

CREATURE CHARACTERS

with JAMES FOLEY

Education Resources: Grades 4 - 7

The following resources have been developed to take your Word Play experience from festival to classroom. Written and compiled by qualified teacher, Ella Peile, UPLIT's Children & Young Adult Coordinator, the suggested classroom exercises and activities below are designed to reflect key learning areas outlined in the ACARA Australian Curriculum.

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Curriculum Links

The following activities are designed to complement the Australian Curriculum in English, Visual Arts, and Media Arts. Specific curriculum links have been noted at the end of each activity.

About the Author

James Foley makes books for courageous kids. He writes and draws, gives talks and runs workshops. He comes from a long line of queuing enthusiasts. He illustrated *My Dead Bunny* which was shortlisted for the Children's Book Council's 2016 Picture Book of the Year, and *The Last Viking*, which was shortlisted for the CBCA's 2013 Early Childhood Book of the Year. His picture book *In The Lion* was selected for the International Youth Library's 2013 White Raven list. His latest book – *Brobot* - is a comic book for younger readers.

Pre-Reading Discussion Brobot: Brothers and Sisters

Discuss the different kinds of siblings: brothers and sisters you live with, ones who live apart, step-siblings, those who aren't really siblings but you treat them like it e.g. neighbours, cousins, family friends; pets
What are the good and bad parts of having older and younger siblings?
What makes for a good brother or sister?

Discuss the different roles of older and younger siblings:

- Brainstorm qualities that an older sibling should and shouldn't have, and the same for younger siblings
- Do you behave like this as an older or younger sibling?

Ask who in the class has ever wanted to replace their sibling(s). Ask what would happen if you did this. What would you miss about your brother or sister?

Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)

Classroom Activity Creatures and Robots

If you could replace something in your life with a robot, what would it be? What problem would it fix?

If you could make a machine that made anything, what would it make?

If you were to design a creature that had the best aspects of all your favourite animals, what would it look like?

Design one of the above ideas using recycled materials such as cardboard boxes, scrap material, and broken toys.

Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes (ACAVAM119)

Practise techniques and processes to enhance representation of ideas in their art-making (ACAVAM121)

Preparatory Activity
Brobot: Vocab List and Word Search

inventor
 brother
 design

machine
 broken
 cupcake

messy
 human
 detect

fault
 fix
 hug

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

Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them (ACELA1539)

Brobot Post-Reading Discussion
Siblings

Refer to the previous brainstorm about what makes a good sibling – in what ways is Sally a good sister, and in what ways is Joe a good brother?

Compare Sally’s attitude to Joe at the start of the book and the end. What causes this change?

What did Sally initially think a brother should be like? At the end, Sally describes Joe as “just as a brother should be.” What do you think she means by this?

Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)

Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)

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 (ACELA1496)

Independent Activity Fantastical Creatures

Provide students with access to images of animals which can be cut up. Alternatively, students could complete the activity using digital image editing.

Students select aspects of different animals and arrange them into a new creature. Trace or copy onto a clean sheet (or use blending tools if digitally editing).

Describe your animal's personality, skills, and likes and dislikes. Use similes, metaphors, alliteration and onomatopoeia. Write a paragraph describing the animal demonstrating one of its skills or its favourite thing.

Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)

Create literary texts by developing storylines, characters and settings (ACELT1794)

Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805)

Classroom Activity Illustration for Story Telling

Provide students with access to a selection of graphic novels, chapter books, and picture books. Ask them to sort them into three groups depending on the genre. Discuss the similarities and differences of each genre.

Put the chapter books and picture books aside and ask students to focus on graphic novels. Describe the key features, considering layout, picture style, ratio of text:image, the way dialogue and sounds are presented (i.e. no quotation marks, and coming from the appropriate direction), and showing rather than describing action.

Discuss the purpose of the text and illustration in *Brobot*. What role does each play? How do they complement each other?

Photocopy a selection of pages and distribute amongst groups. Ask each group to look carefully at their page and mark the following:

- Eye direction: Where you look first and then the path your eye travels. →
- Focal point: The main point of interest ★
- Dialogue “ ”
- Other sounds e.g. onomatopoeia (highlight)
- Movements/actions (circle)

Ask groups to discuss the different elements they have identified and how they work together to tell the story. Select two favourite aspects (e.g. a particular movement, facial expression, sound, etc.) and present to the rest of the class, explaining why it is effective.

Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)

Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)

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 (ACELA1496)

Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)

Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805)

Classroom Discussion and Activity

Comparing Character Illustrations in Brobot

Compare Joe and Sally – what do their similarities and differences tell the reader? E.g.:

- Similarities – complexion, hair colour, face shape: positions them as siblings
- Differences – Joe is smaller and rounder while Sally is taller and leaner: communicates that Joe is a toddler and Sally an older child.

Choose either Joe or Sally. Find two contrasting images of them. What does each image tell you about the character's mood in that moment? Consider:

- shape of mouth
- shape and direction of eyes
- body angle and stance (e.g. leaning/facing)

Use James Foley's guide to drawing faces to practice these expressions on your own character.

https://jamesfoleyillustrations.files.wordpress.com/2013/05/faces_part_1.pdf

Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)

Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)

Independent Activity

Augmented Stories

Create your own version of what happens outside the pages of the book, for either:

- The day Sally's parents bring home her brother Joe, or
- Sally presenting her next invention

Plan, draft and publish imaginative texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)

Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)

Additional Resources

Additional teaching notes are available from the publisher at

<https://www.fremantlepress.com.au/products/brobot>