

JORDAN GOULD AND SAMOAN RICHARD PRITCHARD: MEGABEASTS!

REFLECT: TEAMWORK

How do you think two people could write a book together? Who would do what, and in which order? It might be quite tricky! What do you think successful teamwork involves?

JUDGE A BOOK BY ITS COVER

Before reading either of the Wylah the Koorie Warrior books, take a good look at the front covers. What do you think the stories are about? Make some predictions and write them down.

After reading the books, why do you think these covers were chosen? Do you think they are good covers? What changes would you suggest, if any? Were your predictions about the stories correct?

TRADITIONAL OWNERS

Jordan Gould and Richard Pritchard have included an Acknowledgement of Country at the beginning of their book, and a Welcome to Country on the page featuring the 40,000-year-old map of Australia. What is the difference between an Acknowledgement of Country and a Welcome to Country?

Who are the traditional owners of the land that you live on? What about where your school is? (Maybe they are the same.)

Why do we acknowledge traditional owners? If you're not sure, have a discussion with your classmates and teacher to gain a better understanding.

RESEARCH AND ILLUSTRATE: MEGAFUNA

The animals in Wylah the Koorie Warrior are larger than the animals that are around today. Research megafauna to find out what exactly the term means, and when they became extinct. Then, find one type of megafauna that you like and see if you can draw it!

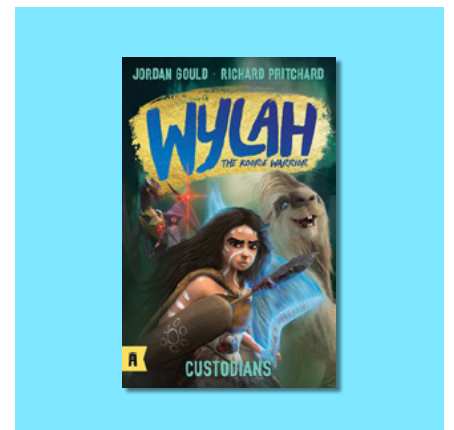
PUBLISHER TEACHING NOTES

[Wylah the Koorie Warrior 1: Guardians](#) (teacher resources)

[Wylah the Koorie Warrior 2: Custodians](#) (activity sheet)



Jordan Gould and
Richard Pritchard



KEY CURRICULUM AREAS

Learning areas: English, visual arts, geography, history

Capabilities: Intercultural understanding

Cross-curriculum priorities: Aboriginal and Torres Strait Islander histories and cultures

RELEVANT BOOKS

Wylah the Koorie Warrior series

About the Authors

Jordan Gould is a Peek Whurrong man from Warrnambool, Victoria. He performs Welcome to Country ceremonies at corporate and private gatherings. He is passionate about teaching and talking to groups about culture, language and reconciliation.

Richard Pritchard is a New Zealand-born Samoan man. He has had a dream of writing books since he was a teenager. His dedication to visual storytelling has led him to work in graphic design, film, animation, commercials and video games.

Curriculum Links

Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts ([VCELA279](#))

Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques ([VCELT284](#))

Understand that social interactions influence the way people engage with ideas and respond to others ([VCELA304](#))

Discuss literary experiences with others, sharing responses and expressing a point of view ([VCELT306](#))

Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts ([VCELA340](#))

Analyse strategies authors use to influence readers ([VCELY345](#))

Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English ([VCELA362](#))

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience ([VCELY366](#))

Explore ideas and artworks from different cultures and times as inspiration to create visual artworks ([VCAVAE025](#))

Identify and discuss how ideas are expressed in artworks from a range of places, times and cultures, including artworks by Aboriginal and Torres Strait Islander peoples ([VCAVAR028](#))

The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area ([VCHHK072](#))

The role that people of diverse backgrounds have played in the development and character of the local community and/or other societies ([VCHHK074](#))

The diversity and longevity of Australia's first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives ([VCHHK078](#))

Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, 'native born' and migrants in the Australian colonies ([VCHHC085](#))

Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society ([VCHHK096](#))

Identify and describe the characteristics of places in different locations at a range of scales ([VCGGC071](#))

The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability ([VCGGK080](#))

Similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places ([VCGGK083](#))

Factors that influence people's awareness and opinion of places ([VCGGK097](#))

Compare their own and others cultural practices, showing how these may influence the ways people relate to each other ([VCICCB005](#))

Explain the role of cultural traditions in the development of personal, group and national identities ([VCICCD007](#))

Identify how understandings between culturally diverse groups can be encouraged and achieved ([VCICCD008](#))

Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and others cultures ([VCICCB010](#))

Identify barriers to and means of reaching understandings within and between culturally diverse groups ([VCICCD011](#))