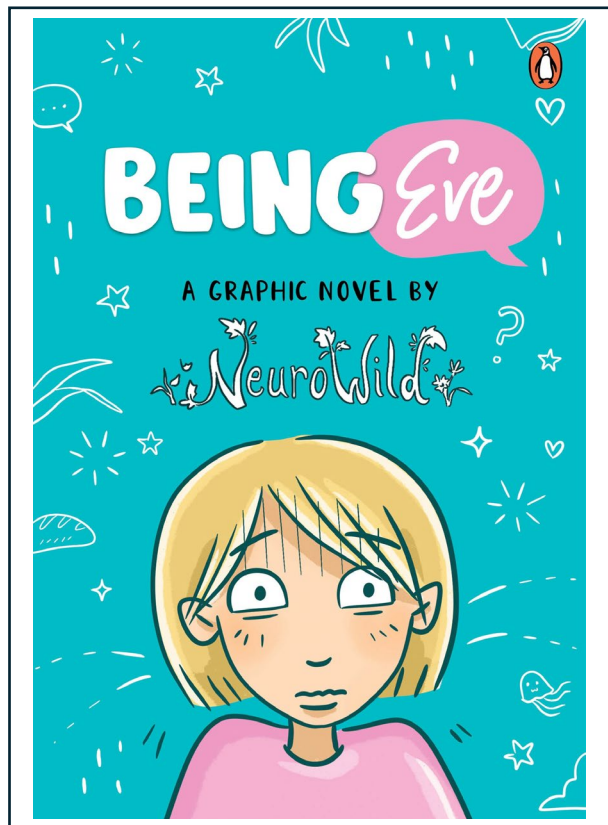




Teacher's Resources



PLOT SUMMARY

This graphic novel is about celebrating authentic, hilarious and beautiful neurodivergent friendships. It's about school and family. It's about fitting in and NOT fitting in. It's about finding yourself and your people.

Some people fit together perfectly – just ask Eve and her best friend, Sasha. When the rest of the world is confusing, frustrating, and the *absolute worst*, Eve and Sasha know they can count on each other.

Especially when the school year brings the arrival of a new friend, Zack (who is definitely not becoming more than a friend), and a whole lot of problems for Eve and Sasha. Why is it suddenly so hard to fit in? When did 'friends' stop being friends? And what are Eve and Sasha supposed to do when life just seems to get harder and harder?

RECOMMENDED FOR (ages 10+; years 5 to 9)

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KEY CURRICULUM AREAS

• Learning areas: English • General capabilities: Literacy; Critical and creative thinking; Ethical understanding

REASONS FOR STUDYING THIS BOOK

• A funny and poignant coming-of-age graphic novel with wide appeal to tweens 10+ and universal themes of school pressures, friendship dynamics and love triangles.

THEMES

• Belonging and identity • Neurodivergence • Family and friends • School • Bullying • Masking • Burnout

PUBLICATION DETAILS

ISBN: 9781761348266 (paperback); 9781761348273 (ebook). These notes may be reproduced free of charge for use and study within schools, but they may not be reproduced (either in whole or in part) and offered for commercial sale.



Teacher's Resources

Being Eve: A Graphic Novel

PRAISE FOR *BEING EVE*

'Authentic, sensitive, and real. Cute, funny, and warm. And filled with expressive, insightful, and vibrant illustrations. It will be relatable and familiar to so many readers, and who wouldn't want a weird friendship group like Eve, Sasha and Zack? I sure do. Bravo, Em! Bravo!'

Kate Foster, author of *Paws*

'With heart, humour, and poignant authenticity, Em's characters remind us that nothing is more important than being exactly who we are, and that finding the people who embrace and celebrate us in all of our messy, silly, unique glory is always worth the wait.'

Jess Wilson, author of *A Diary of a Mom*

ABOUT THE AUTHOR

Em Hammond, AKA Neurowild, is an Autistic and ADHDer speech pathologist, and Mum to three neurodivergent kids. She is also widely known for her illustrations and resources about neurodiversity and supporting Autistic and ADHD kids.

www.neurowild.com.au

AUTHOR'S INSPIRATION/NOTE

I never really consciously decided to create a graphic novel. One day I just sat down and started drawing the first few panels. After that the story pretty well tumbled out.

