


Image: child, holding a white cane, stands on a beach listening to the ocean

## *ALL THE WAYS I SEE*

Written by NAS CAMPANELLA AND ELIZA HULL
Illustrated by SOPHIE BEER

**RECOMMENDED FOR:** Ages 3–7 years old (PRE-SCHOOL TO YR 2, LOWER PRIMARY)

**GENRE:** Picture Book

**THEMES:** Inclusion, acceptance of difference, blindness and disability, joy, curiosity and exploration, celebration of and respect for diversity, playfulness and personal expression, challenges in stereotypes of blind people, independence

**CURRICULUM LEARNING AREAS:**

- Humanities and Social Sciences (HASS)
- Health and Physical Education
- English: Literature, literacy and language
- Visual Arts

**NOTES WRITTEN BY:** ROBYN SHEAHAN-BRIGHT

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# INTRODUCTION

**Vividly evoking a blind child's joyful experience of a day at the beach, this highly accessible picture book comes from a stellar creative team with a range of innovative accessibility features to suit all readers.**

*I can't see summer, but it's clear in my mind.*
*I hear it, I feel it, in my heart all the time.*

*All the Ways I See* is a groundbreaking collaboration between Nas Campanella, the National Disability Affairs Reporter for ABC News, and writer, musician and disability advocate, Eliza Hull OAM, gorgeously illustrated by the award-winning Sophie Beer.

*All the Ways I See* is a joyful, lyrical story about a day at the beach from a blind child's perspective as she experiences the baking heat, the sticky sand, the hum of the ocean, the smell of hot chips and the splash of the waves.

This book has been designed with blind, low vision, Deaf and/or hard of hearing audiences in mind, as well as families who are looking for stories about mindfulness and living in the moment. Innovative accessibility features include easy-to-turn pages with a rounded corner for orientation, textured elements for a tactile experience, a link to access audio and sign language interpreted readings and a link to order a braille translation produced by Braille House.

# PLOT SUMMARY

A small girl enjoys a day at the beach with her family but the way she 'sees' the beach is different to a sighted child because she is blind. Her independence and enjoyment of the beach lie at the heart of the story. Via each of her other senses, and with the gentle support of her parents, she hears, smells, tastes, feels and touches all the things that make the beach come alive to her.

# PUBLISHER'S NOTE ON THE AUSLAN INTERPRETED READING, FEATURES AND BRAILLE EDITION

This book is an Australian first for blind, vision impaired, and Deaf or hard of hearing readers with its attention to production values – thick paper, tactile elements, rounded corner for orientation and links to audio and Auslan interpretations and a braille edition produced by Braille House, who have been involved in the project from the beginning, as braille translators and consultants. For more information about Braille House see page 8 of these notes.

The inclusion of an Auslan translation was very important to the authors and publisher of *All the Ways I See*. Some Deaf children learn Auslan before they learn English so it aids in their reading comprehension. Some parents don't know Auslan, so the translations helps children become literate in Auslan and connect words to concepts. The Auslan translation also allows for a more dynamic storytelling and

ensures that Deaf children and/or parents feel seen and represented.

Auslan is part of the national curriculum and provides an opportunity to explore with students the many ways people communicate, and to consider how we can connect with others beyond spoken language. Teachers can use the Auslan elements of the book as a starting point for conversations about Deaf culture, inclusion and the different ways people experience and communicate with the world. Invite students to notice the signs used in the story and, where appropriate, learn and practise some of them together. There is a wonderful possibility that children who are not Deaf and/or hard of hearing may take some of these signs with them beyond the classroom, helping Auslan become something familiar and valued within the wider school community.

# AUTHORS' NOTES

'What's wrong with you? How do you read if you can't see? Why do you use a cane? Those are just some of the questions kids used to ask me at school. While I welcome curious questions now as an adult, as a child it made me feel othered. This is the book little Nas needed growing up. I wanted to know my experience mattered and that I wasn't alone. I wanted children with disabilities to experience storytelling through its tactile, audio and visual features. I also wanted non disabled children and their families to read stories where they could learn about disability for themselves and know that people like me are doing all the same things as them; just in a different way.'

**Nas Campanella**

'I am so excited to have co-written *All the Ways I See* with Nas, who I deeply respect as both a journalist and a friend. It has been a privilege to collaborate with someone like Nas, and to create a central character who is blind – representation that has been missing for far too long. Growing up with a disability, I don't remember ever seeing a book with a character like me. That's why this book matters so much: to represent children with disability, and to show all children and families that disability is a natural and everyday part of our lives.'

