga gives him a chance to move and enjoy himself again.

Talk about it

1. Why did Ethan feel someone had taken "his" topic?
2. What can happen to our mood when we have been inside too long?
3. What creative activities help people enjoy themselves again?

Try it

Movement Reset: Try a few story-inspired animal movements, followed by slow, comfortable breathing. Each student chooses one word for how they feel afterward.

Make it your own

- Seated versions are fine.
- Older: design a two-minute classroom reset.
- Drawing option for students who prefer not to move.

Teacher note

Movement is an option, not a cure or a requirement.

Story lens / classroom lens

In Ethan's story: The Sacral Chakra discussion links creativity, relationships, enjoyment and feelings.

In the classroom: Language arts: write a scene in which disappointment turns into a new idea.

Words to know

Sacral Chakra · asana · cabin fever · creativity

Go deeper

PE: design a movement break the class can use on rainy days.

BOOK 1 · ETHAN AND THE SEVEN CHAKRAS · CHAPTER 7 · 25–35 MIN

Session 4: Confidence You Can Feel

Learning goals

- Notice connections between posture and communication.
- Identify a personal strength.
- Practise a comfortable confident posture.

What happens

Ambika explains the Solar Plexus Chakra as a lens for confidence and personal power. Ethan experiments with standing tall and notices a difference in how he feels.

Talk about it

1. How does a confident person walk and stand?
2. What is one thing you can do well?
3. Can you be the hero of your own life without being better than anyone else?

Try it

Posture Experiment: Try a slumped posture, a neutral posture and a tall, relaxed posture. Notice breathing, balance and feelings in each.

Make it your own

- Younger: draw a confident character.
- Older: write about body language in communication.
- Mobility option: compare seated postures.

Teacher note

Keep the activity observational; don't promise that posture automatically changes an emotion. Use a mirror only if students are comfortable.

Story lens / classroom lens

In Ethan's story: The book uses posture to explore confidence and self-esteem.

In the classroom: PE: look at the ready stances athletes and performers use before they begin.

Words to know

Solar Plexus · confidence · self-worth · posture

Go deeper

Older students can collect examples of confident body language from books, films or sports and explain what each one communicates.

BOOK 1 · ETHAN AND THE SEVEN CHAKRAS · CHAPTERS 8–9 · 30–40 MIN

Session 5: Love, Appreciation and Forgiveness

Learning goals

- Identify ways people show care.
- Explore forgiveness without requiring reconciliation.
- Notice appreciation as a way of paying attention.

What happens

Ethan misses his parents and becomes grumpy with Grandma. Baking an apple pie together helps, and he explores the Heart Chakra through love, appreciation, joy and forgiveness.

Talk about it

1. Why might we act grumpy with people who care about us?
2. What does forgiveness mean? Does it always mean forgetting?
3. How can appreciation change what we notice?

Try it

Kindness Chain: Each student writes one kind classroom action on a paper strip, and the class links the strips into a chain.

Make it your own

- Younger: draw a kind action.
- Older: explain the difference between forgiveness, apology and rebuilding trust.
- Use made-up examples.

Teacher note

Never require a student to forgive someone who has harmed them.

Story lens / classroom lens

In Ethan's story: The book presents the Heart Chakra through love, awe, joy and forgiveness.

In the classroom: Art: make a collage of "what care looks like".

Words to know

Heart Chakra · forgiveness · awe · appreciation

Go deeper

Plan one act of appreciation for someone at school, such as a custodian, librarian or crossing guard.

BOOK 1 · ETHAN AND THE SEVEN CHAKRAS · CHAPTERS 10–11 · 30–45 MIN

Session 6: Speak, Listen, Recover

Learning goals

- Practise a short speaking task.
- Use a recovery strategy when words are forgotten.
- Show active listening.

What happens

Ethan gives a speech about the countries he has lived in. When he forgets his words, he breathes, stands taller and keeps going. The Throat Chakra becomes a lens for speaking and listening.

Talk about it

1. What did Ethan do when he got stuck?
2. What makes someone a good listener?
3. What can your body tell you when you are nervous about speaking?

Try it

One-Minute Talks: In pairs, students speak for up to one minute about a place, hobby, object or imaginary destination. The listener repeats back one detail.

Make it your own

- Students may pass or draw instead.
- Older: add a follow-up question.
- Offer seated presentation options.

Teacher note

Use low-risk topics; no one should have to reveal personal information. For younger learners, speak to a partner rather than the whole class.

Story lens / classroom lens

In Ethan's story: The book connects the Throat Chakra with expression and listening.

