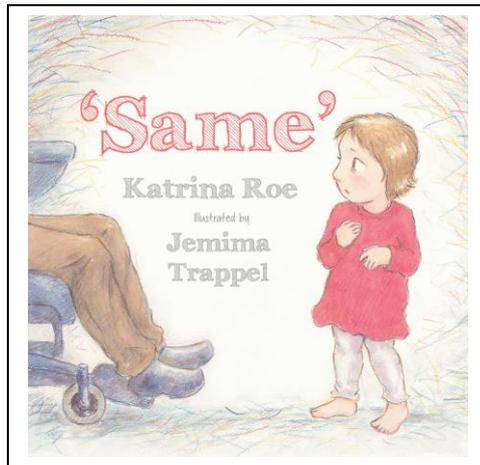




Teacher's Notes and Ideas

Prepared by Wombat Books



'Same'

By Katrina Roe

Illustrated by Jemima Trappel

ISBN: 9781925139266

Recommended Retail: \$19.99

Recommended Age: preschool and early primary school

Introduction/Story Summary	page 2
Key Learning Areas	page 2
Australian Curriculum links	page 2
What is Cerebral palsy?	page 3
Values Addressed/Themes	page 4
Related Text/Resources	page 5
About the Author/Illustrator	page 6
Discussion Questions	page 7
Worksheet	page 8
Colouring-in pages	page 9-11

Wombat Books, PO Box 1519, Capalaba BC Qld 4157 www.wombatbooks.com.au/teachingnotes.html
07-32451938 info@wombatbooks.com.au

Light the Dark Pty Ltd, Trading as Wombat Books ABN: 30 137 345 941

These notes may be reproduced free of charge for use within schools but not offered for commercial sale.

'Same'
By Katrina Roe

Wombat Books
www.wombatbooks.com.au

Introduction

'Same' is a picture book about disability and difference.

It is based on a true story about the author's brother, Charlie, who has cerebral palsy and uses a wheelchair.

However, 'Same' is not really a book about cerebral palsy, but about how two people who seem different can find a way to understand each other. It has themes of love, acceptance and finding common ground.

'Same' is appropriate for pre-school and early primary students. However, the themes of disability and acceptance are applicable to all ages and would make the book a good resource and discussion starter for much older children. It would also be appropriate for secondary students working to achieve Life Skills outcomes.

Story Summary

When Uncle Charlie comes to visit, Ivy keeps her distance. He seems different from other people she knows.

His hands sometimes shook when she was not expecting it ...

... he was a bit hard to understand when he talked.

When Ivy and her mum go to the park, Uncle Charlie can't join in, so he just watches.

When Ivy and her mum read books, Uncle Charlie can't hold the books in his unsteady hands, so he just listens.

Later that afternoon, Ivy does a drawing and cautiously gives it to Uncle Charlie. When Ivy is in bed, Uncle Charlie does a drawing for Ivy. With his tense body and jerky movements, Uncle Charlie's drawing is not so different from Ivy's toddler scribbles.

Uncle Charlie asks Ivy's mum to write a message for him.

When Ivy comes to the breakfast table the next morning, she finds Uncle Charlie's gift waiting for her. How will she react?

'Same' is a touching true story about love, acceptance and finding common ground.

Key Learning Areas

'Same' is a useful book to support the following learning across the curriculum.

English : Literacy and interpreting story and diversity.

Creative Arts: Appreciation of diversity in art, and how creative arts can bring people together.

HSIE: Students in the early primary years compare and contrast the similarities and differences between their family structures, roles and life with those of others, and with families in the past.

Australian Curriculum links:

The Australian Curriculum has a foundation in providing learning opportunities for those with difference and diversity and intends to promote equity and excellence. *Same* provides a learning opportunity in acceptance and community.

Specific curriculum links:

Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences ([ACELT1575](#)). 'Same' opens opportunity for discussion about students' experiences and how they are similar or different from the story.

'Same' is a true story about disability and difference. While his condition is not named, the main character Charlie, has cerebral palsy and uses a wheelchair. Here are a few facts about cerebral palsy.

What is Cerebral palsy?

Cerebral palsy (CP) is a physical disability that affects movement and posture.

ce•re•bral / of the brain

pal•sy / lack of muscle control

Cerebral palsy (CP) is an umbrella term that refers to a group of disorders affecting a person's ability to move. It is a permanent life-long condition, due to damage to the developing brain either during pregnancy or shortly after birth.

Cerebral palsy affects people in different ways and can affect body movement, muscle control, muscle coordination, muscle tone, reflex, posture and balance.

