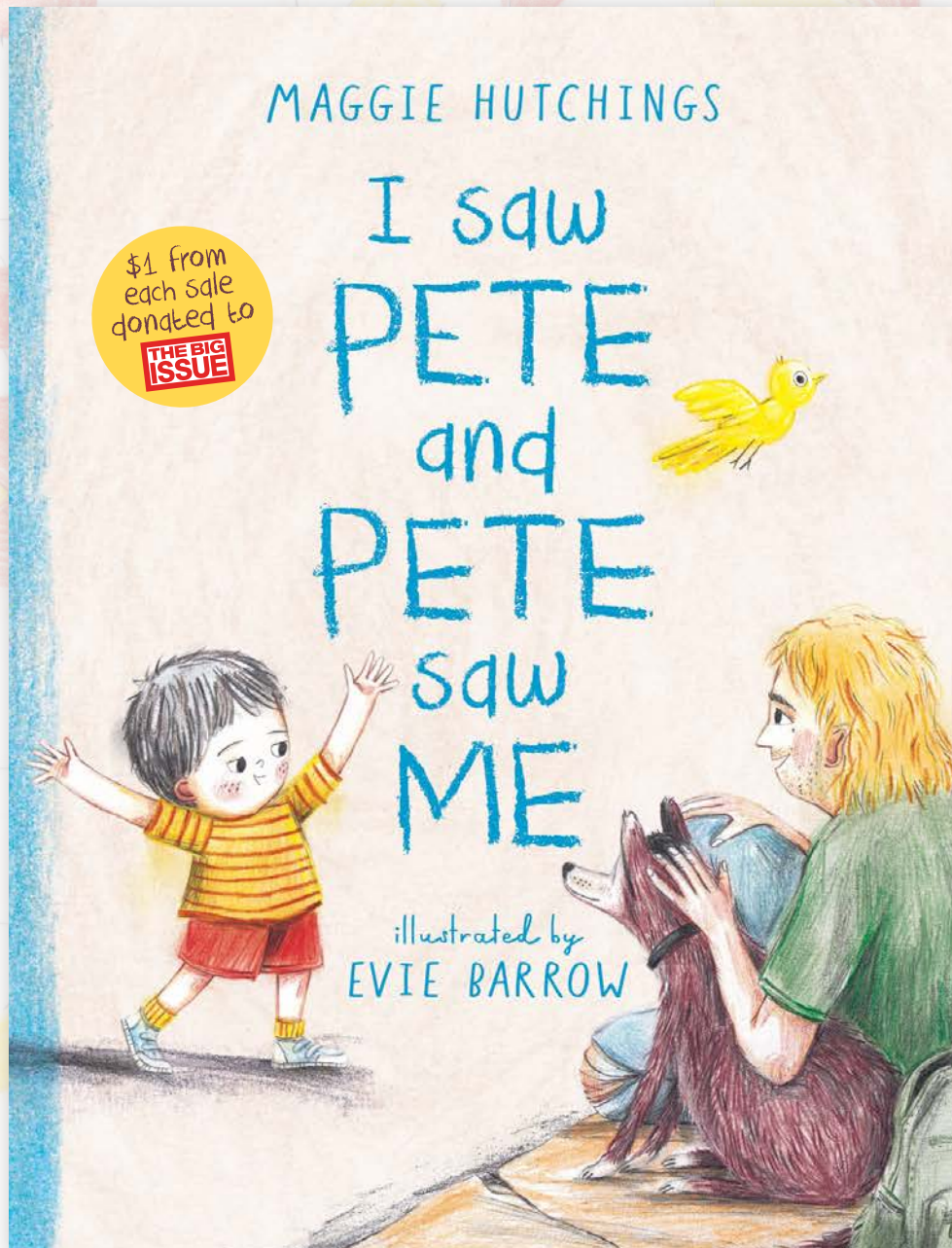


TEACHERS NOTES



Written by Maggie Hutchings
Illustrated by Evie Barrow
Suitable for Ages 3–7

Themes
Acts of kindness
Compassion
Homelessness
Loss



Contents of this pack

- Overview of *I Saw Pete and Pete Saw Me*
- ‘Before we begin reading’ discussion points
- Theme sections, including discussion points and excerpts from the book
- ‘After we’ve finished reading’ discussion points
- Activities

Description

*When you are small
you can see
things that
grown-ups
are too busy
to notice . . .*



Everyone walks right past Pete – except for one little boy. He sees Pete’s big smile and bright drawings, and they make a connection. The boy can’t give Pete a home, but when Pete gets sick, he can show he cares.

A heartfelt, moving story about the importance of really seeing the world around us and the power in tiny acts of kindness.

