Her Majesty, Thundercat of the Universe: Supporting Young People to Design Their Own Lives

Lauren Taub

### Intention

*Her Majesty, Thundercat of the Universe* came to life by projecting my areas of perceived strength onto a separate character to help me work through some areas of perceived weakness. What I realized in writing this character and her stories was that I can address these insecurities by making them central themes or even "superpowers". If I could identify what specifically I felt was an insecurity, rather than generalizing, then I could isolate that issue and confront it with Her Majesty, Thundercat.

It is inevitable that young people (all people) will encounter moments in life when they feel small, helpless, or less than. The *Her Majesty, Thundercat* series is designed to help young people see ways to acknowledge these moments and move through them with their unique spirits in tact.

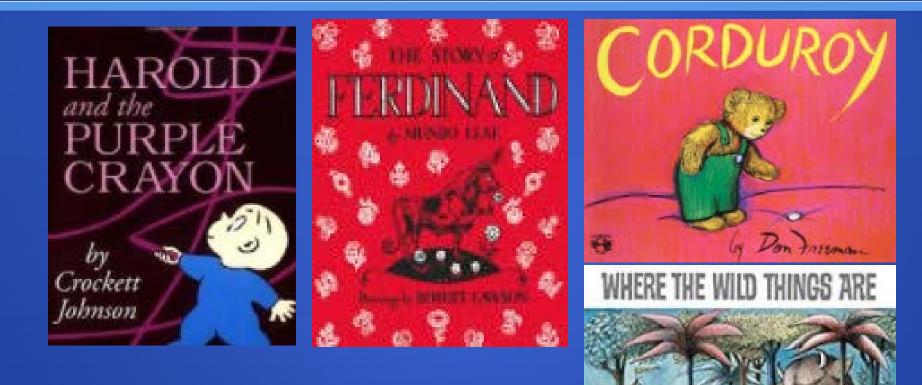
### Audience

Children ages 4-7
Parents of young children
Kindergarten classroom teachers
Anyone who enjoys picture books

#### How will these stories help young people design their lives?

Showing a "powerful" central character grow through internal conflict
Offering ways to use individuality as a strength
Supporting differences in all creatures (no teasing)
Allowing characters time to struggle
Obliging characters save themselves with minimal assistance

## Inspirations



#### Among countless others...

STORY AND PICTURES BY MAURICE SENDRK

### **Pure Forms**

### Image





Her siblings would meow where she chose to stay quiet.

They coaxed and cajoled her to "Come on" and "Try it!"

Her Majesty found all those noises confusing;

She liked looking at stars and dreaming or musing.

## Storyboard

As a picture book, Her Majesty, Thundercat of the Universe is already designed to illustrate moments as a narrative using text and image. The goal of each storybook will be to draw on painful experiences (someone is better than I am, I am alone and different, I don't know what to do, I don't want things to change) and provide positive ways to think through these issues.

Children (and to an extent, many adults, too) have few opportunities to exhibit control over their lives. They may not know what they want from life just yet, and that may be appropriate, but they can learn how to control their behavior and their outlook.

Her Majesty, Thundercat will not give instructions or directions for what to do, but will demonstrate how to think creatively to accomplish a goal, overcome and obstacle, or reach a realization. The life-design element will always be about developing self-awareness, self-confidence, and eventually self-reliance.

# Principles

•Whenever possible, allow characters to use their "weakness" to their advantage

•Don't hide from insecurities and fears—as long as there is no immediate danger, confront whatever intimidates

 Support others in their quests—remember their dreams belong to them

•Help when it is necessary and in a way that facilitates growth

•Believe in a whole self—not just strength, not just weakness

### **Invitation to Participate**

On a piece of paper or on your computer, please take a moment to think about, select, and write the following items:

An Animal

Something about yourself you really like

 Something about yourself that makes you feel uncertain

# Bibliography

Davis, G. A. (2004) Creativity is forever. Dubuque, IA: Kendall/Hunt Pub.
Kaufman, J. C., & Sternberg, R. J. (2010) The Cambridge handbook of creativity. New York: Cambridge University Press

•Freeman, D. (1968/1976) Corduroy. New York, NY: Puffin Books

•Johnson, C. (1955) Harold and the purple crayon. New York, NY: HarperCollins Publishers

•Leaf, M. (1936/2011) The story of Ferdinand. New York, NY: Penguin Group

•Roberts, E. E. M. (1981) The children's picture book: how to write it, how to sell it. Cincinnati, OH: Wrier's Digest Books

•Mason, J.M., & Sinha, S. (September, 1992) Emerging literacy in the early childhood years: applying a Vygotskian model of learning and development. (Technical Report No. 561), retrieved from University of Illinois at Urbana-Champaign, <a href="https://www.ideals.illinois.edu/bitstream/handle/2142/17977/ctrstreadtechrepvo1992i00561\_opt.pdf">https://www.ideals.illinois.edu/bitstream/handle/2142/17977/ctrstreadtechrepvo1992i00561\_opt.pdf</a>, pp. 1-19

•Sendak, M (1963/2013) Where the wild things are. New York, NY: HarperCollins Publishers

•Shulevitz, U. (1985) Writing with pictures: how to write and illustrate children's books. New York: Watson-Guptill Publication

•Wilson, L. O., Ed. D. (2017). Types of Creative Thinking. Retrieved September 27, 2017, from <a href="http://thesecondprinciple.com/creativity/creativity-essentials/types-of-creative-thinking/">http://thesecondprinciple.com/creativity/creativity-essentials/types-of-creative-thinking/</a>