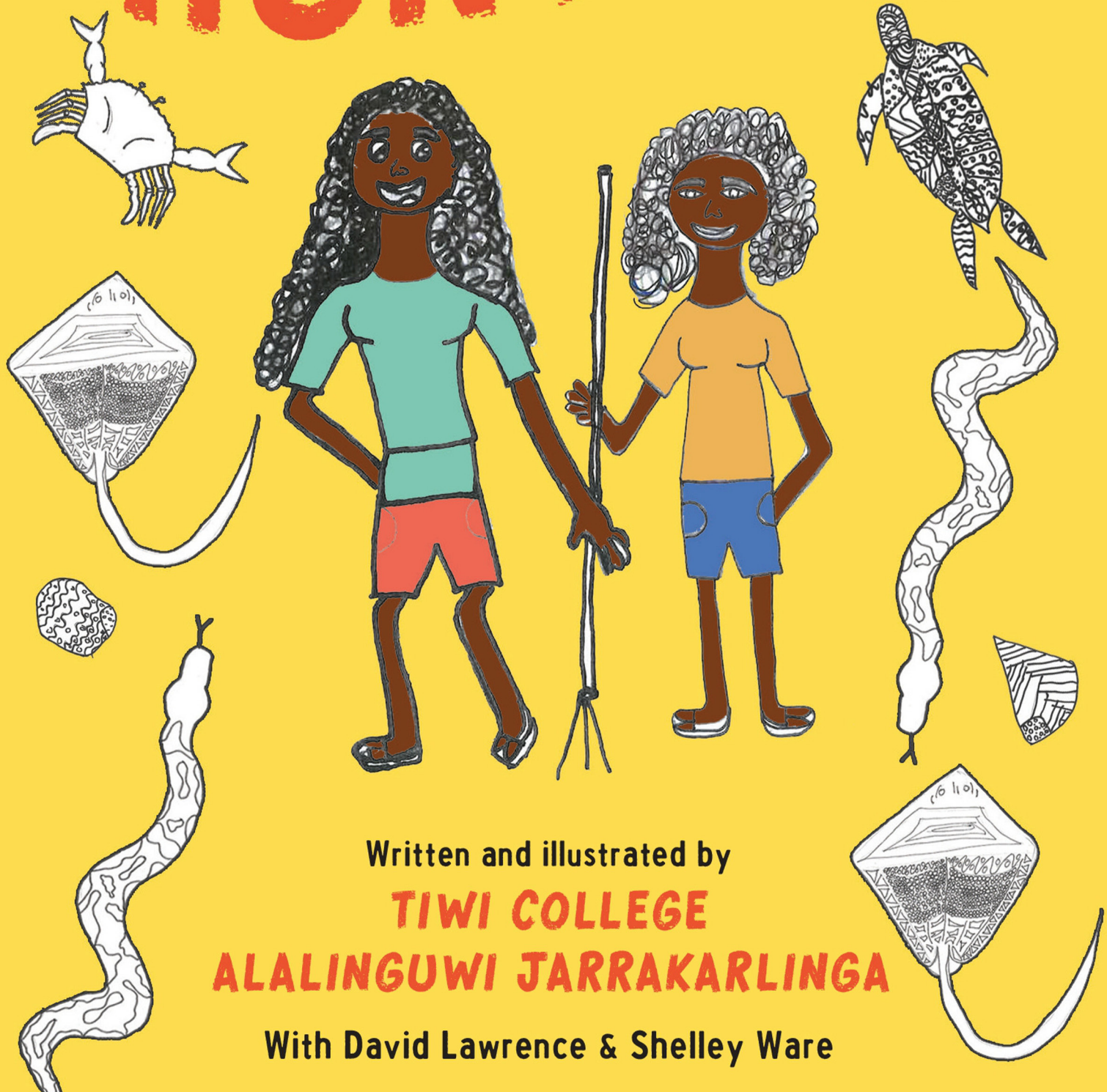


# TIWI GIRL HUNTERS



Written and illustrated by  
**TIWI COLLEGE**  
**ALALINGUWI JARRAKARLINGA**

With David Lawrence & Shelley Ware

# TEACHERS RESOURCES

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**Teachers Resources by Christina Wheeler**

