

Alice Pung

OUR Stories

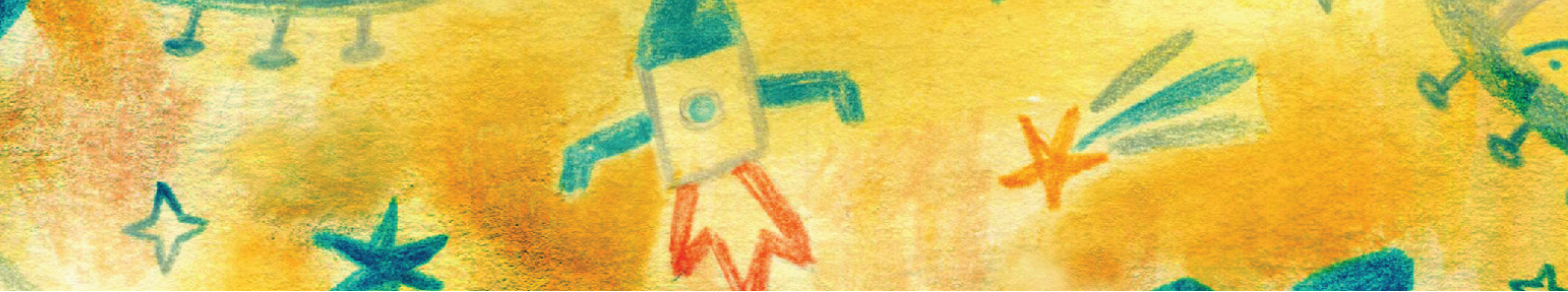


When Granny Came To Stay

Sally Soweol Han



Teachers' Notes



Learning Outcomes:

Students will:

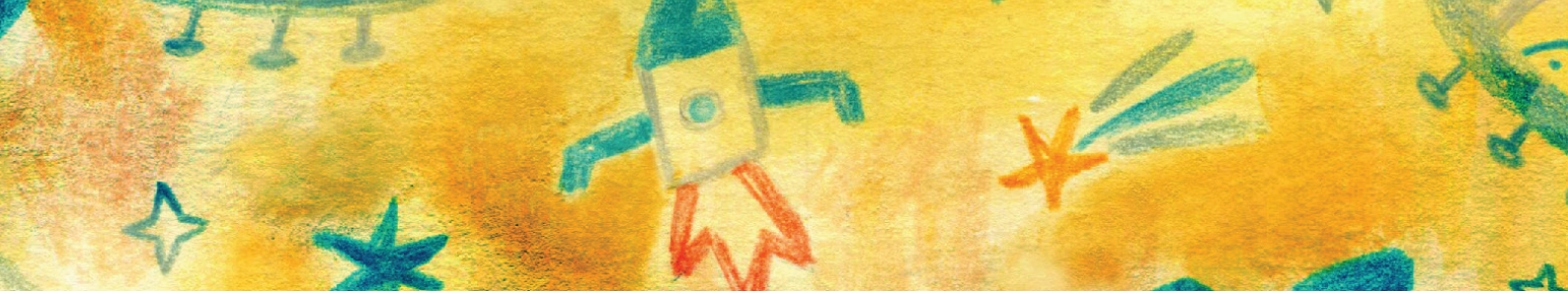
- Explore different types of families and care structures
- Write a description of their favourite food
- Design their own spinning top
- Read and follow instructions to make a spinning top
- Learn and discuss the reality of diverse stories taking place on Aboriginal land
- Learn about diversity, empathy, inclusion and acceptance

About the story

Pangzi wants his parents to buy him a Destroyer Disc so he can play with the other kids at school during lunch, but they won't. Meanwhile, *Pangzi's* granny visits from China to look after him when his mother goes back to work. She sometimes does things very differently from his parents or his other grandparents, but over time, *Pangzi* realises that Granny does everything out of love, and they bond over his search for a real, genuine Destroyer Disc.