In the classroom: Language arts: find the opening, middle and closing of Ethan's speech.

Words to know

Throat Chakra · communication · listening · expression

Go deeper

Make a class list of "what to do if I get stuck" strategies for any presentation.

BOOK 1 · ETHAN AND THE SEVEN CHAKRAS · CHAPTERS 12–13 · 25–35 MIN

Session 7: Imagination, Stillness and Intuition

Learning goals

- Explore imagination in stories.
- Practise a short breathing pause.
- Tell the difference between a hunch and a fact.

What happens

Ethan and his classmates try meditation and learn about the Third Eye Chakra. Priya finds it hard to sit still, while Ethan experiments with breathing and imagination.

Talk about it

1. Why might being still be difficult?
2. What is a hunch, and how is it different from knowing something for sure?
3. What can you imagine when you picture a favourite place?

Try it

Breathing Card: Share a gentle breathe-in, breathe-out reminder, then have each student design their own breathing card.

Make it your own

- Eyes may stay open; offer a visual cue to focus on instead.
- Younger: draw the imagined place.
- Older: make two columns, "what I sense" and "what I know".

Teacher note

Breathing exercises are optional. Students should breathe normally and stop if they feel uncomfortable.

Story lens / classroom lens

In Ethan's story: The book presents dreams, imagination and intuition as part of the Third Eye lens.

In the classroom: Creative writing: write a short dream scene in which a character decides what to trust.

Words to know

meditation · intuition · Third Eye · imagination

Go deeper

Older students can research how athletes, musicians or scientists describe using imagination in their work.

BOOK 1 · ETHAN AND THE SEVEN CHAKRAS · CHAPTERS 14–16 · 35–45 MIN

Session 8: The Seven Lessons Come Together

Learning goals

- Identify how Ethan has changed.
- Connect several lessons to one challenge.
- Reflect on learning without required personal sharing.

What happens

Ethan has friends, feels more confident and experiences all seven chakras together. His parents return, and the family reconnects through stories and laughter.

Talk about it

1. How has Ethan changed since Chapter 1?
2. Which lesson helped him most?
3. What does "coming home" mean in the story?

Try it

Rainbow of Me: Draw seven colour bands (red, orange, yellow, green, blue, indigo, violet). In each band, write one word, skill or idea from the story. Finish the sentence: "Ethan learned that..."

Make it your own

- Younger: use drawings or icons.
- Older: support each band with evidence from the book.
- Group: create one class rainbow.

Teacher note

Focus on growth rather than one "correct" interpretation.

Story lens / classroom lens

In Ethan's story: The ending brings the chakra framework together with family, friendship, confidence and connection.

In the classroom: Keep the rainbows to compare after Books 2 and 3.

Words to know

Crown Chakra · harmony · Zen moment · connection

Go deeper

Create a Book 1 portfolio page with the rainbow and one piece of writing.

BOOK 2 · GROUNDING

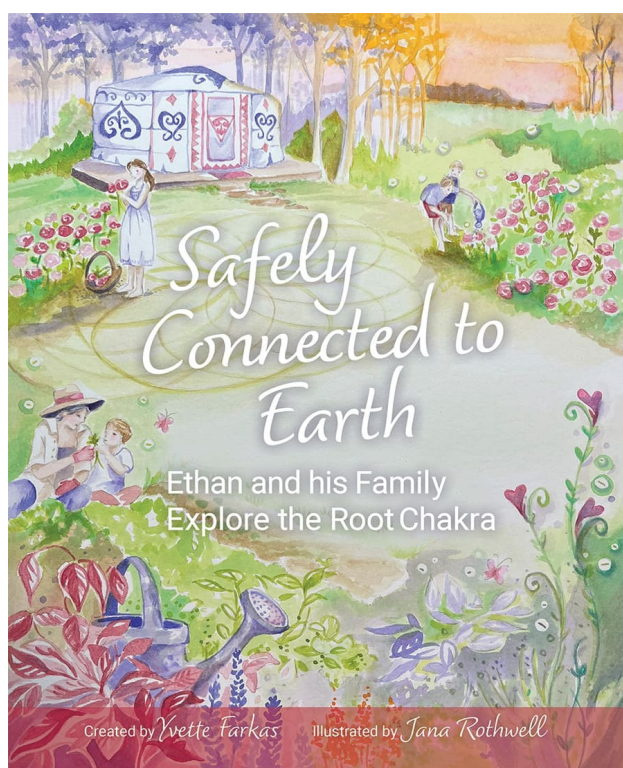
Book 2: Safely Connected to Earth

*Safely Connected to Earth: Ethan and his Family Explore the Root Chakra***Chakra lens:** Root Chakra: safety, grounding and belonging**Chapters and sessions:** Chapters 1–10 · Sessions 1–6**Main characters:** Ethan, Lukas, Hudson (and his invisible friend Kolakesh), Grandma Suzan, Grandpa Otto, Aunt Yvette

The story

Ethan and his younger brothers, Lukas and Hudson, spend the summer at Grandma Suzan and Grandpa Otto's farmhouse. They plant a garden, visit Aunt Yvette's yurt and learn a grounding exercise beside an old oak tree.