## **SYNOPSIS**

Lola and her best friend, Maryanne, are excited about their hunting trip with Lola's mum, Bri, Nanna Ticky and their dog, Trouble. They are especially eager to go hunting on their own for the very first time. Sharing her knowledge and stories, Nanna Ticky asks the ancestors for a successful hunt, teaches the girls how to stay safe and warns them about the mysterious Nyingawi. With Lola's courage and Maryanne's prowess, they set out in search of kuluwarringa, kimpika, yilinga, jukwarringa and piranga. But will the Nyingawi be lurking in the shadows?

Set in the Tiwi Islands and written as part of the ILF's *Create Initiative*, students from Tiwi College have teamed up with David Lawrence and Shelley Ware to create this fun and adventurous story that shares Tiwi language and culture with readers.

## **THEMES**

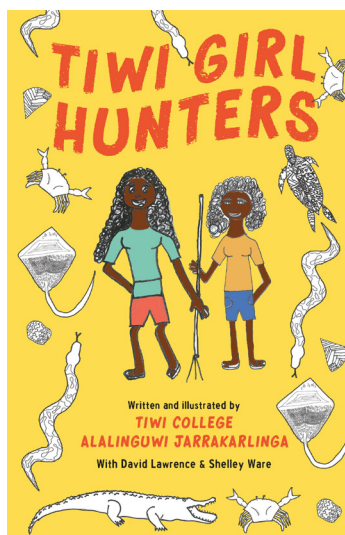
- First Nations Culture
  - Language - Tiwi
  - Stories
  - Ancestors
  - Elders
  - Hunting; Bush Tucker
  - Country
- Courage; Confidence
- Friendship
- Community
- Sustainability
- Adventure

## **WRITING STYLE**

Told in third person, past tense, *Tiwi Girl Hunters* is an engaging story about two girls. Lola and Maryanne, who go on a bush holiday with Lola's mother and grandmother. Having learnt hunting skills during their childhood, the girls have now reached an age that permits them to go hunting on their own. Their skills and resolve are challenged, however, as the tides change and the dreaded Nyingawi makes an appearance. Written by students from Tiwi College under the mentorship of David Lawrence and Shelley Ware, this book shares cultural knowledge and Tiwi language. The narration is fun, relatable and from the perspective of children. Illustrations throughout allow readers to make visual connections with the characters, settings and events of the story, while the glossary helps learn more about this community's language. *Tiwi Girl Hunters* is suitable for middle readers aged 8+.

## **STUDY NOTES**

- Before reading, discuss the cover and blurb of *Tiwi Girl Hunters*. What do you notice about the illustrations? Make predictions about the story.





Lola and Maryanne are from the Tiwi Islands. Locate this Country using the interactive First Languages map of Australia found at <https://gambay.com.au/>. Locate the girls' hometown of Milikapiti. Use this same site to find out more about your local area and its language/s.