**Eliza Hull**

# ILLUSTRATOR'S NOTE

'As a hard of hearing person, I was delighted to be asked to illustrate this book. Disability is not something that detracts from a person's life, it is just a different (and often more dynamic and clever!) way of navigating the world, as Nas and Eliza's text so beautifully illustrates.'

**Sophie Beer**

# BEFORE READING

- What does the cover of the book suggest to your students?
- Invite students to consider the title and what it suggests to them? How many ways do they see?
- What do you think the girl on the cover can hear, smell, feel and imagine at the beach?
- The girl is looking towards the sun and ocean. What do you think she might be thinking or feeling?

# CLASSROOM DISCUSSION AND ACTIVITIES

## HUMANITIES AND SOCIAL SCIENCES(HASS)

This book contains tactile features, and audio readings (one including image descriptions) and a sign language interpreted reading are freely available via a QR code in the book. Various formats of the braille edition of this book are also available via braillehouse.org.au/services/products/AllTheWaysISee

- *Belonging to different communities, and how people's experiences and perspectives differ*

  *Question:* How do you think the child in the story experiences the beach differently from someone who isn't blind? What senses does she employ to enjoy the beach?

  *Activity:* Sophie Beer suggests that students might close their eyes and think of different scenarios and how they might 'see' them. Some examples: a park, a party, a playground, a cafe.

- *Respect, fairness and inclusion within schools and communities*

  *Question:* What can we do to make spaces and activities inclusive for everyone?

  *Question:* In these pictures were there any signs of access to the beach being difficult for the character?

  *Question:* How do her parents help this child? Read the following quotes:

'She lets me know when waves are coming

I smile as I hear the ocean humming.'

'When we go for a swim, mum describes what she sees.

Surfers on boards, lifeguard flags in the breeze.'

*Question:* How else do they help her?

- *Independence and Selfhood*

  The child is comfortable using her cane and is clearly used to being independent. For example, the title page shows her holding her baby sister's hand and leading her to the beach.

  *Question:* How else does she demonstrate her independence in this book?

Teachers might also consider General Capabilities, such as Personal and Social Capability:

- Understanding emotion

  *Question*: What is the predominant emotion expressed in this book?

- Appreciating diversity

  *Question*: The experience of a blind child is normalised in the happy scenes depicted in this book. Invite students to discuss how her 'difference' is celebrated in this book.

- Developing empathy

  *Question:* Ask students to explain how this book encourages empathy?

- Building respectful relationships

*Question:* How do the parents in this book show respect for their child?

Teachers might also consider Ethical Understanding:

1. Considering fairness and inclusion

*Question:* How important is it for everyone to have appropriate access and assistance to enable them to be independent?

2. Respecting different perspectives

*Question:* Ask students how this book demonstrates that the child's different perspective is respected in her family.

3. Challenging stereotypes

*Question:* What did your students learn about a blind person's abilities, in reading this book? Did they have a preconceived notion of how this child might experience a beach environment?

# ASSESSMENT:

- Invite students to create an art project inspired by the book using tactile materials (fabric, sand, beads) or scented elements. This reinforces the theme of multi-sensory exploration and inclusion in creative expression.
- Write a dot point list of anything you've noticed about the main character and how she navigates the world.
- Invite students to choose a particular location in their neighbourhood, and to list the features that make that location accessible or not easily accessible for people with disabilities.

# HEALTH AND PHYSICAL EDUCATION

Teachers might also consider this text in relation to the key topics covered in this curriculum area:

- Identity and individuality

  *Question:* The child in the book is confident exploring the world. How does she demonstrate her independence and what supports are in place to assist her?

- Respecting diversity and building inclusive relationships

  *Question:* How does the family depicted in the book demonstrate an inclusive relationship with their child?

- Recognising and valuing different strengths

  *Question:* The child in this book is a member of a supportive family. How does each family member demonstrate that they value her strengths?

- Empathy and positive social interactions

  *Question:* The child is obviously happy on a beach crowded with people, emphasising how well she is socially integrated. How does she demonstrate her social confidence?

# ASSESSMENT:

- Consider the enhanced senses that a blind or vision impaired person develops, such as a keen sense of smell, or acute hearing, or tactile sensitivity. Invite students to consider their own senses by closing their eyes and then identifying things by using their other senses.
- Write a summary of how a vision impaired person might 'see' things differently.