Then Grandpa slips into the river and hurts his ankle, far from any phone signal. Ethan has to lead his brothers through the forest to get help, and face a rattlesnake on the way.



BOOK 2 · SAFELY CONNECTED TO EARTH · CHAPTERS 1–2 · 35–45 MIN

Session 1: Roots, Plants and What Helps Us Grow

Learning goals

- Observe what roots do.
- Compare what plants and people need.
- Keep a growth journal.

What happens

Grandma teaches the boys about seeds, roots, soil, compost and nourishment. The story uses roots both as a real plant structure and as a metaphor for grounding.

Talk about it

1. What do plants need to grow? What do people need?
2. Why are roots important to plants?
3. What might your "roots" be in a family, community or classroom?

Try it

Class Seed Jar: Plant bean seeds against the side of a clear container and observe root growth for two weeks.

Make it your own

- Younger: draw daily observations.
- Older: measure and graph growth.
- Compare different growing conditions.

Teacher note

Keep observable plant science separate from the story's energy and spiritual metaphors.

Story lens / classroom lens

In Ethan's story: The story uses roots as both grounding structures and metaphors.

In the classroom: Science: identify different root types and what each one does.

Words to know

compost · Root Chakra · seeds of knowledge · roots

Go deeper

Create a class plant-care routine and a rota for looking after the seed jar.

BOOK 2 · SAFELY CONNECTED TO EARTH · CHAPTERS 3–4 · 30–40 MIN

Session 2: Fear, Family Roots and Change

Learning goals

- Identify common fears without forced sharing.
- Explore how settings affect fear.
- Understand a simple life cycle.

What happens

Lukas reacts to a spider, the farmhouse loses power, and the boys visit Aunt Yvette's yurt. The story connects family roots, acorns and the cycles of nature.

Talk about it

1. Why can darkness feel scarier than daylight?
2. How do stories make ordinary things feel mysterious?
3. An acorn holds the potential for an oak. What does that metaphor suggest?

Try it

Life-Cycle Wheel: Draw an oak's life cycle from acorn to mature tree and back to acorn.

Make it your own

- Younger: put pictures in order.
- Older: add the conditions a tree needs at each stage.
- Use made-up fears only.

Teacher note

Never ask children to reveal or overcome a fear in front of the group.

Story lens / classroom lens

In Ethan's story: The acorn and oak open a conversation about potential and change.

In the classroom: Social studies: research yurts and nomadic ways of life using reliable sources.

Words to know

yurt · nomad · impermanence · cycle

Go deeper

Compare cycles in nature with cycles in stories.

BOOK 2 · SAFELY CONNECTED TO EARTH · CHAPTER 5 · 25–35 MIN

Session 3: Grounding: A Pause in the Present

Learning goals

- Practise a grounding visualization.
- Identify strategies that help someone feel steady.
- Notice the present moment.

What happens

Aunt Yvette leads a grounding exercise beside an oak tree. The boys imagine roots growing from their feet into the earth and breathe together.

Talk about it

1. How can fear give us useful information?
2. What helps you feel calm and steady?
3. Aunt Yvette asks the boys to imagine roots growing from their feet. Why might picturing something help us feel calmer?

Try it

Tree Pose Grounding: Sit or stand comfortably, notice where your body touches the floor, imagine roots and take five comfortable breaths.

Make it your own

- Eyes can stay open.
- Seated version available.
- Older: write a three-step reset routine.

Teacher note

Offer this as a visualization and attention practice. Shoes stay on; no one needs to stand barefoot.

Story lens / classroom lens

In Ethan's story: The book uses roots, breath and the oak as grounding imagery.

In the classroom: Compare this exercise with the Root Chakra discussion in Book 1.

Words to know

grounding · intuition · innate wisdom

Go deeper

Make a class list of healthy reset choices.