Existing as an AuDHD human in a world that has not been designed for you is often really difficult and exhausting. The world expects and celebrates a certain way of thinking, of learning, of existing. If the way that you naturally think and learn does *not* follow this pattern, unfortunately the world may not always show you the kindness, understanding, and acceptance that you deserve.

I wrote *Being Eve* to be a celebration of difference. I want to show the world the absolute magic of authentic, joyful neurodivergent friendships, and I want readers to see just what it looks like to find people who appreciate you for you. It's not about changing parts of yourself to fit in

with those around you (masking). It's about surrounding yourself with people who have seen the truest, messiest version of you and wouldn't trade you for anyone else.

Being Eve showcases characters with different neurotypes, different communication styles, different emotional processing styles, and different family dynamics. It shows how they work together to solve problems and support each other, all the while embarking on their own journeys of self-identity, self-compassion, and growth.

I hope that all kids (and adults) enjoy my graphic novel, regardless of age or neurotype.

I hope *Being Eve* facilitates curiosity, understanding and empathy between groups of people who think and experience the world differently.

And above all, I hope this novel gently moves all of us towards kindness, authenticity, and building a world where difference is celebrated- because that is the kind of world where every single person belongs.

Pre-reading Questions

1. Look at the cover of *Being Eve*. Based on the title and the illustrations, what do you think the book is about?
2. Now, read the blurb and add to your ideas about what the story might be about and the concepts it might explore. What elements capture your interest?
3. Have a go at writing a paragraph about what you think will happen in the story. Then, once you have finished reading the book, re-read your paragraph and see if you were close. You might like to swap your answer with the person next to you and see what they thought would happen too. Which version do you like better?



Teacher's Resources

Writing Style

Being Eve is a graphic novel written and illustrated by Em Hammond (aka NeuroWild).

While the *story* is definitely one that many tween/teen readers will relate to, it's the characters that are the heart and soul of this text.

Readers will see the main characters, Eve, Sasha, and Zack, come to life in expressive, comic-style illustrations, quick back-and-forth dialogue, text messages, meme-sharing, and internal thought bubbles. It's these thought bubbles that allow readers to really get into the mind of the characters. They are also a great way of showing how a person's thoughts don't always match the words they say.

To ensure *Being Eve* is accessible to all sorts of readers, much of the storytelling happens through the illustrations and conversations. While the illustrations are brightly coloured, most pages contain plenty of white space as well as carefully formatted speech bubbles so readers don't have to wonder who is saying what. Your eyes will not have to work overtime to find your way through the pages, which means that you are more able to immerse yourself in the world of the characters.

The language throughout most of the book is that of conversation between good friends. It has humour, lightness, vibrancy, and showcases traits of neurodivergent communication, such as non-linear conversation styles, info-dumping, word play, and hyperfocus.

Questions and activities

1. What are some reasons that someone might prefer to read a graphic novel over a regular novel?
2. Communication can happen in so many different ways, and there is no one 'right' way to communicate. What are some of the different forms of communication that are showcased in this novel?
3. *Being Eve* is a graphic novel, which means that visual elements (such as the appearances of characters or places) do not usually get described—they get shown. Do you think this adds to the story or does it take something away from it?

4. Miscommunication can often happen between people. Can you find an example of miscommunication happening between characters? How could it be sorted out?
5. '*Graphic novels are books for people who like pictures but not reading.*' Do you agree or disagree with this statement? Discuss.

Visual Literacy

The energetic illustrations are what brings the characters to life in *Being Eve*.

Em has put particular care into crafting detailed facial expressions that capture each character's unique energy, emotion, tone, and personality. These expressions, combined with the back-and-forth dialogue of the characters, are what drives the story. Em has also used colour, lighting, text art, and other visual elements to add extra meaning, emotion, and humour to different sections of the novel.