- Draw a picture of your schoolground and include features that would enable a vision impaired person to navigate the terrain.

# ENGLISH

## LITERATURE

- *Narrative Voice:* This picture book is narrated in first person present tense which lends immediacy to the narrative. How different would it have been written in third person? Re-write a sentence and then discuss.
- *Literary Device:* The literary language used is evocative, for example, 'a seaweed potion'; 'the ocean humming'. Invite students to write descriptions of the sea employing language like this.

## LITERACY

- *Comprehension:* 'I can't see summer, but it's clear in my mind. I hear it, I feel it, in my heart all the time.' Invite students to discuss what these two sentences mean?
- *Writing Prompt:* The narrator loves summer and gives her reasons for that. Invite students to make a list of the reasons they like summer or another season. This list could become the 'prompt' for a story.

## LANGUAGE

- *Rhyming:* This book contains a series of rhyming words: for example, season/reason; sweet/heat; ocean/potion; sticky/Nicky; face/race; coming/humming; tightly/lightly; sees/breeze; wet/forget; walk/squawk; one/sun; mind/time. Invite students to find another word to

rhyme with these pairs and to make a sentence from them. [See **Worksheet 1**.]

- Some of the sentences in this book lack a verb as they consist of impressions of the environment around the narrator, rather than an active statement, eg. 'Smell of hot chips, sun on my face.'

  Encourage students to write their lists of things they like about seasons above, using this impressionistic style.

## ASSESSMENT:

- Create a diorama of the beach scene including the family members and the objects that surround them on the beach.
- Choose a sea creature observed in this book, and write a summary of facts about it.
- Produce a list of some of the sea creatures and objects that you observe on the beach depicted in the book.

## VISUAL ARTS

- The *cover* depicts a blind child enjoying the beach with a dog and her small family behind her. Discuss the image and what it suggests to your students.
- The *title page* has the child holding the hand of a toddler and playing on the beach with a dog. She is totally independent and leading her sibling. What perception of this young girl does the title page suggest to your students?
- *The endpapers* depict a range of objects that you would see on a beach. However, one is different. It's a cane for a blind person. What other objects relevant to this story,

might have appeared in this grid on the endpapers? Example: beach towel.

- *Colours* in the book are vibrant and offer a vision impaired reader a palette which is visually arresting and evocative of summer. Paint a picture using similar primary colours.
- *Tactile Seeing:* Most of the pages contain tactile details for children to discover, for example, the waves and the footprints (pp 18-19). Such feeling of tactile images acts as another way of 'seeing' in this book. Invite students to close their eyes and to 'feel' these images and to describe what they feel. [See **Worksheet 2.**]

## ASSESSMENT:

- Create a picture using tactile images on the page by employing materials such as string, sand, felt, corrugated paper etc.
- Design a new cover for this book.
- Design new endpapers for this book, employing other images that relate to it, such as a beach towel or a surfboard.

# ABOUT THE AUTHORS

**NAS CAMPANELLA** is the ABC's National Disability Affairs Reporter. Nas is blind and lives with a neurological condition called Charcot-Marie-Tooth (CMT) which means she can't read Braille. After completing a Communications degree at the University of Technology Sydney, majoring in journalism, she started with the ABC as a cadet and has worked in several senior roles since, including producing, presenting and regional reporting. While working for Triple J she became the world's first blind newsreader to read news live to air. She is passionate about sharing stories from disabled people.



*Nas Campanella and Eliza Hull in front of Richard Dunn's painting, Redbank Gorge, MacDonnell Ranges, c. 1936-37 (after Albert Namatjira), 2002-2010, from the Commonwealth Bank of Australia Collection. Copyright The Estate of Richard Dunn, courtesy Charles Nodrum Gallery. Photograph by Tim Harris, Red Antler Photography.*

**ELIZA HULL OAM** is an award-winning writer, musical artist and disability advocate based in Victoria.

A proud disabled woman living with the neurological condition Charcot-Marie-Tooth, Eliza is passionate about amplifying the voices and experiences of people with disability across media, literature and the arts. Her children's book *Come Over to My House*, co-written with children's author Sally Rippin, celebrates friendship, accessibility and inclusive play, introducing young readers to disability through joyful and everyday experiences. It was a CBCA Notable Book and named in the

Guardian top 10 children's books of all time. In 2026, Eliza received an Order of Australia Medal in recognition of her service to people with disability and the arts.