BOOK 2 · SAFELY CONNECTED TO EARTH · CHAPTERS 6–7 · 35–50 MIN

Session 4: When an Emergency Happens

Learning goals

- Identify the information needed when asking for help.
- Practise focusing on the next safe step.
- Understand river hazards.

What happens

Grandpa slips on a wet rock and is swept along by an undercurrent. He reaches the shore but has hurt his ankle and cannot walk, and there is no phone signal. He sends the boys home for help.

Talk about it

1. How did the boys stay focused?
2. What information would an adult need in an emergency?
3. Who are trusted adults you could go to for help?

Try it

Emergency Plan Role-Play: Practise saying your name, where you are, what happened and what help is needed. Adapt to your local procedures.

Make it your own

- Younger: rehearse with an adult.
- Older: write an emergency plan for a made-up situation.
- Never act out a dangerous physical situation.

Teacher note

Teach your school's and community's emergency procedures, including local emergency numbers. This activity does not replace safety training.

Story lens / classroom lens

In Ethan's story: The story gives a concrete scenario for responsible decision-making.

In the classroom: Map a safe route to the school's emergency meeting point.

Words to know

undercurrent · respect · emergency

Go deeper

Invite a local firefighter, lifeguard or first-aider to talk about asking for help.

Safety note

Rivers can have strong currents beneath calm-looking surfaces, and wet rocks are slippery. Children should only be near rivers with an adult supervising, and should never wade or swim alone.

BOOK 2 · SAFELY CONNECTED TO EARTH · CHAPTERS 8–9 · 35–45 MIN

Session 5: Facing Fear and Wild Animals

Learning goals

- Tell the difference between courage and recklessness.
- Identify a safe response to wildlife.
- Explore calm action under stress.

What happens

Ethan leads his brothers through the forest and they meet a rattlesnake. Lukas wants to throw a stick at it, but Ethan says to wait and give it space. The boys eventually get help for Grandpa.

Talk about it

1. Ethan was afraid too. What helped him act calmly?
2. When Lukas wanted to throw a stick at the snake, Ethan said to wait and give it space. Why was that the safer choice?
3. What can help when someone we love is hurt?

Try it

Brave Steps: Choose a story character who was afraid and describe what the character did next. Older learners may use a personal example if they wish.

Make it your own

- Younger: draw the brave moment.
- Older: explain the difference between courage, caution and risk-taking.
- Use made-up examples if preferred.

Teacher note

Real-life safety is different from story behaviour. In the book, Ethan talks gently to the snake; in real life, the safe choice is to stay quiet, back away and get an adult.

Story lens / classroom lens

In Ethan's story: The snake encounter is used to explore fear and calm decision-making.

In the classroom: Science: research local wildlife safety from an official local source, such as a parks service.

Words to know

courage · introspection · fear · safety

Go deeper

Create a "courage is not the same as danger" poster.

Safety note

If you see a snake in real life, stop, stay calm and back away slowly. Never touch it, corner it or throw anything at it. Tell an adult.

BOOK 2 · SAFELY CONNECTED TO EARTH · CHAPTER 10 · 30–40 MIN

Session 6: Home Base and Lasting Memories

Learning goals

- Identify what makes a place feel like home.
- Reflect on growth.
- Create a learning keepsake.

What happens

Grandpa rests with his ankle bandaged, and the family gathers around the table to reflect on the boys' adventure. The story closes with memory, connection and a sense of home.

Talk about it

1. Why is this chapter called "Home Base"?
2. What did each brother learn about himself?
3. What makes a place feel like home?

Try it

Summer Memory Book: Fold paper into a small book and draw four scenes the characters might remember for years.

Make it your own

- Younger: four drawings.
- Older: add why each scene matters.
- Alternative: make the book for Ethan.

Teacher note

Let students define home broadly: a person, place, community, activity or feeling.

Story lens / classroom lens

In Ethan's story: The ending turns shared memories into a form of grounding.

In the classroom: Series bridge: what has Ethan learned since Book 1?

Words to know

home base · grounding · memory · connection

Go deeper

Create a Book 2 reflection page to add to the Book 1 portfolio.

BOOK 3 · BELONGING

Book 3: Finding Your Place on the Team

*Finding Your Place on the Team: Exploring the Sacral Chakra***Chakra lens:** Sacral Chakra: feelings, creativity and relationships**Chapters and sessions:** Chapters 1–9 · Sessions 1–8**Main characters:** Ethan, Lukas, Ethan's mom and dad, Aunt Yvette, the coach, the soccer team, Bee-Ethan and the hive

The story

Ethan is new to soccer, cautious and not yet skilled. He spends most practices on the bench, and a bigger boy on the team calls him "Wumzie". At night, he dreams he is a bee who cannot find his way into the hive.