Questions and activities

1. Some parts of the novel have illustrations without any text. Can you think of any reasons for this?
2. Most of the characters in this novel have highly expressive faces. Which character/s do you think is/are the easiest to 'read'? Were there any specific facial expressions that stood out to you?
3. The colours that Em has used in her illustrations often give us clues about how the characters are feeling. Can you find a page where the colours are telling you something? What message is being conveyed?
4. Most of the illustrations in *Being Eve* contain a lot of character detail but not a lot of background detail. How does this choice impact the reader?
5. Throughout the graphic novel you will find a lot of random visual elements in and around the main illustrations. What do these add to the story?



Teacher's Resources

KEY STUDY TOPICS

Personal Identity

The main characters, Eve and Sasha, are both neurodivergent, and they each spend a lot of time trying to figure out who they are and who they are supposed to be. While they are each fiercely supportive and kind to the other, they both struggle to be kind to themselves. Fortunately, throughout the novel, both characters are able to move towards greater self-compassion, understanding, and become more confident in being themselves.

Questions and activities

1. What are some of the things that Eve and Zack say to Sasha to encourage individuality and self-acceptance?
2. How do the people around Eve support her and encourage her to be herself?
3. Eve finds it really hard setting boundaries and standing up to people who have been unkind to her. What advice would you give her?
4. Eve has a particularly hard time at the sleepover with Brooke and the girls. What are some of the ways that she hides her true self? What is the impact of this?
5. Are there times when a character's sense of identity is threatened? What is the impact on that character?
6. What is Masking? Which characters experience this in the story? How does it affect them?
7. What is Burnout? Which characters experience this in the story? How does it affect them?

Relationships

Being Eve explores a number of relationships, including relationships between friends, peers, family members, and teachers. Some of the relationships depicted are safe, authentic, and joyful, whereas others are shown to be strained, disingenuous, or imbalanced.

Questions and activities

1. Which relationship in *Being Eve* do you think feels the most genuine and meaningful? Explain your reasons.
2. Which parent-child relationship seems the most positive to you? What was the most meaningful moment that you saw of that relationship?
3. How do the characters rely on each other in difficult times? Can you give some specific examples and quotes?
4. What does friendship mean to you and why is it important? List your favourite qualities about your friends. You might want to share this with them and ask them to do the same for you.
5. Friendships are often based on shared interests. What interests or hobbies do you share with your friends? Is it a dealbreaker if a friend does *not* share the same interests as you?

Learning about your brain

Each of us has a unique brain- just as we each have our own unique personality, interests, skills, preferences, needs, and background. There are so many different types of brains ('neurotypes') that exist in the world, and they each work in their own unique way. While the world is most accepting of one particular type of brain (a 'neurotypical' brain), more and more people are starting to realise that ALL brains are good brains, and the world needs all kinds of thinkers. The word 'neurodivergent' describes any brain that works a bit differently to a neurotypical brain. This includes differences in communicating, processing sensory information, experiencing emotions, socialising with others, and learning (to name a few).

Questions and activities

1. Early in the novel Sasha finds out that she is Autistic. Eve shares that she also has a neurodivergent brain- ADHD. Eve speaks quite positively about hers and Sasha's neurodivergent brains whereas Sasha does not seem quite so happy about the discovery. Why might Eve and Sasha have different perspectives about neurodivergence? What sorts of things can impact how a person feels about their brain?



Teacher's Resources

2. Towards the end of the novel, Eve explains that the reason she is unable to focus on History class is because of the way the teacher delivers the information. Eve explains that she needs to bring active, creative elements into her learning for her to actually absorb the content. What is your favourite type of subject or style of schoolwork? Why is it your favourite? Can you think of anything that makes learning easier for you? Can you think of anything that makes it harder? (For more details, see the additional NeuroWild Resources.)
3. One of the reasons that Eve and Sasha get along so well is that they have a similar communication style. Eve and Sasha do not tend to misunderstand each other the way that Zoe, Eve, and Brooke misunderstand each other. Can you think of someone who you 'click' with? What makes that person easy to be around? Can you think of any similarities between the two of you?

KEY QUOTES

1. 'Pshhh. We're not problematic, we're just unconventional. That should be a GOOD thing.' -- Eve
2. 'WHY should I have to FORCE myself to SMILE if I don't want to? It's literally just LYING with my face. WHAT IS THE POINT?' --Sasha
3. 'I kind of feel like the goal might be to make things easier for everyone else, not for me.' --Sasha

Additional NeuroWild Resources

My Communication Information

To help all students and teachers to work well together in the classroom, attached in the next 4 pages are some resources about understanding and supporting communication:

1. What make the classroom feel harder for you?
2. My Communication Information: What would you like to see happen in your classroom?
3. Ideas for discussion, brainstorming and activities.

Activity Pack

You can find some great classroom activities at the end of these Teacher's Resources.



Understanding and Supporting Communication

Lots of kids find communication tricky, especially at school.

Tick the things in the list that make the classroom **feel harder** for you.

- ☐ Adults expecting mouth words a lot of the time (verbal communication)
- ☐ Posters/pictures in the classroom that tell us 'good learning' involves sitting still, hands and feet still, eyes on the teacher
- ☐ Being called upon to answer questions in class
- ☐ Being expected to respond quickly, feeling rushed in my answers/responses
- ☐ Being the centre of attention in class, e.g. having others look at me/hear me, having the teacher comment on my work or behaviour (even in a positive way)
- ☐ Adults needing mouth words (verbal communication) to show that I'm paying attention, understanding, learning, and participating
- ☐ Compulsory public speaking, debating, class speeches, news, performances
- ☐ Having my verbal communication skills analysed, compared with others, or graded
- ☐ Being expected to communicate the same as others around me
- ☐ Feeling stressed about making mistakes/getting something wrong
- ☐ Feeling stressed about asking for help, needing things that others don't seem to need, e.g. needing instructions repeated or written down, needing headphones in class
- ☐ Adults telling me that I'm being rude, but I didn't think that I was?
- ☐ Being expected to share personal information about myself, e.g. family, history
- ☐ Not having enough information to answer questions or begin tasks
- ☐ Being given too many words and not enough time to process
- ☐ Being expected to understand things straightaway

Anything else? _____

MY COMMUNICATION INFORMATION

Understanding and Supporting Communication

Tick the ones that you would like to see happen in your class.

- ☐ Class lesson that explores and celebrates different forms of communication
- ☐ Class lesson that explores and celebrates different social communication styles
- ☐ Posters/pictures in the classroom that encourage different forms of communication, learning, focusing, and perspective
- ☐ Non-speaking options for answering questions, participating in class activities, completing assignments, and demonstrating understanding
e.g. individual whiteboard, notebook, hand signs, device, laptop
- ☐ Class-wide code/system for everyone to easily communicate with the teacher,
e.g. hand signals for *I need help, I need a break, I need sensory tools, I need movement, I need a private talk with the teacher*
- ☐ Whole-class check-ins: the teacher regularly checks in with the class about their mental battery, energy levels, understanding, body messages
- ☐ Self-advocacy picture cards on each desk encouraging kids to listen to their bodies
- ☐ Communication book with teacher: a kid can write messages to their teacher and receive messages back without the attention of everyone else
- ☐ Consistent teacher/student communication channel, e.g. the teacher is always available for a chat Mondays 8am in the library
- ☐ Buddy communication relay system: a kid can have their friend deliver messages to the teacher on their behalf
- ☐ Students can opt-in and opt-out of public speaking tasks, e.g. speeches, news, debating
- ☐ Option to record speaking tasks at home and email them to teacher
- ☐ Classwork is explained in lots of ways, e.g. verbal instructions, written instructions, videos, pictures, and examples



Understanding and Supporting Communication

Ideas for discussion, brainstorming, and activities

1. Brainstorm: What would make classrooms feel safer and more comfortable for kids who find using mouth words tricky?

- Have non-speaking communication options available for everyone.
- Add everyone's ideas to the board with text and pictures.
- Encourage everyone to think outside the box and be creative.
- Print the image once it's done and display it on the wall.
- Reflection: Note the variety of non-speaking communication options, the creative solutions. Ask everyone what barriers there might be to specific options.
- Optional challenge: ask everyone to communicate their ideas **without** using mouth words at all. Follow up reflection: How difficult was it to get their messages across when they couldn't access their mouth words? What barriers were there? What would have made it easier?