- As you read *Tiwi Girl Hunters*, take note of the Tiwi language that is included. Consult the glossary for translations. Add these words and their meanings to a Word Wall in your classroom.
- Lola and Maryanne are excited about their bush holiday. What are they most looking forward to? Why?
- Lola and Maryanne are quite different from each another. How would you describe each of them? Create Character Profiles of both girls, using evidence from the text to show your understanding of their personality traits.
- How are Lola and Maryanne good friends to each another? What makes a good friend?
- What is a 'troopy' (p2)? Find an image of one. Why are such vehicles needed in the Tiwi Islands?
- Why is the Dry Season the best time to go hunting? What bush tucker are the girls hoping to find (see p5)?
- Although Lola is 'fearless in the bush' (p5), what is her weakness? How does this help add tension to the story? Why is this important when planning narratives?
- What are your strengths and weaknesses? How do your family and friends help you to develop your soon-to-be strengths?
- What are the girls hoping to show their community through their hunting efforts? How does this reflect the interconnections between the people of the Tiwi Islands?
- Describe Nanna Ticky's character. Why does 'everyone in the community [respect] her' (p8)? What does this share about the importance of Elders in First Nations culture?
- What have you been taught by your grandmothers? Share in a reflection.
- Using the description on p11, draw a picture of Lola, Maryanne, Bri, Nanna Ticky and Trouble on their bumpy ride in the troopy.
- Explain the importance of the Pukamani Pole and the acknowledgment of Country Nanna Ticky gives (see pp13–14) to the Tiwi Islands culture. Why does Nanna Ticky ensure she does this upon first arriving at the bush holiday site?
- What does Nanna Ticky mean by the spirits 'humbugging' them (see p14)?
- At the start of Chapter 4, Bri, Lola and Maryanne smell smoke from the 'burning off' (p17). Why is this a good time to hunt for yilinga (carpet snakes)? Explain how to catch yilinga, using an illustration to help with your explanation.
- How does Nanna Ticky show her respect for the ancestors? How do the ancestors help the group have a successful hunting trip?
- Why, even though they are catching kuluwarringa quite easily, do they stop after spearing two of them? What does this share about the First Nations approaches to sustainability?
- Explain how to catch kimpika in a set of instructions.
- In the roles of Lola and Maryanne, create a manual that shares all your knowledge about hunting.
- Using enlarged copies of the illustrations (see below), create stick puppets to retell *Tiwi Girl Hunters*.
- Retell this story from the role of Trouble.
- Nanna Ticky teaches the girls how to cook the food they hunt. Create a recipe book to share these cooking methods.
- Why does Nanna Ticky share the story of Nyingawi with the girls? Why does she sleep outside? What do you think the Nyingawi might be?
- Nanna Ticky keeps warning the girls about the tides of the mangrove coming in. Make predictions about what might happen with these tides in *Tiwi Girl Hunters*.
- Create a packing list for this bush holiday.
- In your own words, retell some of Nanna Ticky's hunting stories.
- Retell this story through a dramatic recreation, artwork or graphic novel.
- Summarise *Tiwi Girl Hunters* in a six-word story.
- After reading the last page of *Tiwi Girls Hunters* (see below), make predictions about the girls' next adventure. Write the first chapter of this story.

“Next time I’ll take you jarrakalarni hunting,”  
said Lola’s dad. The girls were very excited and said,  
“Thank you. We can’t wait.”



- Discuss the place of stories in First Nations cultures. For additional understanding, use relevant pages from *Come Together* by Isaiah Firebrace (Hardie Grant Explore) as a companion text.
- What stories from your culture have been passed down through generations? What do you like about these stories? What important lessons or messages do they include? Share in a reflection.
- Invite First Nations Community members to share language and stories from your local area.
- *Tiwi Girl Hunters* was produced as part of the ILF *Create Initiative*. Find out more about the ILF at <https://www.indigenoussliteracyfoundation.org.au/>. Consider holding a Service Learning project at your school to raise funds for the *Indigenous Literacy Foundation*.
- Discuss the contribution of figurative language to the text. Examples include:
  - Everyone was sweating like the heater was on (p1).
  - She sounded like a seal (p2).
  - It was a bumpy ride on the orangey road (p2).
  - Lola and Maryanne bounced up and down as Bri drove over the corrugation (p11).
  - Lola and Maryanne ran like the wind back to the camp (p30).
  - The air was full of delicious smells (p31).
  - The girls stood frozen (p39).
  - She started laughing and did a snort that sounded like a pig (p44).
  - Sweat was dripping from their faces (p48).