About the author

Maggie Hutchings is a counsellor, family-dispute mediator, writer and artist who spends her weekends covered in paint and scribbling lists that are never completed. She is a famously mad aunt, nanna and mother who talks to herself out loud and falls over a lot in the garden. Maggie writes stories with heart and soul for children and adults that encourage kindness, hope and resilience. Maggie’s previous books include *Mermaid!* and *Unicorn!*, also published by Affirm Press.

About the illustrator

Evie Barrow is an artist and illustrator living in Melbourne. In 2019 her first illustrated picture book was published, *Horatio Squeak*, written by Karen Foxlee. Along with children’s book work, her illustrations have featured in *frankie*, *Broadsheet*, *Flow* and in the book *Shout Out to the Girls*.

Find this book at our website: <https://affirmpress.com.au/publishing/i-saw-pete-and-pete-saw-me/>



Before we being reading

- Have a look at the front cover. Describe what you see. What do you think this book will be about?
- This book is called *I Saw Pete and Pete Saw Me*. Do you think any of the characters on the front cover are Pete? Which one?
- Flip the book over to look at the back cover. We can see the same characters here as on the front cover! But there are some differences. Can you describe what has changed?



Theme one: Acts of kindness

THEME NOTES

I Saw Pete and Pete Saw Me depicts small acts of kindness shown through gestures. These include the coffee lady bringing Pete a blanket and the butcher giving Pete paper and a coat. Pete has not asked for these items, and no-one has told the coffee lady and the butcher to help Pete. But the characters notice that Pete is in need of warm clothing and paper for his drawings, and they respond by giving him these things. This story can be used to discuss caring and kindness, teaching young readers to observe a situation and to respond with compassion and thoughtfulness. It reminds young readers to try to be helpful at all times, and not just when someone has asked for assistance. The little boy in this story connects with Pete when many adults pass by Pete without stopping to say hello. This could also be seen as a gesture of kindness; the boy's willingness to talk to Pete is a lesson to children to be caring to all people, and perhaps especially to those who have been ignored or go unnoticed by adults.



DISCUSSION POINTS

- On pages 11 and 12, we see the coffee lady and the butcher giving Pete a blanket, a coat, and some paper. Why do you think they are bringing Pete these things?
- Do you think Pete asked for a blanket and a new coat? Why/why not?
- What does 'being kind' mean? Can you think of other words that mean a similar thing?
- On page 15, the baker calls a doctor for Pete, who is curled up and coughing. Have a discussion about helping people when they are unwell. Do children know how to get help in an emergency?

Theme two: Compassion

THEME NOTES

The little boy at the heart of this story shows compassion for Pete. We see this when the boy feels upset and anxious about Pete during a stormy night. The boy knows that Pete is unwell, and he feels distressed to think of Pete outside in the cold while he is 'safe and snug' at home. In this scene, the boy also expresses empathy, shown when he draws a house that he wishes he could make real for Pete. This suggests the boy has put himself in Pete's position and can imagine the hardship of trying to sleep outside in bad weather. The book, and this scene in particular, provides a useful resource to spark discussion about compassion. Children will learn that compassion is about the awareness of others (e.g. the boy demonstrates an awareness of Pete's situation) and involves feeling sympathetic towards others (e.g. the boy looks out of his window, seemingly imagining Pete outside in the storm).



A discussion about compassion can be established in conjunction with a discussion of acts of kindness (see the previous page) to explain that having compassion and showing kindness through actions can make a difference to your life and others' lives.

DISCUSSION POINTS

- It is clear that the little boy cares for Pete very much. There are many ways that we can show people how much we care about them. Can we show that we care through actions as well as words?
- The little boy becomes very worried about Pete during stormy weather. Why do you think that is?
- On page 21, the little boy says, 'That night, my worries grew like thorns'. That's an interesting thing to say! Thorns can be spiky and they can grow quickly. Why do you think the boy says his worries 'grew like thorns'? Does the picture on this page in the book give you any ideas?





Theme three: Homelessness

THEME NOTES

I Saw Pete and Pete Saw Me shines a light on different living circumstances which children may not yet know much about. While Pete is raised by his mother in a house, his new friend Pete seemingly lives on the streets. This book can be used as a resource to explain why some people do not live in houses, and where they might sleep if they don't have a house of their own. We only see Pete on the street, but he could also be staying in temporary accommodation, on a friend's sofa or in a car. Through this story, young readers can learn that we cannot know or judge the extent of someone's circumstances just by looking at them. Rather than dwelling on sadness that Pete does not have his own house, the conversation can be steered towards the idea that Pete has some agency in his decision-making. Pete accepts the charitable kindness of others at the beginning of the book, but by the end of the story he has gone somewhere new, which shows he is not reliant on others to make decisions for him.