# ABOUT THE ILLUSTRATOR



**SOPHIE BEER** is an award-winning author/illustrator living in Brisbane. She rejoices in creating bright, funny books that centre equality, inclusion and kindness. Her books, including *Love Makes a Family*, have been printed all over the world in many languages and have sold close to one million copies. As an illustrator, she has worked with the likes of Disney, Google, *The Guardian* and *The Boston Globe*. As a writer, her work has appeared in *Frankie Magazine* and *The Big Issue*. When she's not illustrating and writing, she thinks a lot about plants, animals, music, books, equality and Aldi choc-chip biscuits. In 2016, Sophie was diagnosed with and underwent surgery for an acoustic neuroma, a brain tumour that affects balance, the facial nerve and hearing, and she is subsequently hard of hearing. *Thunderhead*, her first novel, was inspired by this transformative event.

# ABOUT THE WRITER OF THE NOTES

**Dr Robyn Sheahan-Bright AM** 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, she received 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.

# ABOUT BRAILLE HOUSE

**Braille House** is a national charity dedicated to empowering people of all ages who are blind or have low vision through alternative formats. We produce books, educational resources and information in braille and operate one of only a handful of free braille libraries in Australia. Available to both individuals and schools, the library helps readers across the country access braille books at no cost.

For every 100 books available to a sighted child, a child who reads braille has access to only a small fraction of that number, making accessible editions like *All the Ways I See* especially important. By increasing the range of stories available in braille, we can help support literacy, inclusion and the joy of reading for all children. Learn more at www.braillehouse.org.au.

# CORRESPONDING LITERATURE

## PICTURE BOOKS

Alizadeh, Kip *Quiet!* Child's Play, 2017.

Bernstrom, Daniel *Song in the City* Ill. by Jenin Mohammed. Amistad Books for Young Readers, 2022.

Best, Cari *My Three Best Friends and Me, Zulay* Ill. by Vanessa Brantley Newton. Farrar, Straus & Giroux, 2015.

Cheatham, Stephen *Off to the Park!* Child's Play, 2014.

Cottin, Menena *The Black Book of Colour* Ill. by Rosana Faria. Walker Books, 2010.

Cummings, Phil *Boy* Ill. by Shane Devries.Scholastic, 2022.

Hudson, Charlotte *Dan and Diesel*Ill. by Lindsey Gardiner. Red Fox, 1999.

Hull, Eliza and Rippin, Sally *The World We Can Build* Ill. by Daniel Gray-Barnett. Hardie Grant, 2025.

Hull, Eliza and Rippin, Sally *Come Over To My House*. Ill. by Daniel Gray-Barnett. Hardie Grant, 2023.

Kwak, Miso *More than Eyes Can See* Ill. by Thais Mesquita. (Disability Books for Kids) Free Spirit Publishing. 2026.

Lebeauf, Darren *My City Speaks* Ill. by Ashley Barron. Kids Can Press, 2021.

Moon, Nicola *Lucy's Picture* Ill. by Alex Ayliffe. Orchard Books, 1995.

Pincus, Meeg *So Much More to Helen:The Passions and Pursuits of Helen Keller* Ill. by Caroline Von-Müller. Sleeping Bear Press, 2022.

Slice, Jessica and Cupp, Carolyn *This is How We Play: A Celebration of Disability and Adaptation* Ill. by Kayla Harran. Dial, 2025.

Peretti, Paola *The Distance Between Me and the Cherry Tree* Transl. By Denise Muir. Hot Key Books, 2018.

Schimel, Lawrence *Lucky Me* Ill. by Juan Camilo Mayorga. Orca Books Publishers, 2023.

Willis, Jeanne *Mole's Sunrise* Ill. by Sarah Fox-Davies. Walker Books, 2011.

## NON-FICTION

Adler, David A. *A Picture Book of Louis Braille*. Ill. by John and Alexandra Wallner. Holiday House, 2019.

Bryant, Jen *Six Dots: A Story of Louis Braille*. Ill. by Boris Kulikov. Rhus Children's Books, 2017.

Dickson, John *Matt Formston: Surfing in the Dark* Ill. by Phillip Bunting. Vision Australia, 2023.

DiVietri, Melissa *The ABC's of Disability Etiquette* Blue Entity, 2026.

