

STORY & PICTURES BY DONNA RAWLINS



TEACHERS' NOTES



# Our Library

## Theme

The primary themes of *Our Library* are inclusion and diversity.

In the mid-1970s, Australia began to evolve from a society that discriminated, segregated and excluded people because of their disability, gender, race, religion, age or sexuality to one that is more inclusive.

Achievements since then have included the development of anti-discrimination laws; the formation of various rights movements; ratification of the UN Conventions on the Rights of Children and People with Disability; and the introduction of the National Disability Insurance Scheme.

Local governments have a responsibility to develop Disability Inclusion and Action Plans. The new National Disability Strategy is set to have a primary emphasis on inclusion.

Inclusion has become a focus in the Early Years Learning Framework and Framework for School Age Care.

“Inclusion involves taking into account all children’s social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographic location) in curriculum decision-making processes. The intent is to ensure that all children’s experiences are recognised and valued, and that all children have equitable access to resources and participation, and opportunities to demonstrate their learning and value difference.”

Inclusion ensures that learning and development of all children – including those with developmental delay or disability – is optimised when they have regular opportunities to interact with adults, carers and other children

## Specifications

Author & Illustrator:	Donna Rawlins
ISBN:	9781742036342
Format:	270 x 216mm Full colour
Extent:	32pp
Binding:	Hardback
Reading Level:	4+
Interest Level:	6+
Category:	Fiction

## Australian Curriculum Outcomes

- CURRICULUM LINKS
- INTERCULTURAL UNDERSTANDING
- PERSONAL & SOCIAL CAPABILITY



### Synopsis

Suzy – the children’s librarian – has organised a different activity for each day of the week. Library users – mums, dads, grandparents, carers, and children – from all backgrounds, cultures and abilities are invited to join in the fun.

### Writing style

The text is written in a child-friendly, conversational style. The language is familiar to infants and Stage 1 readers. *Our Library* can be read independently by older children.

### Illustrative style

Donna Rawlins used both analogue and digital art techniques to create the illustrations. The combination of styles – along with the fresh, bright colour palette – creates a sense of joy and excitement. The images include people of different ethnicities and abilities.

## ABOUT THE AUTHOR & ILLUSTRATOR



### DONNA RAWLINS

Donna Rawlins is an illustrator, book designer, and teacher who has specialised in creating books for children for most of her working life. She has won many awards for her work, and was the 2003 recipient of the prestigious Lady Cutler Award – presented by the Children’s Book Council of New South Wales – for her outstanding contribution to the children’s book industry. Donna lives on acreage in the Lower Blue Mountains outside Sydney, New South Wales.

## Australian Curriculum Outcomes

### ENGLISH LANGUAGE

- ACELA1426 • ACELA1460 • ACELA1475
- ACELA1428 • ACELA1443 • ACELA1444
- ACELA1446 • ACELA147

### ENGLISH LITERATURE

- ACELT1783 • ACELT1586 • ACELT1587
- ACELT1581 • ACELT1582 • ACELT1589
- ACELT1584 • ACELT1583
- ACELT1594 • ACELT1596 • ACELT1598

### ENGLISH LITERACY

- ACELY1656 • ACELY1788
- ACELY1660 • ACELY1665
- ACELY1689 • ACELY1668
- ACELY1675 • ACELY1676
- ACELT1792

## HUMANITIES & SOCIAL SCIENCE

### INQUIRY SKILLS

- ACHASSI001 • ACHASSI002 • ACHASSI005
- ACHASSI018 • ACHASSI022 • ACHASSI025
- ACHASSI034 • ACHASSI038 • ACHASSI042
- ACHASSI052 • ACHASSI056 • ACHASSI059

### KNOWLEDGE & UNDERSTANDING

- ACHASSK012 • ACHASSK108 • ACHASSK029
- ACHASSK048 • ACHASSK049 • ACHASSK050
- ACHASSK017 • ACHASSK104 • ACHASSK015
- ACHASSK016 • ACHASSK033 • ACHASSK063
- ACHASSK064 • ACHASSK065 • ACHASSK067

### CIVICS & CITIZENSHIP

- ACHASSK093 • ACHASSK072

### PERSONAL SOCIAL & COMMUNITY HEALTH

- ACPPS004 • ACPPS022
- ACPPS02
- ACPPS037
- ACPPS060



## Before Reading

The cover.

