Through breathtaking original illustrations, this exhibition explores the tale of one boy’s voyage, from the picture book *Teacup* by Matt Ottley and Rebecca Young. The boy’s journey over wild seas and under blue skies echo human experiences.

Migration is a physical and emotional journey. Using rich imagery and extended metaphor, this story invites us to remember, or imagine, what it might be like to leave home ... and find another.

This guide aims to help you navigate the exhibition and engage more deeply with the artwork from the story. Like every journey, you will bring your own life experiences to the texts. Your own responses, interpretations and forks in the road may vary from others’.

We wish you an enjoyable experience at the State Library of Western Australia and in experiencing *Teacup* – an exhibition.

**Before you leave your shore ...**

- Ensure you bring your lunches and drink bottles in communal baskets. These can be stored in the Education Centre on request.

- Arrive with enough time for students to go to the toilet before entering the exhibition. This will ensure minimal interruptions to your experience.

- Let the Welcome Desk know you have arrived so you can be formally welcomed and prepared for your visit.

- We encourage you to organise your parent helpers and student groups prior to your arrival. We recommend approximately 1 adult per 5 children. Moving through an exhibition in small, supervised groups allows students to maintain their focus and avoids crowding.

- It is helpful to prepare parent helpers by scaffolding questions they might utilise to engage students. Explaining the purpose of attending the exhibition should assist parents who may have limited experience with this medium.

**CRM Links:** General capabilities – critical and creative thinking, personal and social capability, ethical understanding, intercultural understanding.
While on the boat ...

- Introduce the exhibition and explain to students what they are about to see and what you hope they will gain from the experience. Outline your expectations of appropriate behavioural conduct and remind students that there may be more than one class or other members of the public there.
- Divide into small groups.
- Ask each parent helper to find a space for their group and read Teacup to them (these are provided). It is useful to begin with a discussion of what students think the story is about. Groups may vary in the time they take to share the story; this will avoid clustering around artworks.
- Ask students to look closely at each artwork and discuss their responses with their peers and parent helper. Some of the accompanying descriptors in the exhibition include specific discussion questions. In the absence of these, examples of discussion points include: the effect of the medium used, feelings evoked and why, whether the images are reflections of reality or something else, and the use of symbols.
- Look down as you move through the exhibition! There are decals on the floor which have been created for school groups and ask students to reflect, interpret and respond.
- Remember, the primary goal is for students to engage with the artworks and enjoy them, not to definitively answer every question. These are provided for support purposes only.

Once you reach dry land ...

- Find a quiet spot to sit and reflect on the exhibition, in groups or as a whole class.

Suggested follow up questions:

- What is your response to the exhibition?
- Which of the artworks was your favourite and why?
- The tea cup full of soil is an important symbol in the story. What might it represent?
- What do you think the girl’s egg cup might symbolise?
- What did you learn about the process of illustrating a book?
- The boy took a book, a blanket and a teacup with some earth from his home on his journey. What would you take with you on such a journey?
- Students can also complete the Suitcase worksheet – these can be provided on request.

Reflecting on your journey ...

Back in the classroom:

- Write about a journey. This could be physical (migration or adventure) or a personal journey. Encourage students to use symbolism and figurative language such as similes and metaphors.
- Write the girl’s journey. Was it similar to the boy’s? Where did she come from? What did she take on her journey?
- Write a series of diary entries focusing on the boy’s feelings during his boat journey.
- Make a model of a boat out of clay and sketch it from different angles.
- The boy took a teacup with soil from his home. Draw a star chart using “Home” as the centre. List all the feelings, objects, people and words that remind you of home. Assign a symbol for each.

CRM Links: English – Literature – literature and context, responding to literature, examining literature, creating literature.

Books with similar themes: