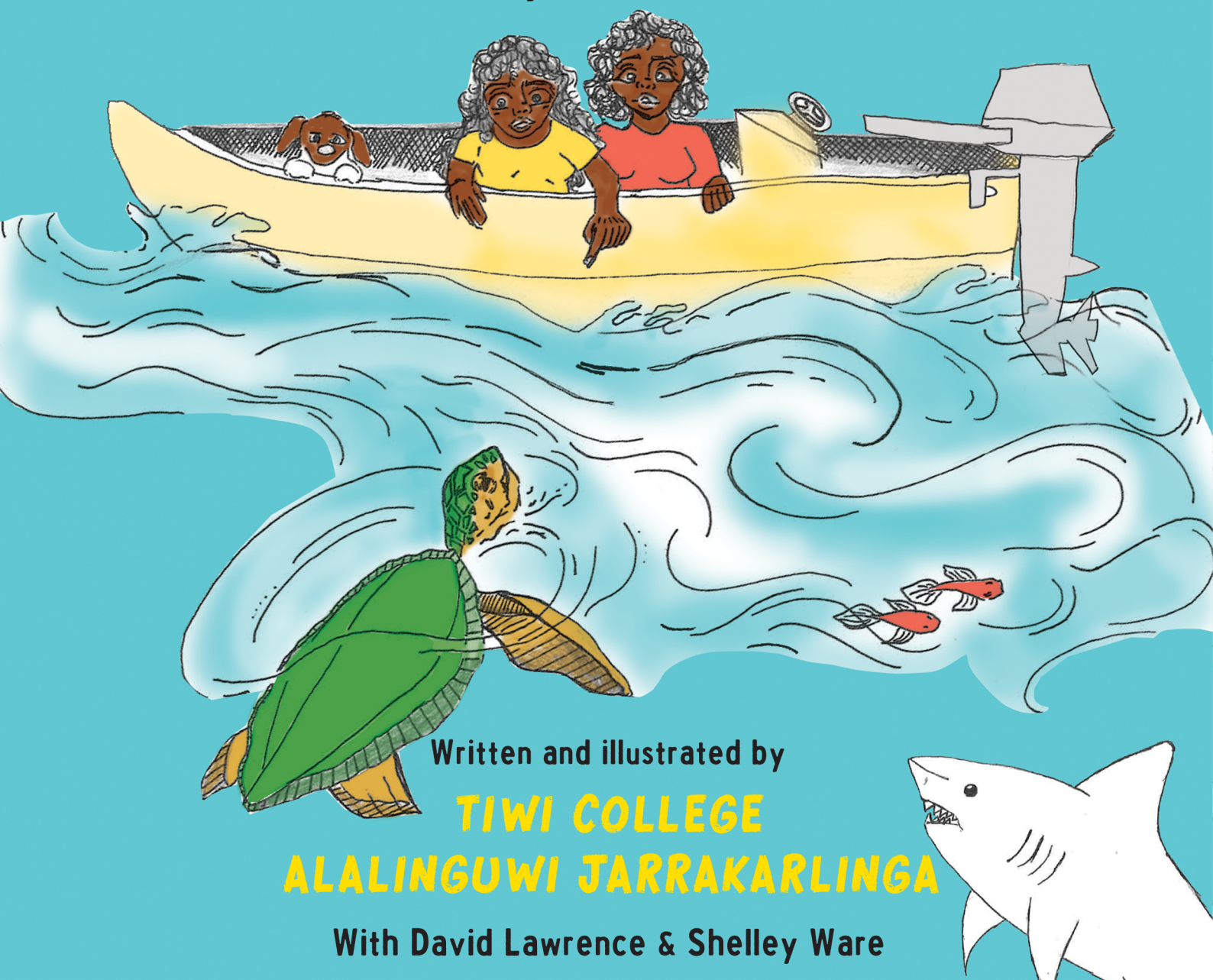


# TIWI ⚡ GIRL HUNTERS

Apikirayiwi



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**

After the success of their bush holiday with Lola's mum and nanna in *Tiwi Girl Hunters*, Lola and Maryanne go hunting once more. This time, they head to the seas, fishing and hunting with their hilarious dads. With Maryanne's laugh threatening to scare off the miputi, a storm brewing and the boat's motor conking out, it is up to the girls to show just how deadly they are. In a fun and engaging story about traditions, knowledge and family, Lola and Maryanne prove what *apikirayiw* - good hunters – they've become.

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 entertaining adventure that shares Tiwi language and culture with readers.

## **THEMES**

First Nations Culture

Language - Tiwi

Hunting; Fishing

Dreaming Stories; Creation Stories

Courage; Confidence

Friendship

Fathers

Community

Sustainability

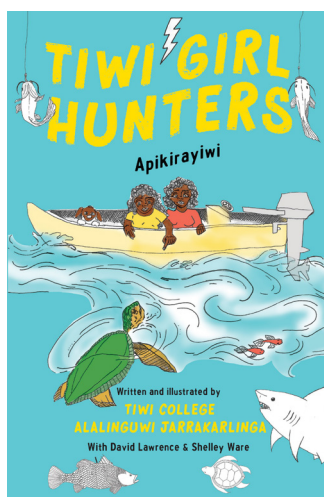
Adventure

## **WRITING STYLE**

*Tiwi Girl Hunters Apikirayiw* is the second book in the *Tiwi Girl Hunters* series. Told in third person, past tense, this story sees best friends Lola and Maryanne heading out in the boat with their dads, Mark and Arnie. Having learnt hunting skills from their female role models, the girls now learn from their male mentors. Their skills are put to the test when the fishing trip doesn't go quite according to plan. Written by students from Tiwi College under the mentorship of David Lawrence and Shelley Ware, it 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 Apikirayiw* is suitable for middle readers aged 8+.