Gold, Sean *The ABCs of Disabilities* Ill. by Anna and Daniel Clark. Crippled by Culture, LLC, 2017.

Madison, Megan and Ralli, Jessica *All of Us: A First Conversation About Disability*Ill. by Jonathan Eden. Penguin Group USA, 2025.

Rose, Sarah and Pascoe, Alley *ABC Disability* Ill. by Beck Feiner. Hachette,2024.

Spilsbury, Louise *Questions and Feelings About ... Having a Disability* Ill. by Jimena Xeria. Franklin Watts, 2018.

Vegara, Maria Isabel Sanchez *Louis Braille* (Little People, Big Dreams) Ill. by Ana Albero. Quarto UK. 2025.

## ONLINE LINKS IN FULL

'Blind/Low Vision Picture Books by MaiStoryBook' *Bookshop.org*
https://bookshop.org/lists/blind-low-vision-picture-books

Cheadle, Barbara 'Analysing and Selecting Children's Picture Books That Feature Blind Characters; *National Federation of the Blind*
https://nfb.org/sites/nfb.org/files/images/nfb/publications/fr/fr29/3/fr290301.htm

'Feelix Children and Youth Library' *Vision Australia*
https://www.visionaustralia.org/services/library/feelix-children-youth-library

'Guide to Designing tactile Illustrations for Children's Books' *American Printing House for the Blind*
https://sites.aph.org/files/research/illustrations/

'Guidelines for Tactile Books' *Tactitos*
https://tacticos.eu/wp-content/uploads/2025/05/Guidelines-Final-Version-EN.pdf

Living Paintings
https://livingpaintings.org/about-us

'Making Tactile Books' *Clear Vision Project*
https://clearvisionproject.org/making-books/

'Ibby Collection for Young People with Disabilities' *IBBY*
https://www.ibby.org/awards-activities/activities/ibby-collection-for-young-people-with-disabilities

'Outstanding Books for Young People woith Disabilities' *IBBY Australia*
https://ibbyaustralia.wordpress.com/awards/outstanding-books-for-young-people-with-disabilities/

'Great Expectations' *National Braille Press*
https://www.nbp.org/ic/nbp/programs/gep/ge_index.html

*Vision Australia*
https://www.visionaustralia.org/

'Visually Impaired Characters' *Book Trust*
https://www.booktrust.org.uk/book-recommendations/booklists/visually-impaired-characters/

Willings, Carmen 'Children's Books [featuring characters who are blind or visually impaired]' *Teaching Visually Impaired*
https://www.teachingvisuallyimpaired.com/childrens-books.html

Willings, Carmel 'Creating Tactile Books & Book Bags' *Teaching Visually Impaired*
https://www.teachingvisuallyimpaired.com/creating-tactile-books--book-bags.html

'You Can Do It! Tips for Families Who Are Just Getting Started' *Paths to Literacy*
https://www.pathstoliteracy.org/you-can-do-it-tips-families-who-are-just-getting-started/

# WORKSHEETS

## WORKSHEET 1 RHYMING WORDS

Add a word to rhyme with each pair.

| Rhyming pair | Rhyming word |
|---|---|
| Season/reason | |
| sweet/heat | |
| ocean/potion | |
| sticky/Nicky | |
| face/race | |
| coming/humming | |
| tightly/lightly | |
| sees/breeze | |
| wet/forget | |
| walk/squawk | |
| one/sun | |
| mind/time | |

Then write sentences using three rhyming words.

# WORKSHEET 2 TACTILE IMAGES

Colour these images and add/glue tactile details to them. [You might enlarge them to give students more space to work on.)