- Examine the *Our Library* cover.
- Discuss:
  - How does the cover makes children feel?
  - What type of book might this be?
  - Who might the book be written for?
  - Ask children if they recognise anything on the cover. (For example, they may be familiar with the books included in the background.)
  - How do the children feel about books and their library?

## Read the blurb

*The doors to our library are open.  
Every day something exciting happens.  
Join Suzy and the children for a week of busy,  
bouncy, noisy, wiggly-jiggly, friendly fun.  
Which day is your favourite library day?  
Come in.  
Everyone is welcome!*

Ask children:

- What sort of library this might be.
- How similar/different does it sound compared to your school library (if appropriate) or local library?
- Who might Suzy be?
- Busy, bouncy, noisy, wiggly-jiggly, friendly – how do these words make students feel?
- How would they describe their library?

## Endpapers

- Ask children if they can recognise any of the words.
- What do you think the flags say?
- Why might there be so many languages on the flags?
- What do the endpapers suggest about the book?

The languages on the bunting include:

- Arabic
- Bahasa
- Indonesian
- Dharug/Darug
- German

- Hmong
  - Italian
  - Japanese
  - Korean
  - Maltese
  - Mandarin
  - Maori
  - Polish
  - Samoan
  - Spanish
  - Somali
  - Sudanese
  - Swahili
  - Tagalog
  - Turkish
  - Urdu
  - Vietnamese
- Ask children whether there are other languages not included in this list that they, their parents, or carers speak.



## After Reading Discussion

Throughout *Our Library* guide children to notice and discuss:

- Different languages on welcome signs.
- The books, which they may recognise. (These are covers of current books.)
- Examples of inclusion and acceptance.
- Similarities and differences to their own families, libraries and communities.
- How libraries can be used by the community. (For example as a homework hub, an art gallery, a gathering space.)

## Spread 1

Suzy is the librarian.

- How is she similar or different to your librarian or library teacher?
- Can you recognise any books on the shelves?
- What do you notice about the books?
- How do you think Suzy feels about her work?
- How do you think Suzy wants people to feel when they come to the library?

Look at the poster on the wall.

- What might this poster mean?

## Spread 2

### *Monday is Making New Friends Day*

Australia is a multicultural society, and *Our Library* reflects this. The story features characters from a broad age range and culturally and linguistically diverse groups.

- How are families in the illustrations similar to, and different from, your family?
- Ask children what they notice about the **Welcome** signs
  - The Chinese child's name means Double Heaven.
  - The second welcome sign is in Maori.
  - 'Jadda' is an Arabic name for grandmother.

## Spread 4

### *Tuesday is Dinosaur Day*

*Our Library* includes children who are differently abled. Illustrations include a child with noise-cancelling headphones and a comfort toy, Zak making a loud dinosaur roar, and Henry in a wheelchair. Yasmin and Erik are twins. Yasmin uses orthotics and a walker. The boy in the green T-shirt has a cochlear implant.

The Australian Bureau of Statistics 2020 Report on people with a disability states that 1 in 6 (18%) of Australians have a disability, and of these 32% have a severe or profound disability. 23% of people with disability have a primary mental or behavioural disability.

The Australian Early Development Census (<https://www.aedc.gov.au/resources/detail/2018-aedc-national-report>) states that approximately 15% of five-year-olds are vulnerable or at risk of not developing the language and cognitive skills they will need later in life.

- Tuesday is Dinosaur Day. If you could have a special day at the library, what would it be?

## Spread 5

Zak has invented a sign for Megalodon. It consists of the sign for large, and the sign for shark. Zak's father is signing 'scary'.

- Discuss why Zak and his father might be signing.
- What might Zak's dad be signing back to him?

- Ask the children if they know any signs in Makaton or Auslan.

## Spread 6

### *Wednesday is 'I Can Do Anything' Day*

A library is a community space. There are many ways to show community.

- Ask children if they have ever participated in art activities in their local library.
- Discuss with children how Bridget and Harry might help each other.

For reference:

- Bridget has Trisomy 21 (Down Syndrome) and is using a shaving brush to paint as she may have fine grip or motor skills challenges.
- Henry and his sister may be adopted or have a different parent as they are of different ethnicities. Henry's older sister is comfortable as his helper, representing supportive siblings.