With help from Aunt Yvette, his mom and his dad, Ethan learns to name his feelings, reframe "I have to" as "I get to" and notice a strength he didn't know he had: quick hands. He tries out for goalie.



BOOK 3 · FINDING YOUR PLACE ON THE TEAM · CHAPTER 1 · 30–40 MIN

Session 1: When You Feel Left Out

Learning goals

- Explore feeling left out and belonging.
- Identify how groups coordinate.
- Separate bee facts from story imagination.

What happens

Ethan dreams he is a bee. The hive moves together, but Bee-Ethan cannot join the pollen party, and he wakes up frustrated.

Talk about it

1. Why might Bee-Ethan feel left out?
2. How do real bees know where to go?
3. What can a group do when someone is having trouble finding a place?

Try it

Bee Facts: Research three age-appropriate facts about how honeybees work together.

Make it your own

- Younger: draw the facts.
- Older: compare story bees with real bees.
- Create one "welcome to the hive" rule for the class.

Teacher note

The bee dream is imaginative; pair it with real-world inquiry.

Story lens / classroom lens

In Ethan's story: Bee-Ethan experiences the hive from the inside.

In the classroom: Science: pollination, bee roles and bee communication.

Words to know

hive · pollen · belonging · communication

Go deeper

Create a class "hive" metaphor for cooperation.

BOOK 3 · FINDING YOUR PLACE ON THE TEAM · CHAPTER 2 · 30–45 MIN

Session 2: The Bench and the Team

Learning goals

- Identify how name-calling affects belonging.
- Recognize different strengths on a team.
- Explore the difference between fitting in and belonging.

What happens

Ethan is new to soccer, cautious and not yet skilled. He spends time on the bench and is called "Wumzie". His brother Lukas is talented but struggles to pass the ball.

Talk about it

1. What does "soccer is a team sport" mean beyond soccer?
2. How can name-calling affect someone? What could a teammate do?
3. Ethan tries to be the person he thinks the team wants. Does that create belonging?

Try it

Team Roles: List the positions in soccer, or the roles in another group, and describe what each one contributes.

Make it your own

- Younger: draw the different roles.
- Older: compare fitting in and belonging.
- Non-sport option: assign roles in a class project.

Teacher note

Never ask students to name real classmates who have been teased or bullied.

Story lens / classroom lens

In Ethan's story: Ethan tries to change himself to fit in with a group.

In the classroom: Make a two-column chart: fitting in / belonging.

Words to know

striker · outsider · Sacral Chakra · teamwork

Go deeper

Use the roles chart the next time the class does group work.

BOOK 3 · FINDING YOUR PLACE ON THE TEAM · CHAPTERS 3–4 · 30–40 MIN

Session 3: Bee Honest with Yourself

Learning goals

- Name emotions without judging them.
- Explore how thoughts, feelings and actions connect.
- Practise a simple mood check-in.

What happens

Ethan feels unhappy, dreams of bees again and wonders whether others dislike him. At home, his gloomy mood affects his drawing and his appetite.

Talk about it

1. A flower in Ethan's dream says our thoughts can change how we act. What do you think?
2. What can someone do when they feel disappointed or not good enough?
3. What might Ethan's mom be thinking when he says "Nothing"?

Try it

Feelings Weather Report: Describe a mood as sunny, cloudy, rainy or stormy, then name one thing that might change the forecast.

Make it your own

- Use a story character's weather.
- Older: give evidence for the forecast.
- Private option: write it in a journal.

Teacher note

Don't tell students that difficult feelings are simply caused by "negative energy". Keep the activity grounded in noticing thoughts, feelings and behaviour.

Story lens / classroom lens

In Ethan's story: The story uses energy language to explore self-doubt and moods.

In the classroom: Rewrite one gloomy thought as a more balanced thought.

Words to know

energy field · emotions · self-talk · disappointment

Go deeper

Create a class feelings-weather vocabulary chart.

BOOK 3 · FINDING YOUR PLACE ON THE TEAM · CHAPTER 5 · 35–45 MIN

Session 4: From "I Have To" to "I Get To"

Learning goals

- Recognize reframing.
- Identify strengths in unexpected situations.
- Practise giving strengths-based feedback.

What happens

Aunt Yvette helps Ethan explore his feelings and reframe "I have to" as "I get to". When a bag of apples spills, Ethan's quick reaction reveals a skill that points toward goalkeeping.