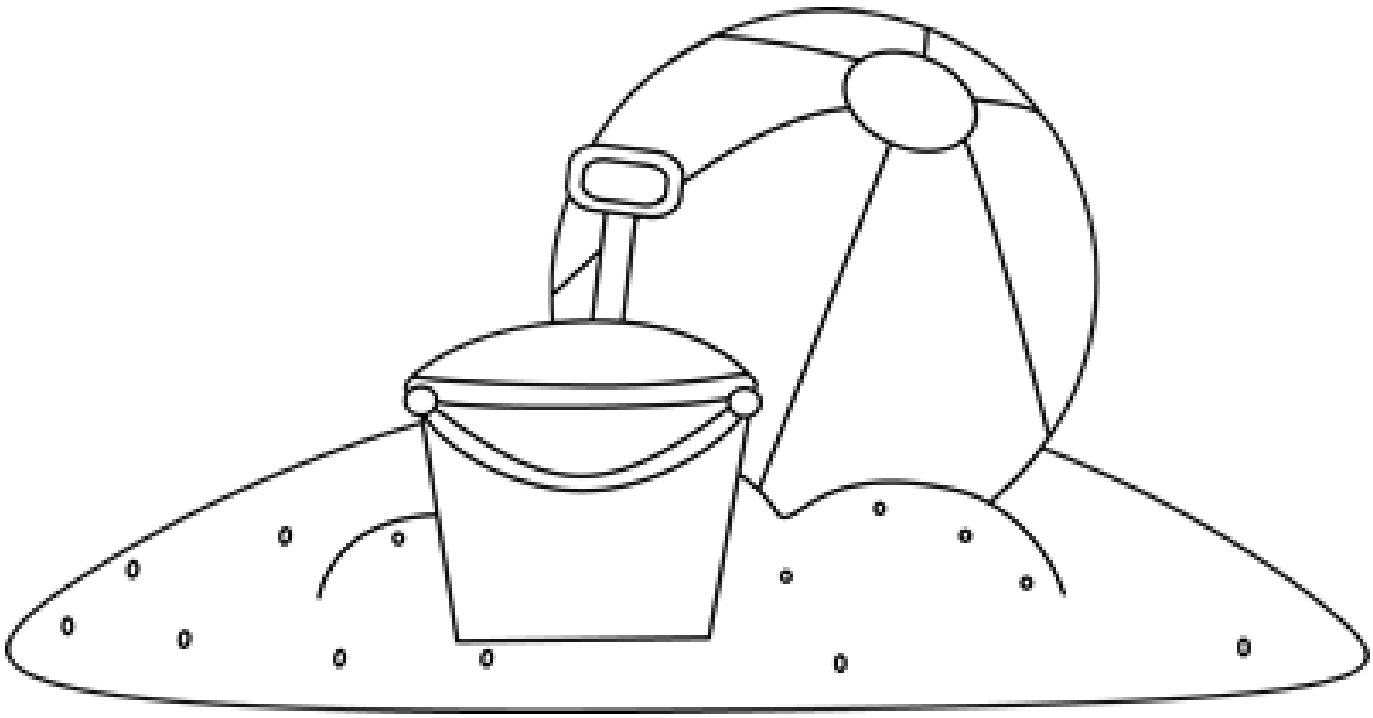


Image: beach bucket and spade sitting in a small pile of sand, with a large beach ball behind them.

Images from:
https://www.mycutegraphics.com/graphics/summer/beach/black-white-beach-toys.html