2. Small group activity: Designing a non-speaking classroom code for students to use with the teacher

Rules: The classroom code must:

- Be quiet (no mouth words or sounds)
- Be quite stealthy (doesn't draw much attention to you)
- Be able to be seen by the teacher from your desk
- Be fairly simple so that everyone in the class can learn/remember it
- Be practical to set up for a whole class, *e.g. using simple props, pictures, craft materials, anything that you can make or find fairly easily*
- Allow students to communicate the following messages to the teacher:
 - I need help
 - I need a break
 - I need a private chat outside
 - I need sensory tools
 - I need to move
 - I'm not ok

Afterwards, invite each group to share their code with the class (if they are comfortable). Have everyone vote on their favourite classroom code. Troubleshoot as a group. Then implement the code with your class. This will involve making up some visuals that can be displayed, and having a few 'practice sessions' with your class to build familiarity.

Understanding and Supporting Communication

Ideas for discussion, brainstorming, and activities



3. Discussion questions:

Ensure all participants have non-speaking communication options available for discussions

- What barriers might AAC users face when trying to communicate with others?
- What can we do as conversation partners to support our AAC users when they are interacting with us?
- What are some ways we could support a friend who is finding it tricky communicating on the playground and in class?
- Some people think that everyone should use mouth words even if it feels hard, uncomfortable, or exhausting. What could we say to those people?
- Being different can feel like a really hard thing for many people. A lot of people don't feel comfortable standing out. What are some ways that you are different to others in your class? Do you feel good or not-so-good about those differences?

4. Activity for small groups and/or individuals: Create a poster for your classroom that showcases and celebrates different forms of communication

- You can use art/craft materials, printed pictures, text, magazine cut-outs, photos, drawings, stickers, decorations, etc
- You *might* like to include examples/pictures of different communication systems, a slogan, bits of information, memes, or something totally different. It's up to you!
- You *might* like to present your poster to the class and explain your creative choices.
- You *might* like to have your finished poster displayed in the class.
- You *might* want to explore this theme in a non-poster-making way. Do you have a completely different idea? Chat to the teacher about it.

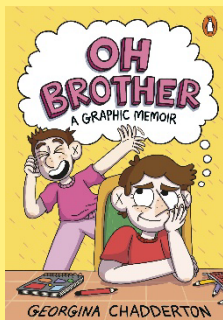
5. Research activity (small groups and/or individuals): AAC users in fiction

- Visit the library
- Have students spend time searching for AAC users in picture books, early readers, chapter books, and magazines
- Discussion afterwards: how easy was it to find AAC representation in the books? Was there plenty of choice?
- Brainstorm: why aren't there more books depicting AAC? Why might it be important for AAC users to see different communication systems represented in books? Why might it be important for non-AAC users to see different communication systems represented in books?



Teacher's Resources

Further reading from Penguin Random House



Oh Brother
by Georgina Chadderton

New house.

New school.

New best friend?

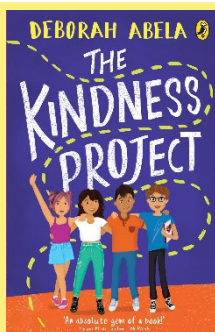
For a nervous kid who doesn't like change, it's a lot to deal with.

And that's before Gina's brother, Rob, gets involved.

From stealing Gina's treats to climbing on the neighbours' garage roof, Rob has a knack for causing chaos. Gina knows he doesn't mean it, but worries that his quirks might scare off her new friend, Callie. Then again, maybe Gina's own quirks are enough to drive Callie away!

This heartfelt and irresistible graphic memoir captures the complicated feelings that come from growing up with an autistic sibling who requires substantial support. It's a story about friendship, family, disability, and the power of Vegemite toast.

[Teachers' Resources available.](#)



The Kindness Project
by Deborah Abela

Ms Skye thinks kids can change the world

with a Kindness Project.

Nicolette wants to

but how can she

when Layla treats her like she's invisible

and DJ picks on everything she says?

Leaf thinks Nicolette can be a superhero.

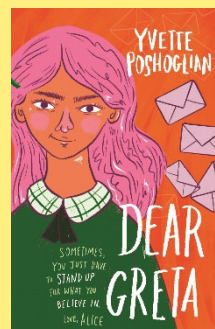
So maybe

if they work together

they just might do it.

A heartwarming story about four kids who overcome their differences and take on the world.