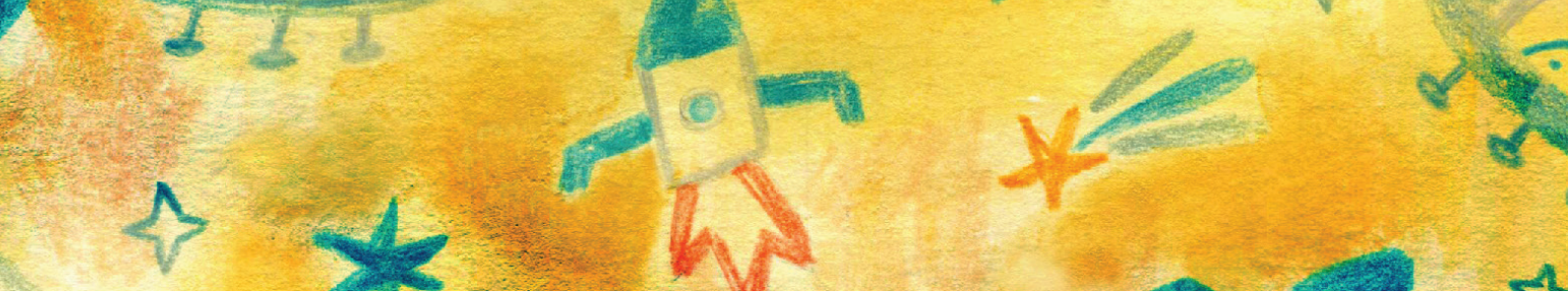
Before you read the story

Read the title and the blurb together. Look at the cover for clues about the story. Ask students how they think the little boy feels about his granny by looking at his face, and how they think his granny is feeling?



Questions

1. Why does Granny come to stay with *Pangzi* and his family? How would you feel if someone came to stay with you and had to share your bedroom?
2. What is a Destroyer Disc? Why does *Pangzi* want a Destroyer Disc? Do you think it's fair that his parents won't buy him one?
3. What do you think about *Pangzi's* nickname? Are there any funny nicknames in your family, or nicknames from your parents' culture? [Note for teacher: *Pangzi*, or 'Fatty' in English, is a common affectionate nickname in Chinese culture that usually refers to a much-loved child who is well fed, healthy and happy.]
4. Granny says that 'You don't need much money to have fun.' Do you agree? What are some ways you can have fun without money?
5. Why does *Pangzi* feel worried about sharing Granny's boiled chips with his friends in Chapter 3? What happens?
6. Where does Granny come from? What is it like there? Look at the illustrations on pages 28-29, and 74-75 for extra clues.
7. Compare *Pangzi's* feelings about Granny before she arrives in Chapter 1 with his feelings when Granny leaves in Chapter 6. What has changed?
8. What will *Pangzi* miss about Granny?
9. After Granny leaves, what is *Pangzi's* new after-school routine?
10. At the end of the book, *Pangzi* receives a genuine Destroyer Disc from Granny for his birthday. Imagine the video call between *Pangzi* and Granny. What might *Pangzi* say to his granny now that he's opened his present?
11. Read the note by the editor at the back of the book (page 89). 'Our Stories is told on land that was and always will be Aboriginal land.' What do you think this means?
12. In the note, the editor writes that the series is about 'inclusion' and 'diverse lives'. What's fun about diversity? Why do you think it's important to read stories about other people's lives? What steps can we take to make sure people feel included whatever their backgrounds? What makes you feel happy, safe and accepted?



Activities

1. Survey students about the people who look after them, including immediate and extended family, family friends or after-school care. Use a whiteboard or butchers' paper to create a mind map, emphasising that care can come from many places, not just parents at home.
2. Have students write a description of a favourite food that they eat at home, and illustrate it. Instruct students to use specific sensory details to make the food sound as delicious and exciting as possible. Students can then share their favourite foods with the class or in small groups.
3. Review the different spinning tops in the story (Teal Tsunami, Renegade Robot, Granny's wooden top, Ruby Hurricane, Nemesis Ninja). Have students design their own spinning top with decorations that reflect their family. Remind them to give their spinning top a name, which they should write at the top of their design, and list the materials and tools they think they would need.
4. Direct students to the instructions at the back of the book to make Granny's spinning top and assist them to make their own spinning tops.
5. Brainstorm as a class the students' response to question 11: 'Our Stories is told on land that was and always will be Aboriginal land.' What do you think this means?
6. Ask the class to individually look up what Aboriginal country their school is on, and what language is spoken there. On a big piece of cardboard put the school's Aboriginal country and language in the centre, and then ask the class to write their own personal languages and countries of origin around it.
7. Create a class roll call template with the names of each student in one column and a corresponding blank second column. Make enough copies for each student. Ask the students to look up the Aboriginal country and language of their home and write this in the blank space next to their name on the 'roll call'. Then ask the students to fill in the rest of the blank spaces by asking their classmates to tell them the Aboriginal country and language of their home.
8. Divide the board into four columns corresponding to the four sub-questions of question 12, as below. Ask the students to write their responses on the board, and as a class discuss these.
 - What's fun about diversity?
 - Why do you think it's important to read stories about other people's lives?
 - What steps can we take to make sure people feel included whatever their backgrounds?
 - What makes you feel happy, safe and accepted?

Ask the students to individually draw their happy, safe and accepted place on a piece of paper.