DISCUSSION POINTS

- The little boy sees Pete's friendly face while many people pass Pete without noticing that he is there. Have you smiled at someone new recently? What do people do when you smile at them?
- Pete draws pictures for the little boy, including a picture of a flying sunshine bird. Can you count how many times the bird appears in this story? Where does the bird appear?
- Pete is sleeping on the streets when the little boy meets him. The street looks busy. Can you think of other adjectives to describe the setting of this book?
- Have a look through the book and focus on Pete's face. How would you describe Pete on page 7? Does he look different on page 11? How about on page 19?
- Pete has a pet dog who is always with him. On page 17 we see that the little boy has drawn a picture of the dog for Pete. Can you spot the dog's name on the picture? Does the boy draw the dog at any other times in the book?
- Have a discussion about where Pete might have gone at the end of the book. Perhaps he is staying with family or friends, or has moved to somewhere new.



Theme Four: Loss

THEME NOTES

The little boy feels a strong bond with Pete, and he is desperate to find Pete when Pete is missing. At the end of the story, we learn that Pete has moved on to somewhere new, but he communicates that he's okay by drawing a yellow bird on his favourite wall for the little boy to see. The little boy knows that Pete is safe and no longer lost, but Pete is still physically missing from the little boy's life. The boy could have become upset by this, but he chooses not to be sad. Instead, he says that Pete will stay in his heart forever. This story can be used as a resource to discuss loss with children, particularly the loss of a friend or family member, or if a friend or family member has moved away and no longer lives close by. Children can be encouraged to think of the positive memories shared with this person, and to communicate their feelings through drawings or letters if they can't verbalise their thoughts.

DISCUSSION POINTS

- Why is the little boy upset when he can't find Pete?
- Where do you think Pete has gone?
- On page 30, we see that the little boy's poster for Pete has been torn away and in its place is a flying sunshine bird. Who drew the bird, and what do you think it means?
- At the end of the story, the little boy says 'the sunshine feelings will stay in my heart forever. And so will Pete'. What do you think 'sunshine feelings' means?
- How did you feel at the end of this book?





After we've finished reading

- This book begins and ends with the phrase, 'When you are small you notice things that grown-ups are too busy to see'. Do you notice things that grown-ups don't see? Why do you think you are better at noticing things than adults?
- The little boy in the story doesn't have a name. Would you like him to have a name? What would you call him?
- What do you notice about the clothes that characters wear in this book? Does the clothing change at all? What does that suggest about time in the book?
- List one thing that you have learned from reading this book.



Activity one: Group discussion about kindness (Teacher instruction)

For this exercise, form a whole-of-class interactive discussion about kindness. Utilise the whiteboard if possible. Provide colouring materials per person/per table/per group.

1. Ask the class what they think 'kindness' means. Write their responses on the whiteboard/screen/paper.
2. Ask each student/each group to draw a picture of kindness. Use the earlier class discussion to give them ideas.
3. Ask the students to form a group and act out a scenario when kindness is shown. They can use their drawings as inspiration. You might like to revisit *I Saw Pete and Pete Saw Me* for ideas too.



Activity two: Find the words

All of these words appear in *I Saw Pete and Pete Saw Me*. Can you find them in the wordsearch?



Pies

Pete

Bird

Butcher

Mum

Paper

Baker

Saw

Stormy

Feelings

Draw

Snug

Heart

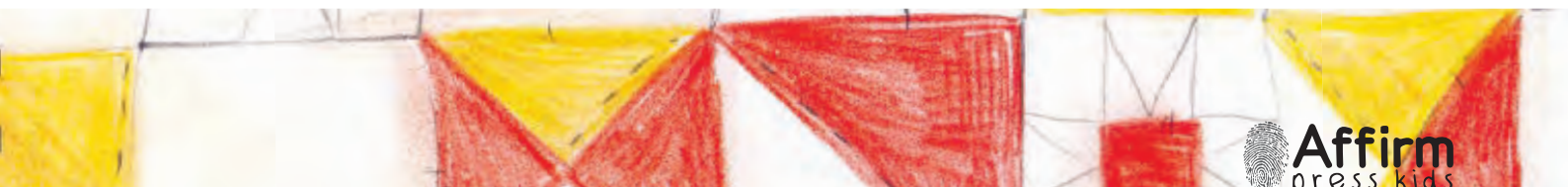
Sunshine

House

Wall

Rainbow

S S T O R M Y X B M
 A E R W A L L B P U
 W B I R D D R A W M
 B H S U N S H I N E
 U O S C B A K E R P
 T U N P V Y T C J A
 C S U E H E A R T P
 H E G T P P I E S E
 E F E E L I N G S R
 R Q P R A I N B O W





Activity three: Create your own wall drawing

Pete loves to draw! He uses rainbow-coloured chalk to make his pictures. At the end of the story, he draws a yellow bird on his favourite wall. Now it's your turn to draw something on the wall. Use the bricks below to make your artistic creation! Maybe it's a message to Pete?