[Teachers' Resources available.](#)



Dear Greta
by Yvette Poshoglian

This was meant to be Alice's year to shine, but things are already going wrong...

At school, she's given young environmental activist Greta Thunberg as her pen pal for a fictional writing assignment. Why couldn't Alice get someone easy to write to, like a pop star?

Then she's put in charge of taking the Harmony Day Food Fair online, which seems impossible, especially when she is teamed up with the most annoying boy in her school.

As if she didn't have enough on her plate, Alice gets kicked out of her bedroom by her grandmother coming to stay. And no matter what Alice does, she'll never be able to live up to her infuriating big sister's achievements, right?

Through her letters to Greta, Alice finds herself opening up about her life. And as Alice approaches the hard questions by wondering, 'What would Greta do?', she starts to believe that she can make a difference - a big one.

[Teachers' Resources available.](#)



Teacher's Resources

Order form

TITLE	AUTHOR	ISBN	SCHOOL YEAR	RRP	QTY	TOTAL
<i>Being Eve: A Graphic Novel</i>	Neurowild (AKA Em Hammond)	9781761348266	5+	19.99		
<i>Oh Brother</i>	Georgina Chadderton	9781761046346	4+	19.99		
<i>The Kindness Project</i>	Deborah Abela	9781761340185	6+	16.99		
<i>Dear Greta</i>	Yvette Poshoglian	9781760148348	5+	16.99		
TOTAL						

NAME: _____

SCHOOL: _____

ADDRESS: _____

STATE: _____

POSTCODE: _____

TEL: _____

EMAIL: _____

ACCOUNT NO.: _____

PURCHASE ORDER NO.: _____

PLEASE SEND ORDER FORMS
TO YOUR LOCAL EDUCATION
SUPPLIER.

