

Evie Is All Ears

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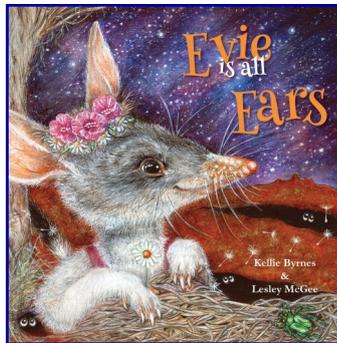
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Evie is all Ears introduces the story of Evie, the Bilby. Evie is deaf, but one day a way comes along for her to be “all ears” – will she be able to accept help to hear again?

Following the story of a Bilby is a gentle, sensitive way to explain deafness, and its isolating effects, to young children. Explore this topic in comfort with this beautifully illustrated book set in the Australian landscape.



Teacher Notes have been based on those supplied by the publisher. A full version is available on our website.

Themes:

- Belonging
- Acceptance
- Dealing with fear
- Self-love
- Coping with change
- Diversity
- Disabilities
- Family and friendship
- Resilience
- Animal conservation

Discussion Questions and Activities:

- Have students discuss how they might feel if they were in Evie’s position. Children can talk about similar experiences they’ve had when they’ve had to face uncertainties, challenges, and new situations. Acknowledge that the point of view and experiences depicted in stories may be quite different from students’ experiences in their lives.
- Talk about how Evie might be feeling at different points throughout the book.
- Ask children if they liked the story’s ending. Why or why not?
- Discuss what it might be like to live in the desert, and the differences between this kind of landscape and other landscapes found around Australia.
- Bilbies are marsupials. Have students create a list of other Australian marsupials, and consider how the animals are similar and different from each other. (They can use online resources to develop their learning technology skills, or explore other books, magazines, etc.)
- In the story, the bilbies had to watch out for foxes. Discuss the concept of predators and have children investigate some of the biggest predators in Australia. What about humans? Where do we fit into the food chain?
- Students are used to attending school during the day. But what might it be like if they were nocturnal, like Evie and her friends and family? How might school be different if they attended at night time, and underground? Have students create a Rule Book for their imagined “Night School”.
- Perform a sequencing activity – have children describe the events of the story in order, or have them rearrange cut-out sentences to create the correct order.
- Talk about different ways of expressing emotions, such as via body language, facial expressions, verbally, in writing, etc. Have students choose an emotion and try to convey it to others in their group, or the class, in different ways.
- Make a mobile of Australian marsupials.
- Create a bilby mask and colour it in.