## Spread 8

### *Thursday is Wiggle and Jiggle Day*

Libraries are filled with books about all kinds of things, sorted into categories.

- Ask children their favourite category in the library, and why they like this category so much.
- *Wiggle and Jiggle Day* is full of song and dance. How would you feel about being at the library on Wiggle and Jiggle Day?
- Ask children how the child near Boats and Buses might feel about the day.
- Discuss how not all people are comfortable with a noisy environment.

The illustration presents a variety of family structures. It could include single parents, stay-at-home dad, same-sex families, carers and grandparents.

## Spread 9

After *Wiggle and Jiggle Thursday*, Yasmin and Erik sing on the way home.

- Discuss with children how they travel to and from the library.
- Create a picture graph to show the most popular mode of transport.
- Ask children to suggest other ways people could travel to the library.

## Spread 10

### Friday is Nature Day

Ask children what they notice about the illustration.

- Lyra, Hartley and their grandmother are Aboriginal.
- Leanne Mulgo Watson painted the fabrics of the dresses worn by Lyra and her grandmother, and the Aboriginal art posters on the wall. Leanne's mother is Aunty Edna Watson, Elder of the clan of the Dharug/Darug people of the Dyiarrubin (Hawkesbury River) area.
- Children calling Lyra's gran Aunty implies that the children have been given permission to use this term of respect.

## Spread 11

- The "Open Your Heart to Country" poster is written in Dharug/Darug language. Leanne Mulgo Watson illustrated the poster and Donna Rawlings, author and illustrator of *Our Library*, designed it.
- The kutukulung (turtle) image is by Leanne Mulgo Watson.
- Discuss with children why it's important to have First Nations language in the library.
- Ask children if they know which Country they are on.
- Ask children if they know which Country they live on.
- Ask a local Elder to visit and speak with the children.

## Spread 12

### The Weekend

Discuss with children if and how the library might be different on a weekend.

- Can children find characters they have seen earlier in the book?
- Which characters are new?
- Why might the new characters only visit the library on weekends?
- When do you go to the library?

## Activities

### Did You Know?

- Discuss with children what they learnt about libraries from *Our Library*.

- Give children a strip of paper to draw or write what they learnt to be displayed on a "Did You Know" poster.

## Vocabulary Chart

- Create an *Our Library* vocabulary chart.
- With feedback from children, add words from *Our Library* under the headings **noun** and **verb**.
- For older children, add **common** and **proper nouns, verbs and adjectives**.

## Library Day

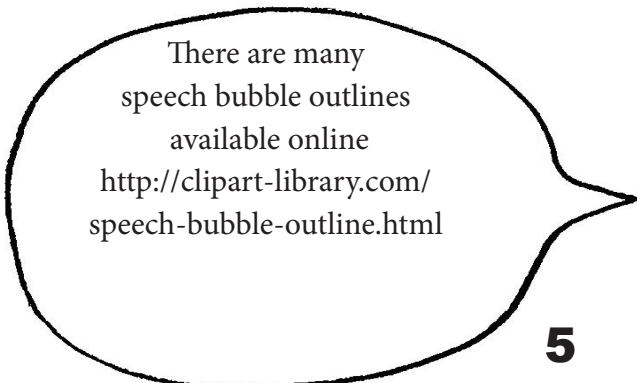
- Australia annually celebrates International School Library Day on 19 October.
- Ask children how they might celebrate this day in their library.
- Revise the different names of each day at Suzy's library.
- Brainstorm the special days children would like to celebrate at their school or public library.
- If appropriate, organise the most popular suggestion.

## Posters

- Revise the days at Suzy's library.
- Ask children to choose one of the days to create an advertising poster for the day.

## Speech Bubble

- Introduce students to speech bubbles found in comics and graphic novels.
- Compare these genres to picture books.
- Choose a spread from *Our Library* that includes only a few characters.
- Ask children what they think the characters might be saying to each other.
- Hand out two speech bubbles to each child and ask them to write what the characters are saying to each other.



There are many  
speech bubble outlines  
available online  
[http://clipart-library.com/  
speech-bubble-outline.html](http://clipart-library.com/speech-bubble-outline.html)