BEING *Evie*

A GRAPHIC NOVEL BY

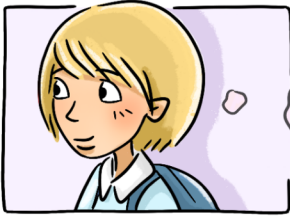
NeuroWild



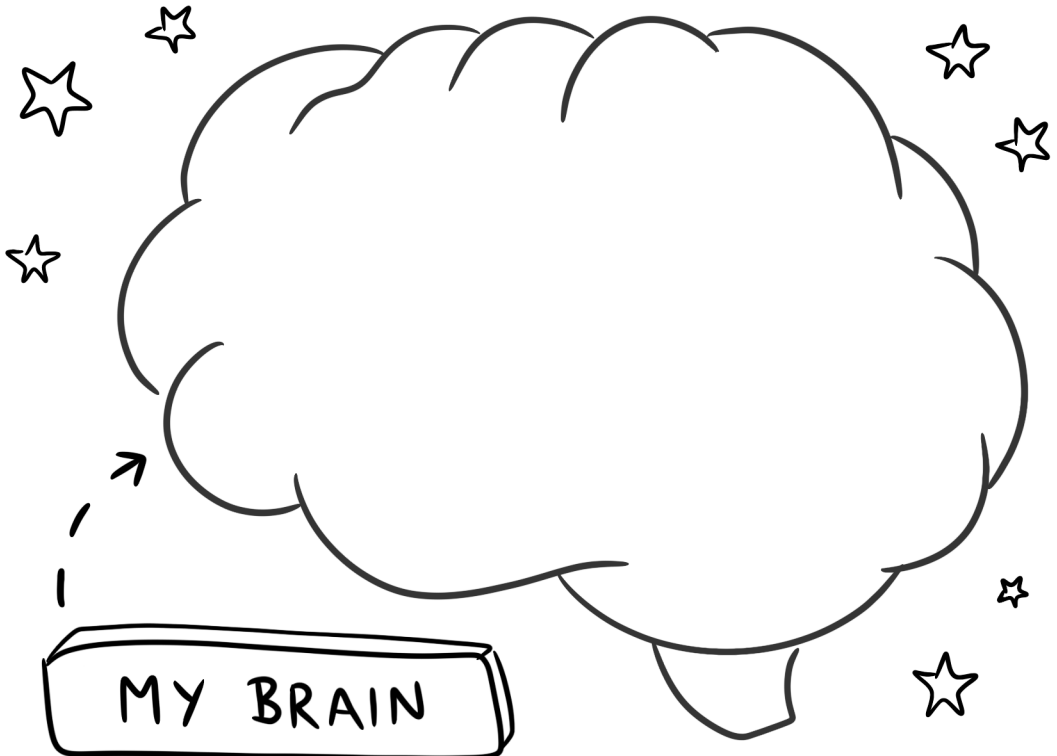
ACTIVITY

PACK

Different kinds of brains are called NEUROTYPES. There are so many different neurotypes and thinking styles out there. Eve has an ADHD brain and Sasha has an Autistic brain. All brains are good brains, and the world needs ALL kinds of thinkers.



INSIDE EVE'S BRAIN



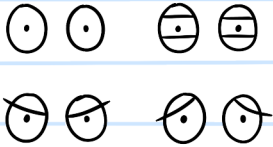
- EVE'S ROOM -

[illegible][illegible]

Can you find all THIRTY differences?

DRAWING EXPRESSIONS

To capture a range of different emotions, play around with your character's EYES, EYEBROWS + MOUTH.



Try different eye shapes and sizes. What happens if you add eye lids? The direction of these will really change the emotion of your character.



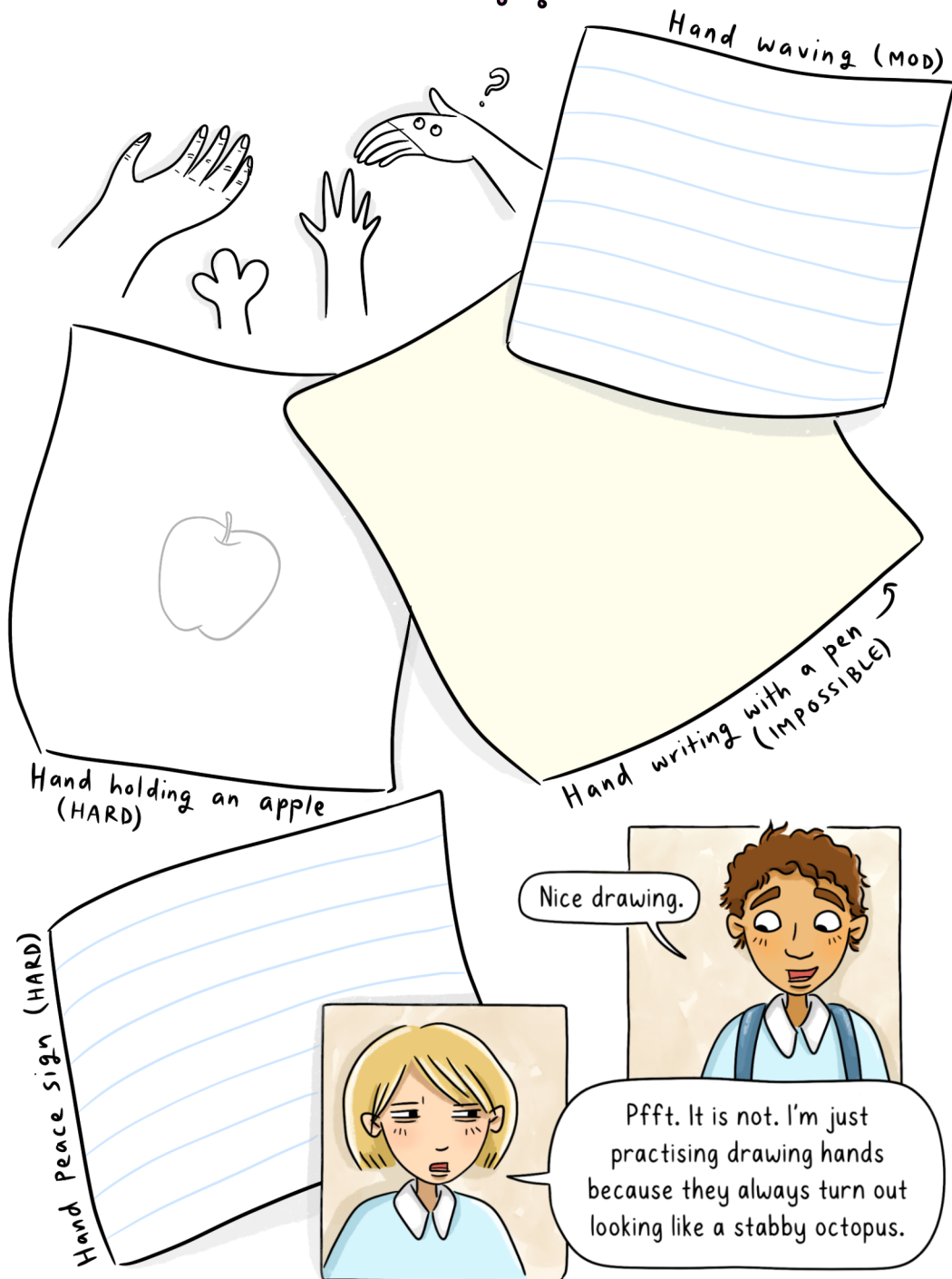
Add different-sized pupils and eyebrows. What other fun details can you add?



