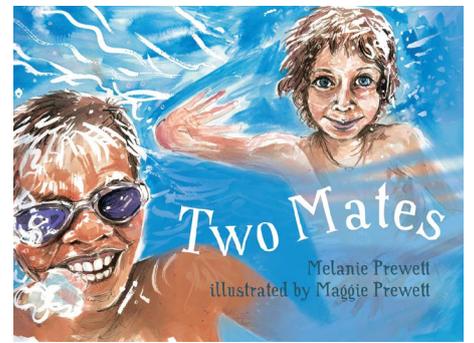


Magabala Books • Teacher Notes

Two Mates

Written by Melanie Prewett
Illustrated by Maggie Prewett



Teacher Notes prepared by Christina Wheeler

OVERVIEW

Set in Broome in Australia's north west, *Two Mates* shares the true story of Jack's and Raf's special mateship. Jack is Indigenous and Raf is a non-Indigenous boy who has Spina bifida. Together they explore, hunt, play and laugh. The fact that Raf is confined to a wheelchair is only revealed at the end of the story, allowing the reader to see that true friendship has no obstacles.

THEMES

- Friendship
- Spina bifida
- Intercultural understanding
- Broome
- Aboriginal culture and customs

AUDIENCE AND WRITING STYLE

Two Mates is told from Jack's point of view. The language is tangible to young readers and allows the audience to engage with the story. Supported by photographs of the real two mates and information about Spina bifida, this book challenges readers to consider disability and inclusion.

LINKS TO THE AUSTRALIAN CURRICULUM

This book and the classroom activities provided are primarily relevant to English and Geography for year levels 1–4. The appendix highlights relevant content descriptions, cross-curriculum priorities and general capabilities.

CULTURAL NOTES

Two Mates is particularly good for exploring intercultural understanding between Indigenous and non-Indigenous Australians and explores some aspects of Aboriginal culture. For information about teaching Australian Indigenous content see [Teaching Indigenous content with Magabala Books](#).



ABOUT THE AUTHOR AND ILLUSTRATOR

Melanie and Maggie Prewett are descended from the Ngarluma people of the Pilbara region of Western Australia. They are mother and daughter, and Melanie is Jack's mother.

Melanie was inspired to tell the story of Jack and Raf's friendship and their life in Broome to show physical disability really is no barrier to true friendship. Maggie's art is held in collections throughout Australia and she has illustrated several Magabala children's titles.



CLASSROOM IDEAS

- Look carefully at the end covers of *Two Mates*. Why do you think the illustrator has chosen to draw feathers all over the end covers? What do these feathers represent?
- *Two Mates* is narrated by Jack. Retell this story from Raf's point of view.
- Create your own story about you and one of your friends. What sorts of things do you do together? Where do you do them?
- Invite a guest speaker to talk about spina bifida. Create a brochure to help inform people about this disease.
- What are each of the two boys' skills and talents? How do the boys' strengths and weaknesses complement each other?
- After reading *Two Mates*, write a reflection about the story and the message that the author and illustrator are conveying to the audience.
- Compare this book on friendship with other picture books about friendship such as *Pearl Barley and Charlie Parsley* by Aaron Blabey.
- Why have the author and illustrator waited until the last page to show Raf in his wheelchair? Would your reading of this story have been different had you known that earlier?
- Discuss whether or not people might pre-judge Raf for being in a wheelchair.
- Family plays an important role in the lives of Jack and Raf. Find examples from the text that show evidence of this.
- Create a photo journal that shares the story of a special friendship that you have. PhotoStory is a good program for this.
- Look closely at the illustrations of the two mates. What do Maggie Prewett's pictures tell us about the boys' friendship?
- Draw a self-portrait and/or a portrait of your friend in a style similar to that of Maggie Prewett. Take note of the way in which she exaggerates certain facial features such as cheekbones, lips and eyes.
- Research the Kimberley region of Western Australia. Create a poster to promote this region to tourists.
- Brainstorm a list of features about your home town. Include things such as climate, pastimes, and places to visit.
- Many of Jack's and Raf's activities reflect the the place they live, Broome. How might their activities together be different if they lived near you?
- Use Google Earth to visit Broome on the internet. Create a story map of *Two Mates* that shows Broome and the places the boys visit along with the activities they enjoy together.
- Download a copy of the Broome Visitor Monthly Guide at <http://www.broomevisitorcentre.com.au/pages/download-our-brochure/>. Use this resource for comprehension and reading activities.



APPENDIX - LINKS TO THE AUSTRALIAN CURRICULUM F-10 (VERSION 8.1)

Year	English	Humanities and the Social Sciences
1	<p>Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)</p> <p>Discuss how authors create characters using language and images (ACELT1581)</p> <p>Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)</p> <p>Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)</p> <p>Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)</p> <p>Respond to texts drawn from a range of cultures and experiences (ACELY1655)</p>	<p>Geography</p> <p>The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHASSK031)</p> <p>The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them (ACHASSK032)</p>
2	<p>Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)</p> <p>Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)</p> <p>Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)</p> <p>Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)</p> <p>Identify the audience of imaginative, informative and persuasive texts (ACELY1668)</p>	<p>The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHASSK049)</p>



<p>3</p>	<p>Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483)</p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)</p> <p>Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)</p> <p>Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)</p> <p>Identify the point of view in a text and suggest alternative points of view (ACELY1675)</p> <p>Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)</p>	<p>The representation of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human (ACHASSK066)</p> <p>The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places (ACHASSK069)</p>
<p>4</p>	<p>Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496)</p> <p>Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)</p> <p>Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)</p> <p>Create literary texts that explore students' own experiences and imagining (ACELT1607)</p>	<p>The importance of environments, including natural vegetation, to animals and people (ACHASSK088)</p>
<p>Cross curriculum priorities Aboriginal and Torres Strait Islander histories and cultures, Sustainability</p>		
<p>General capabilities Literacy, Personal and social capability, Intercultural understanding</p>		