Talk about it

1. What is the difference between "I have to" and "I get to"?
2. What are healthy ways to let a strong feeling out?
3. What hidden skill did the apples reveal?

Try it

Strength Spotting: In small groups, students name one strength they have noticed in each group member. Provide a word bank.

Make it your own

- Younger: use words such as curious, kind, observant, persistent.
- Older: give evidence for each strength.
- Use story characters instead of classmates if preferred.

Teacher note

Make feedback specific. "You noticed the ball quickly" is more useful than "You're good at everything."

Story lens / classroom lens

In Ethan's story: The apple moment gives Ethan a concrete way to notice a strength he had overlooked.

In the classroom: Create a personal "strengths I am building" card.

Words to know

self-love · reframing · strengths · agency

Go deeper

Look back at the confidence posture in Book 1, Session 4. How are confidence and strengths connected?

BOOK 3 · FINDING YOUR PLACE ON THE TEAM · CHAPTER 6 · 30–40 MIN

Session 5: Practice Makes Progress

Learning goals

- Understand that skills develop through practice.
- Break a skill into steps.
- Notice progress rather than perfection.

What happens

Dad digs out his old goalie gloves and helps Ethan practise, turning "Wumzie" into "Wumzie Magic Hands". Ethan learns that mastering the basics builds confidence.

Talk about it

1. How did Dad turn a teasing name into a positive one?
2. Why does a goalkeeper need courage?
3. What skill are you building step by step?

Try it

Catch and Count: Partners toss a soft ball and count their catches, adding one small challenge at a time.

Make it your own

- Seated version available.
- Older: design a beginner-to-advanced progression.
- Non-sport option: use art, music, typing or another skill.

Teacher note

Keep competition optional; the goal is progress.

Story lens / classroom lens

In Ethan's story: The story emphasizes mastering the basics and building from there.

In the classroom: Create a four-step practice ladder for any skill.

Words to know

reflexes · goalkeeper · practice · basics

Go deeper

Each student notes one recent improvement and the practice that led to it.

BOOK 3 · FINDING YOUR PLACE ON THE TEAM · CHAPTER 7 · 35–45 MIN

Session 6: Energy, Nature and Communication

Learning goals

- Identify observable forms of energy.
- Explore how plants and animals communicate.
- Separate observation from interpretation.

What happens

Among Aunt Yvette's roses, Ethan talks with his mom and aunt about energy, chakras, flowers and bees. The conversation invites curiosity about communication in nature.

Talk about it

1. What kinds of energy can you name?
2. How do plants and animals communicate without words?
3. What clues can tell us how someone feels?

Try it

Energy Hunt: Find examples of observable energy in the classroom or schoolyard: light, sound, movement, heat, electricity or wind.

Make it your own

- Younger: draw examples.
- Older: sort observations into types and explain the evidence.
- No personal sharing required.

Teacher note

Use the story as a starting point for inquiry; don't present every idea in it as scientific fact.

Story lens / classroom lens

In Ethan's story: The story blends everyday energy ideas with its chakra framework.

In the classroom: Science: research one real communication system in plants or animals.

Words to know

frequency · energy · communication · observation

Go deeper

Make an observation / evidence chart.

BOOK 3 · FINDING YOUR PLACE ON THE TEAM · CHAPTER 8 · 35–45 MIN

Session 7: Finding the Way In

Learning goals

- Identify how groups communicate.
- Explore what helps someone join a group.
- Notice body signals linked to feelings.

What happens

Bee-Ethan is finally allowed into the hive by a drone bee wearing goalie gloves, and learns how bees share information. The hive works because every bee contributes and coordinates.

Talk about it

1. Why did the gatekeeper let Bee-Ethan in?
2. How does a hive work as a team?
3. How can your body warn you that you are nervous, excited or uncomfortable?

Try it

Waggle Dance: Explain that honeybees use movement to tell each other where food is. Students invent a movement code that leads a partner to a hidden object.

Make it your own

- Seated gestures are fine.
- Older: create a three-symbol communication system.
- Debrief: what made the code easy to understand?

Teacher note

Keep the activity grounded in the story plus age-appropriate bee science.

Story lens / classroom lens

In Ethan's story: The hive becomes a metaphor for belonging through working together.

In the classroom: Compare the hive with a classroom: what information must be shared?

Words to know

threshold · propolis · vibration · communication

Go deeper

Science: research the waggle dance and how scientists decoded it.

BOOK 3 · FINDING YOUR PLACE ON THE TEAM · CHAPTER 9 · 40–50 MIN

Session 8: Finding Your Place Without Losing Yourself

Learning goals

- Describe how Ethan's strengths change his place on the team.
- Explore contribution without ranking people.
- Reflect on belonging.