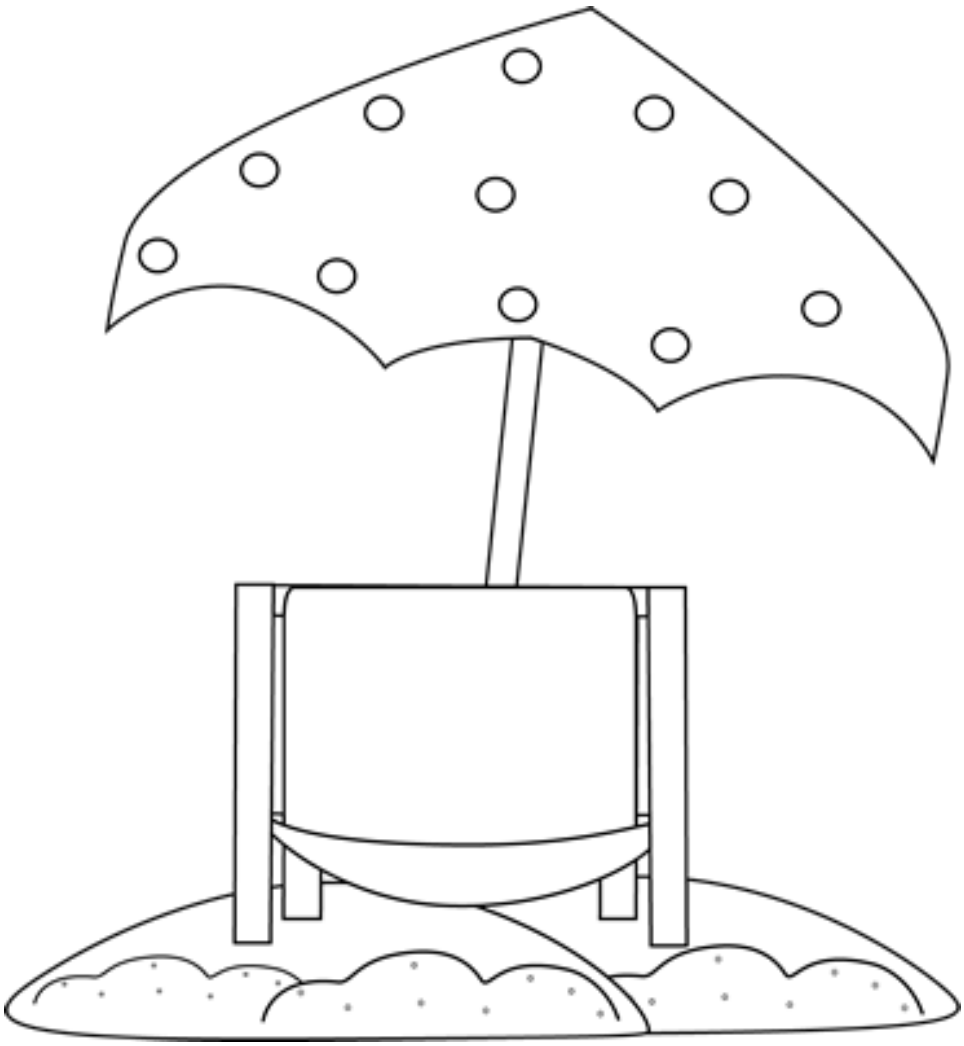


Image: beach seat and umbrella on a small pile of sand.

Images from:
https://www.mycutegraphics.com/graphics/summer/beach/black-white-beach-chair-under-umbrella.html

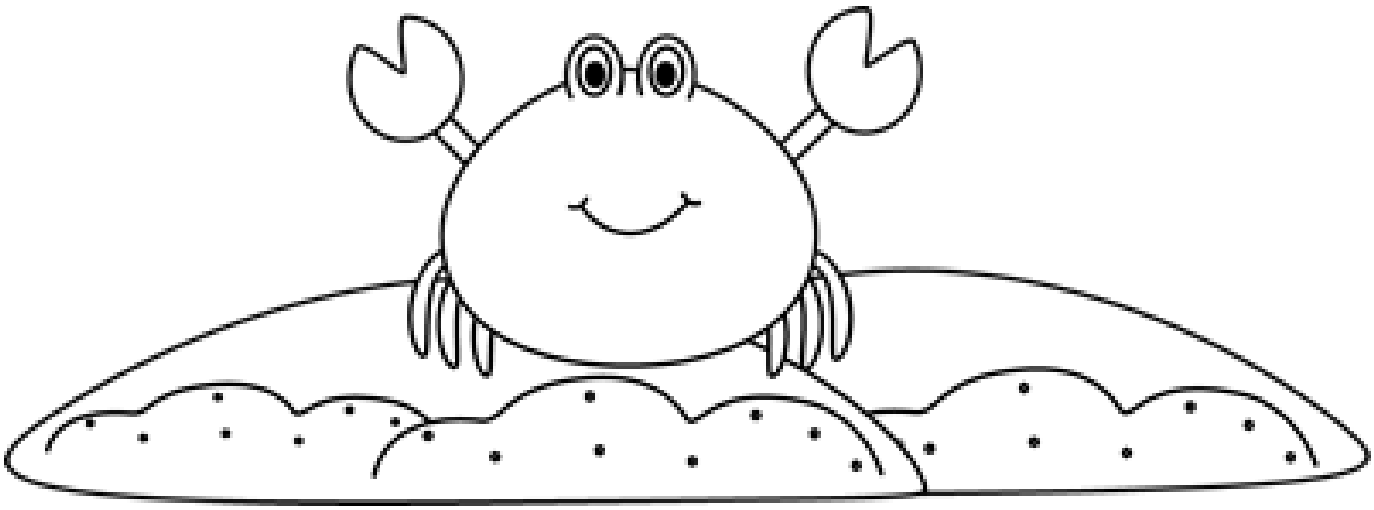


Image: crab sitting on sand at the beach.

Images from:
https://www.mycutegraphics.com/graphics/summer/beach/black-white-sand-crab.html