ANY shape can be a mouth. I often go with a random line and then a smaller line underneath to show a bottom lip.



... + HANDS?!

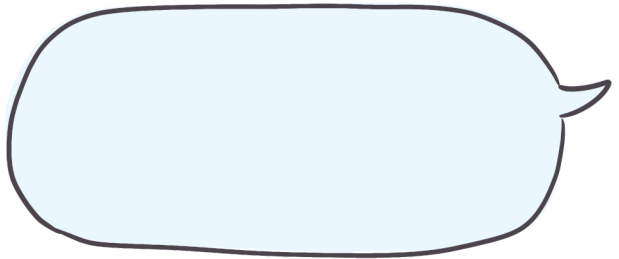


If you're anything like Eve, standing up for yourself can feel like the **HARDEST + SCARIEST** thing in the **WORLD-ESPECIALLY** when it's with your own friends.

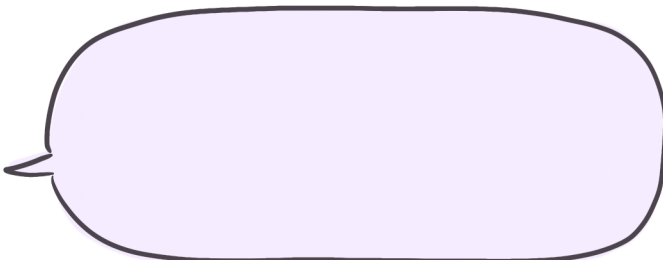
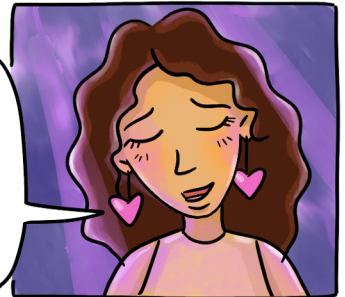
PRACTICE
HERE



I know you said sorry but we're still pretty angry at you. If you do our homework for us we **MIGHT** be able to be friends with you again.



Ugh, Eve, you're probably the weirdest and most annoying one here, haha. No offence!



MANY Words

BEING EVE EDITION

R R R Y R O T S I H Z I A D Y
S E K A I K C A Z E D A D T E
I N E U R O D I V E R G E N T
S V D T F R I E N D S M O D K
R E D I G S A O C C O O P B T
G K N S T P A Z A O C I O I P
N O B T S O M C C D T U T Y K
I O R I C T A R T B O V B S I
W R H C I A S H U T P R S O A
A B K I E T K I S E U T I A A
R S I D N O I K O F S H T A M
D E A A C V N S E L I T R H H
A B P U E R G V I F E H I S M
G A E P K E E S C A R C E A C
O T R D H D A B C I A O E S O

EVE

LISA

AUTISTIC

ART

SASHA

ZOE

POTATO

SCIENCE

ZACK

FRIENDS

CACTUS

HISTORY

BROOKE

MASKING

OCTOPUS

MATHS

FURBY

ADHD

DRAWING

Free draw 

Hey! I hope you liked my book!

- EM  from NeuroWild  -