What happens

Ethan decides to play to his own skills and temperament. He wears the goalie gloves his dad gave him and tells the team he wants to try out for goalie. In penalty practice he stops shot after shot, including the biggest boy's. The team cheers, and Ethan decides to keep the name "Wumzie", this time with pride.

Talk about it

1. How did Ethan decide on a new approach?
2. Why do you think Ethan chose to keep the nickname "Wumzie"?
3. What does "finding your place" mean? Does belonging mean being the best?

Try it

Letter to Ethan: Write a short letter about what Ethan learned, or what you would tell someone who is still looking for where they belong.

Make it your own

- Younger: draw and dictate.
- Older: include evidence from the story.
- Private option: write to a made-up child.

Teacher note

Celebrate contribution rather than winning. The same matters because Ethan found a role that fits who he is.

Story lens / classroom lens

In Ethan's story: Ethan imagines a shield of golden energy across the goalmouth to help him stay brave.

In the classroom: Explore how athletes use visualization to focus, and compare how Ethan felt about "Wumzie" in Session 2 and now.

Words to know

temperament · strategy · belonging · strength

Go deeper

End with the question: "What do I bring to a group?"

Find a Lesson by Need

Start here when you know what your group needs but don't want to choose by chapter.

If your group is exploring...	Start with...
Belonging	Book 1: Sessions 1–2 · Book 3: Sessions 1, 2, 7 and 8
Feeling safe and grounded	Book 1: Session 2 · Book 2: Sessions 1, 3 and 6
Confidence	Book 1: Sessions 4 and 6 · Book 3: Sessions 4, 5 and 8
Fear and courage	Book 2: Sessions 2–5
Friendship and relationships	Book 1: Sessions 1, 5 and 6 · Book 3: Sessions 2 and 7
Communication and listening	Book 1: Session 6 · Book 3: Sessions 6 and 7
Creativity and imagination	Book 1: Sessions 3 and 7 · Book 3: Session 3
Self-doubt	Book 1: Session 4 · Book 3: Sessions 3–5
Teamwork	Book 3: Sessions 2, 7 and 8
Strengths	Book 3: Sessions 4, 5 and 8
Safety and emergency decisions	Book 2: Sessions 4 and 5
Nature and connection	Book 2: Sessions 1–3 · Book 3: Sessions 1, 6 and 7
Mindfulness and the present moment	Book 1: Sessions 3 and 7 · Book 2: Session 3
Reflection and growth	Book 1: Session 8 · Book 2: Session 6 · Book 3: Session 8

Bring the Three Books Together

The Ethan journey

Invite students to trace Ethan's journey across the three books. The aim is not to prove he becomes a different person, but to notice how experience helps him understand more of who he is and what he can contribute.

Awareness → Grounding → Belonging

Book 1: Ethan notices feelings, body signals, confidence and relationships.

Book 2: Ethan explores safety, nature, family, fear and responsible action.

Book 3: Ethan recognizes strengths, practises a skill and finds a place where he can contribute.

Character map

Track Ethan, Lukas, Hudson, Priya, Ambika, Grandma Suzan, Grandpa Otto, Aunt Yvette and Ethan's parents. Ask: What stays the same? What changes? What does this character teach Ethan? What might Ethan teach the character?

Recipe day

Every Ethan book ends with the same family recipe: palacsinta (palachinta), Hungarian crepes. With adult supervision and allergy checks, making or tasting palacsinta can become a gentle way to explore Hungarian culture, family traditions, mindful eating and the memories attached to food. Tasting is always optional.

My own chapter

Students write a new Ethan chapter in which he faces a challenge at school, at home, on a team or in nature. Include a feeling, a choice, a strategy Ethan tries and something he learns.

I Notice, I Wonder, I Can Try

Name: _____ Date: _____

I noticed...

I wondered...

I felt...

I learned...

One thing I could try...

My Strengths Are Still Growing

Name: _____ Date: _____

Something I can already do well:

Something I am learning:

A strength someone noticed in me:

A strength I notice in someone else:

One small step I can practise:

Belonging: Fitting In or Being Yourself?

Name: _____ Date: _____

Fill in each column with words, examples or drawings.

Fitting in can look like...	Belonging can look like...