## **STUDY NOTES**

- Consider reading the first book in this series, *Tiwi Girl Hunters*, as a companion text to *Tiwi Girl Hunters Apikirayiw*.
- Before reading, discuss the cover and blurb of *Tiwi Girl Hunters Apikirayiw*. What do you notice about the illustrations? How is the setting different from that of the first book? What is similar? Make predictions about the story.



- Locate the Tiwi Islands using the interactive First Languages map of Australia found at <https://gambay.com.au/>. Locate Milikapiti and Timurambu. Use this same site to find out more about your local area and its language.
- As you read *Tiwi Girl Hunters Apikirayiwil*, take note of the Tiwi language that is included. Consult the glossary for translations of these words. Add these words and their meanings to a Word Wall in your classroom.
- The story starts with the girls playing an AFL match. Write the script for a television sports report on their game.
- How do the AFL teams show good sportsmanship at the end of the game? Why is this important to do?
- Lola and Maryanne are going jarrakarlani hunting with their dads. What are they most excited about?
- Explain what the girls learn about hunting jarrakarlani.
- Make predictions about the 'million-dollar barra' (p7). After finishing the text, return to your predictions and discuss.
- What fishing gear do the girls and their dads take on their trip? Create a checklist of these items.
- What do the girls learn from their fathers about friendship? What have learnt from your parents about friendship? Share in a reflection.
- Explain how to 'skip the boat' (see pp15–16). What do the girls learn about boating from their dads? Have you ever been boating? Share your experiences in a recount.
- Why does Lola jump into the water after her dog, Trouble? What does this share about her courage and values? In the role of her dad Mark, explain what this must have felt like at the time.
- Discuss the following excerpt: 'They realised they weren't going to catch a jarrakarlani this hunting trip – some days you don't always get what you went hunting for' (p25). How is this true of many things in daily life? Why is it important to know when to move forward when things don't go according to plan?
- Create a poster that features each of the miputi (fish) the group catches on their trip. Include information that you feel is important for people to know about each species (for example, the poisoned barb on the rock fish).
- On p33, Lola calls Arnie 'uncle'. Why does she do this? What does this share about First Nations communities and their relationships with one another?
- Why do the girls prefer to hear a Dreamtime story from their dads rather than one of their footy stories? What is the appeal of hearing this story multiple times? Why is it their favourite? Retell this story. Read creation stories from other First Nations communities. How do they compare with other cultures' stories of creation?
- What's your favourite story that's been told to you multiple times? Retell this story.
- A storm occurs while the girls are out fishing with their dads. Why does Maryanne say, "This is not the great day we thought we were going to have" (p39)? How have things gone awry? How have some of the day's surprises been positive ones? Have you ever had preconceived ideas about a trip or activity that have turned out differently? Is this necessarily a bad thing? Share in a reflection.
- In what ways is 'Trouble ... always trouble' (p43)? Why do you think he has been included in the story?
- How would the story be different had Trouble eaten the arlaminga?
- What do we learn about the girls' Community by reading *Tiwi Girl Hunters Apikirayiwil*?
- What strengths and talents do Lola and Maryanne have? How are these shared in the text?
- How have Lola and Maryanne grown in confidence and skill between the first and second books in this series?
- Using illustrations from the book (see below) and a map of the Tiwi Islands, create an annotated *Story Map* of *Tiwi Girl Hunters Apikirayiwil*.
- Retell this story from the role of Mark or Arnie. Alternatively, retell it from the point of view of the jarrakarlani (turtle).
- Retell this story through a dramatic re-creation, artwork, or graphic novel.
- What have you learnt about First Nations fishing techniques from reading *Tiwi Girl Hunters*



*Apikirayiwi*. Create a fishing manual based on these methods.

- What skills have you learnt from male role models in your family? Share in a reflection.
- Which characters in the story are you most and least like? Why? Share with a friend.
- In small groups, plan and write your own adventure story about best friends going on a special trip or excursion with family members. Illustrate your story. When finished your drafts, give and receive feedback with another group. Use this feedback to improve your story.
- The girls '[listen] closely to learn the skills that have been passed down for generations and generations' (pp 23–24). In your own words, describe what they have learnt in *Tiwi Girl Hunters Apikirayiwi*.
- Find out more about mangroves. Why are they essential ecosystems? What are their features? Create an information report to share your learnings.
- In what ways is *Tiwi Girl Hunters Apikirayiwi* the perfect name for this story?
- Recreate your favourite scene in *Tiwi Girl Hunters Apikirayiwi* in a dramatised version.
- Create a Thought Tunnel by lining up students in two rows. Choose volunteers to take on the roles of Lola, Maryanne, Mark and Arnie. As these characters walk through the tunnel, students ask questions of them to better understand the text.
- *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:
  - "You look like a drowned wuruwataka!" (p1).
  - The cold that tugged at her skin melted away (p2).
  - Maryanne...stuck her tongue out like a child (p2).
  - A loud, seal-like laugh erupted from Maryanne (p2).
  - Arnie's moustache...looked like catfish whiskers (p5).
  - The girls looked across to their dads, who were jumping up and down like five-year-old boys (pp6-7).
  - Maryanne...started laughing like a seal (p7).
  - Arnie laughed like a seal, just like his daughter (p13).
  - They were all bouncing with excitement (p27).
  - "It's like you and the miputi are playing tug of war." (p30).
  - Boom! Pumurali cracked and waves started splashing the side of the kapala (p38).
  - The rain started falling – pitter patter – then it got really heavy and even more windy (p38)
  - The kingfisher, with its bright blue wings and brown belly, flew off the mangrove tree and swooped in front of the girls (p45).