People who have cerebral palsy may also have visual, learning, hearing, speech, epilepsy and intellectual impairments.

How common is cerebral palsy?

Cerebral palsy is the most common physical disability in childhood.

In Australia there are approximately 34,000 people with cerebral palsy.

Worldwide, the incidence of cerebral palsy is 1 in 500 births.

There are currently 17 million people in the world who have cerebral palsy.

What causes cerebral palsy?

For most people with cerebral palsy, the cause is unknown. However there are certain risk factors, such as premature birth and low birth weight, which are associated with cerebral palsy.

Is there a cure?

There is no known cure for cerebral palsy but there are many ways to improve quality of life for people with cerebral palsy.

This information is courtesy of the Cerebral Palsy Alliance website. For more information visit www.cerebralpalsy.org.au

Values Addressed/Themes

There are many different themes and values addressed in the story 'Same':

- **Difference:** *No matter how different somebody may seem, there is always common ground to be found if you search hard enough.*

Uncle Charlie looks for an opportunity to connect with Ivy in a way that will be meaningful to her. He enjoys watching her draw and appreciates her gift to him. He realises he can give something back to Ivy. Through the gift of his drawing he is speaking her language and meeting her where she is at. This simple action dramatically reduces the feeling of 'difference' between them. When Ivy sees the two drawings side by side, she recognises that they are the same. The story also demonstrates that people with disabilities are not so different from you and me, they just want to be loved and accepted for who they are.

- **Inclusion of those with disabilities:** *A person with a disability may not be able to participate fully in every activity but that doesn't mean they aren't interested in participating to the best of their ability.*

Although Uncle Charlie can't participate fully in Ivy's play, he still takes an interest in what she is doing. Uncle Charlie uses the abilities he does have (to watch, to listen, to draw) to engage with Ivy at her level. Everybody, big and small, can be involved in including those who have special needs.

- **Seeking and accepting help:** *Small children, like Ivy, need adults to help them with their daily activities. Because of his disability, Uncle Charlie also needs Mum's help to finish the tasks he wants to do.*

He is not ashamed to ask for the help that he needs. Uncle Charlie needs Ivy's mum to help him write out his message, and Ivy needs Mum's help to read the message.

By helping each other, everybody achieves their goals, regardless of their level of ability or disability.

- **Sharing our feelings:** *Throughout their day together, Uncle Charlie wants to reach out to his niece and show her he loves her.*

Eventually he does this, both through the gift of the drawing and his simple message, expressing his regard for her. Eg: 'I hope you like it' and 'It was nice to see you'. Uncle Charlie turns what could have been a frustrating day into a successful visit by finding a positive outlet for his emotions.

- **Art as therapy:** *Both Ivy and Charlie are feeling strong emotions throughout their time together. Both characters pour their emotions into their drawing.*

At first, Ivy feels fear and nervousness around Uncle Charlie. This makes her cautious when she interacts with him. Charlie is feeling frustrated by his inability to join in with Ivy and to win her trust and affection. For Charlie, the physical tension in his body is also released through the strong, jerky movements across the page. For many children art can be a positive way of dealing with difficult emotions and experiences.

Related Text/Resources

Primary and Pre-school aged:

***Jessica's Box* by Peter Carnavas**

The story centres on the trepidation a young girl faces when starting school and her efforts to win friends. She tries bringing different offerings to school in her large brown box. Her journey ends when she finally discovers her own magnificent self-worth. This message has been embraced by the Cerebral Palsy Alliance, who have re-commissioned an edition with Jessica in a wheelchair. The text remains identical, but the illustrations have been redrawn to show Jessica in a wheelchair.

<http://www.newfrontier.com.au/books/jessicas-box-cpa-edition/724.html>

Primary and Junior High School

***Out of My Mind* by Sharon M Draper**

Melody is not like most people. She cannot walk or talk but she has a photographic memory; she can remember every detail of everything she has ever experienced. She is smarter than most of the adults who try to diagnose her and smarter than her classmates in her integrated classroom—the very same classmates who dismiss her as mentally challenged because she cannot tell them otherwise. But Melody refuses to be defined by cerebral palsy. And she's determined to let everyone know it ... somehow.

<http://books.simonandschuster.com.au/Out-of-My-Mind/Sharon-M-Draper/9781416971719#sthash.97DoYPZl.dpuf>

Websites:

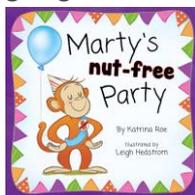
You can find out more about cerebral palsy at

<https://www.cerebralpalsy.org.au/>

About the Author



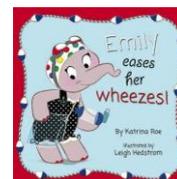
Katrina Roe is an author and radio presenter. Most recently she was host of the morning show on Sydney's Hope 103.2 radio (www.hope1032.com.au) before going on maternity leave to have her third baby.