My Feelings Weather

Name: _____ Date: _____

My weather today:

☐ sunny ☐ cloudy ☐ rainy ☐ stormy ☐ windy ☐ other: _____

Draw your weather:



One thing affecting my forecast:

Something that might help:

Educator Notes and Checklist

Before each session

- ☐ I know the main learning goal for today's lesson.
- ☐ I have a safe alternative for students who do not want to share personally.
- ☐ I have a seated or low-movement option for any movement activity.
- ☐ I have checked allergies before any food activity.
- ☐ I have separated story imagination from real-world safety instructions.
- ☐ I know our local emergency procedures before running the emergency activity.
- ☐ I have chosen age-appropriate vocabulary and extension questions.
- ☐ I know what I want students to notice, practise or reflect on today.

Safety

The stories sometimes place children in adventurous situations. Story behaviour is not a substitute for real-world safety guidance. Follow school policies and local expert guidance for water safety, wildlife, emergency response, food allergies, outdoor activities and movement.

The chakra framework

The chakra system is part of the worldview and imaginative framework of the Ethan books. This guide does not ask educators to present it as a scientific or medical system. You may use it as the stories present it, or focus on the emotional, relational, reflective and imaginative questions the stories raise.

Coming Next: Books 4–8

The Ethan journey continues through all seven chakras. Books 4 to 8 are on the way, and this guide will grow with them.

Book	Chakra and theme	The story
Book 4	Solar Plexus · Confidence	On a rugged mountain trek with the men of his family, ancient stories help Ethan embrace his differences and find his own quiet power.
Book 5	Heart · Love	When his cousin's beloved dog is dying, Ethan learns that some pain can't be fixed, only shared, and that an open heart is the bravest gift of all.
Book 6	Throat · Expression	A broken statue and a secret that grows heavier by the day, until Ethan finds the courage to speak his truth even when his voice shakes.
Book 7	Third Eye · Intuition	Caught between two feuding friends, Ethan learns to trust the quiet inner knowing that sees what the eyes cannot.
Book 8	Crown · Purpose	In the final book, Ethan's dreams carry him beyond himself, flowing as a raindrop and standing as a redwood, to discover how deeply we all belong to one another.

Continue the Journey with Ethan

This guide is offered freely because the stories are meant to be shared, discussed and experienced together. The stories provide the world; the conversations and activities help children make it their own.

Get the books

Download the PDF ebooks directly from Singing Soul Books, or follow the Amazon links on the same page for paperbacks: singingsoulbooks.com/books.html

- **Book 1:** *Ethan and the Seven Chakras*
- **Book 2:** *Safely Connected to Earth*
- **Book 3:** *Finding Your Place on the Team*
- All three ebooks together at a bundle price

Learn more about the series, listen to Chapter One read by the author, and meet the real Ethan: singingsoulbooks.com/ethan-and-the-seven-chakras.html

Meet the real Ethan: watch his interview and the story behind his drawing on the series page. Children love seeing the real boy after reading about him.

For schools, libraries and groups

Classroom sets and bulk orders are available at tiered prices: singingsoulbooks.com/partnerships.html

A final thought

Confidence, belonging and self-trust are not lessons children memorize. They are foundations they grow from. Sometimes a story gives a child the language to notice something they already knew inside, and the courage to talk about it with someone they trust.

Read. Wonder. Discuss. Experiment. Decide what you think.

About the Author and Illustrator

Yvette Farkas

Yvette Farkas is the author of the Ethan and the Seven Chakras series, the cultural archive Toronto Graffiti and more than twenty titles published through Singing Soul Books, the imprint she founded, and Booyah Books, which she co-founded with Marcel Szenessy. The Ethan books carry a personal thread: Ethan is her nephew, and the stories began with him.

Recognition for the Ethan series:

- 2026 American Writing Awards: Children's Book International, Educational Category Finalist
- Wishing Shelf Book Awards: Best Cover Finalist
- Readers' Favorite: 5-Star Review

Jana Rothwell

Every page of the Ethan series is hand-drawn and hand-painted in watercolour by Jana Rothwell: 100% human-made, with no AI and no digital shortcuts. Jana has hidden sacred geometry and symbols throughout the illustrations, so the art becomes part of the story.

About this guide

This edition covers the first three books of the eight-book series:

- *Ethan and the Seven Chakras: Introduction to the Seven Chakras and Ethan* (Book 1)
- *Safely Connected to Earth: Ethan and his Family Explore the Root Chakra* (Book 2)
- *Finding Your Place on the Team: Exploring the Sacral Chakra* (Book 3)

Books 4 to 8 are on the way, and future editions of this guide will include sessions for each of them. It was developed from the published books to make the material easy for educators to plan, differentiate, discuss and adapt.

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