

I LOVE ME

Author: Sally Morgan

Illustrator: Ambelin Kwaymullina

ISBN (HB): 9781925163490

Year level: K–Y3

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

ABOUT THE BOOK

Mother-and-daughter team Sally Morgan and Ambelin Kwaymullina celebrate individuality and joyous self-esteem in bouncy, rhythmic prose and riotous colour.

ABOUT THE AUTHOR

Sally Morgan was born in Perth, in 1951. She has published books for both adults and children, including her acclaimed autobiography, *My Place*. She has also established a national reputation as an artist and has works in many private and public collections.

ABOUT THE ILLUSTRATOR

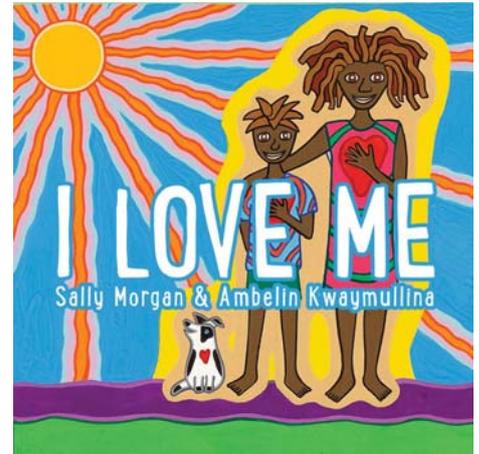
Ambelin Kwaymullina is an Aboriginal writer and illustrator from the Palyku people. The homeland of her people is located in the dry, vivid beauty of the Pilbara region of Western Australia. Ambelin has written and illustrated a number of award-winning picture books as well as writing a dystopian series – *The Tribe* – for young adults. When not writing or illustrating, Ambelin teaches law and spends time with her family and her dogs. Her books with Fremantle Press include *Caterpillar and Butterfly*, *Crow and the Waterhole*, *The Two-Hearted Numbat* and *How Frogmouth Found Her Home*. Read more on Ambelin's website: <http://ambelin-kwaymullina.com.au>.

THEMES

- Self-esteem
- Individuality
- Creativity
- Mental health

AUSTRALIAN CURRICULUM OUTCOMES

- Kindergarten–Y3 English
- Kindergarten–Y3 The Arts
- Kindergarten–Y3 Health and Physical Education
 - Mental health and wellbeing (MH)
 - Rhythmic and expressive movement activities (RE)



CLASSROOM IDEAS

Interactive read-aloud with play-acting

1. As a class create actions to accompany the story on each page of *I Love Me*. Read the book aloud, inviting students to stand up and perform the actions as they read along. For example: '*I love me!*' (students raise their hands in the air); '*I love my eyes.*' (students point to their eyes); '*I love my nose.*' (students point to their nose); '*I love the way my curly hair grows.*' (students point to their hair).

Discussion questions

1. What style has the illustrator used to draw the characters – realistic, cartoon, artistic, fantasy? Do you like this style?
2. What colours has the illustrator used? What shapes and patterns? How do the colours make you feel?
3. The boy and girl love when they feel *proud*. What does it mean to be proud? Draw a picture and write three sentences below it to describe a time when you have felt proud of yourself.
4. What do you think the characters mean when they say, *I love the way my heart knows best*?
5. There are many rhyming pairs in this story. Point to the rhyming words on each page. How many rhyming pairs can you find in the entire book?

Creative writing

1. Create a class book titled *I Love Me*. Each student should illustrate one page – a self-portrait with two sentences below describing something they love about 'being me!' Bind the pages together and then read the book as a class. Everyone is unique!
2. Write an acrostic poem that spells out your name. Each line should describe something that makes you special. Display the poems around the classroom.

Visual art and mental health

1. *I love the inside me. I love the outside me.* Have students fold a sheet of plain A3 card in half. On one side they should illustrate an 'outside me' and on the other an 'inside me'. Drawing the 'outside me' should come fairly easy – provide students with a mirror to look at their reflection. The 'inside me' may prove a little trickier – begin by prompting children to brainstorm words that describe their personality. Are they kind, creative, energetic, shy, funny, friendly? What pictures/symbols might they use to represent each of these qualities? What are their favourite colours, foods, hobbies, animals? All of these questions should help them to illustrate the 'inside me' – their spirit!
 - Gallery walk: how are other children's 'inside me' illustrations similar/different to my own?
 - Class discussion: why is it important never to judge people based on their appearance?
2. *I love me happy. I love me sad.* Working in pairs, have students fold a piece of paper in two. On one side they should write the heading 'sad'. On the other side they should write the heading 'happy'. Allow ten minutes for them to brainstorm a list of times when they have felt sad, and ten minutes for a list of times when they felt happy.
 - Class discussion: compare and contrast these scenarios. What do the 'sad' experiences have in common? What do the 'happy' experiences have in common?
 - Class brainstorm: everybody feels sad sometimes. What kinds of things can we do to help us feel better when we are upset?
 - Individual written reflection: 'When I feel sad, things I can do to help me feel better are ...'



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