'Same' is her third children's book. She is also the author of [Marty's Nut-Free Party](#) which was shortlisted for the Speech Pathology Book of the Year Awards and [Emily Eases her Wheezes](#)

which was listed as a Notable Book in the recent 2015 CBCA Book of the Year Awards.

Katrina is available for school visits in the Sydney area and regional NSW.



About the Illustrator



Jemima is a Sydney-based artist and illustrator who enjoys riding her bicycle. Like many illustrators she was born holding a pencil and uses it frequently to bring words to life.

She decided to make a career out of her passion, and in 2012, after five years at the College of Fine Arts and the University of NSW, she emerged with a Bachelor of Fine Arts (with honours), a Bachelor of Arts (a combined degree) and the ability to converse in French.

'Same' by Katrina Roe, is her first book with Wombat Books. Prior to this, Jemima illustrated *Wonderfully Madison* (2013 – winner of the children's book category in the Caleb awards that year) and *Fearlessly Madison* (2014) by Penny Reeve (published by Youthworks Media). She is

also the illustrator of the short comic, *A friend in need*, by Karen Bielharz (part of the self-published *Kinds of Blue* anthology, 2011), and is the linework artist for the short animation *Money Tree* (2011), written and directed by Hawanatu Bangura.

Discussion Questions

From the text:

- Why is Ivy scared of Uncle Charlie?
- What are some ways that Uncle Charlie and Ivy are different from each other?
- What are some ways that Ivy and Uncle Charlie are the same?
- What are some ways that Ivy's family is similar to yours? What are some ways that Ivy's family is different to yours?
- How do you think Uncle Charlie feels when he can't join in with Ivy's activities? What are some ways he is included?
- How do you think Mum feels when Ivy runs away from Uncle Charlie? How have her feelings changed by the end of the story?
- Uncle Charlie reached out to Ivy, what are some ways Ivy could reach out to Charlie in the future?
- Do you think Ivy will be as scared of Uncle Charlie next time she sees him? Why or why not?

On Disability:

- Do you know somebody who has a disability? What is their disability?
- Having a disability may make some tasks or activities more difficult for the person with the disability. What tasks do you find difficult? eg: tying shoelaces, standing on one leg, walking backwards, writing neatly, catching a ball, reaching a tap. (You may choose to try out some of these activities in the class.)

On giving and receiving help:

- What do you need help with? Who helps you?
- What tasks in her day might Ivy need some help with?
- What tasks in his day might Uncle Charlie need some help with?
- Is there somebody you know who needs a bit more help than other people?
- How can you help others?

Extension and Reflection:

- Have you ever felt left out? Think about how you felt and draw a picture to express that emotion.
- Brainstorm some ways you could include people with disabilities at school or home, in the workplace or in your extra activities like music, sport or dancing?
- Experience what it might be like to have a disability by giving class members a turn at being blindfolded, spending a day in a wheelchair, or not being able to speak for an afternoon.
- Plan a class visit to or from somebody with a disability.

Same work sheet

1 Word Meanings - Circle the words below that mean satisfied.

happy unhappy pleased disappointed upset

2 Speech Marks - Speech marks tell us what someone is saying. 'Ivy, come out from there!' Mum said. Put the speech marks in these sentences.

- a) Hello, she whispered, before hiding again.
- b) When she was finished, Mum said, Why don't you give that picture to Uncle Charlie?
- c) Thankyou, Ivy. Th-th-that is very nice, said Charlie.
- d) On there, Mum, she said. Please.

3 Jumbled sentences - Unjumble the following sentence.

- a) Ivy hid into her ran bedroom and.
-

4 Sequencing Events - The following events are out of order. Number the sentences to show the correct order.

_____ Mum, Ivy and Uncle Charlie went to the park to play.

_____ Ivy ran into her bedroom and hid.

_____ Ivy drew a picture.

_____ Uncle Charlie whirred through the front door.

_____ Charlie stopped drawing

5 Cloze Activity - Use the word bank to complete the sentences.

finished	swing	picture	stories
----------	-------	---------	---------

- a) Uncle Charlie couldn't go on the _____ or the slide with Ivy.
- b) When they came home, Ivy read some _____ with Mum.
- c) Uncle Charlie said, 'I want to draw a _____ for Ivy.'
- d) 'There. It is _____,' he said, feeling satisfied.



