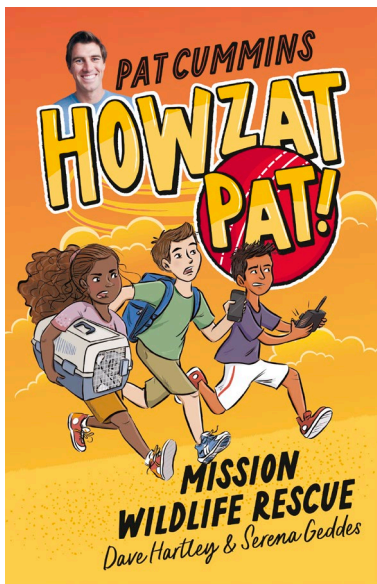
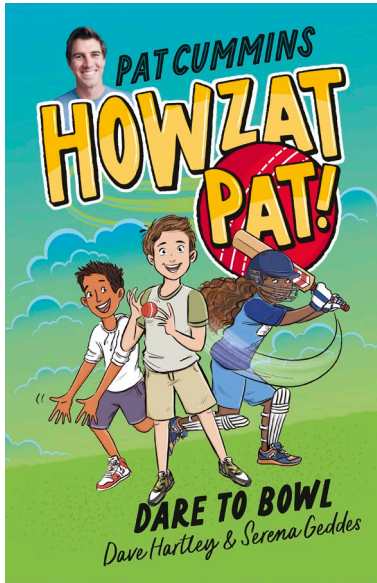


Classroom Resources



NOTES BY:

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Howzat Pat (Book 1): Dare to Bowl and Howzat Pat (Book 2): Mission Wildlife Rescue

Pat Cummins, Dave Hartley and Serena Geddes

BOOK SUMMARY

Dare to Bowl: I'm Pat Cummins and I love playing cricket. I love it so much that I sleep with my bat!

There's BIG NEWS in my family – we're moving from the coast all the way to the mountains and I'm NOT HAPPY about it. I have LOTS of questions, like...

- Will I FIT IN at my new school?
- How will I make new FRIENDS?
- What's there to DO in the MOUNTAINS?!
- MOST importantly – WHERE WILL I PLAY CRICKET?!

If you want to know the answers to these questions, too – READ THIS BOOK!

Mission Wildlife Rescue: I'm Pat Cummins and I love playing cricket. I love it so much that I sleep with my bat!

I'm in a great cricket team with my best mates Prav and Beth, and we're all really keen to know who our team's cricket CAPTAIN will be.

But on our way to practice, something HUGE happened. We were bike racing through the bush when we came across bulldozers knocking down a section of trees where KOALAs live. We couldn't believe our eyes! We have LOTS to find out, like...

- Who is behind this DISASTER?
- What HAPPENED to the koalas?
- How can we make sure they are SAFE...
- AND have somewhere to live?

If you want to know the answers to these questions, too – READ THIS BOOK!

KEY LEARNING OUTCOMES

- AC9E3LE02
- AC9E3LE03
- AC9HP4P04
- SW2

THEMES

- Families
- Belonging
- Humour
- Natural World

Recommended Reading Ages: 8+

Resources Created For: Middle Primary

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Classroom Resources

Before Reading

1. Who is Pat Cummins and why is he famous?
2. Who plays cricket in the class? Invite these students to contribute knowledge of the game, rules and players.
3. Class discussion on sports:
 - a) What are sports the students play (or would like to play)?
 - b) What sports do they watch?
 - c) What teams do they follow?
 - d) Would they like to be a professional sports person?
 - e) What do they think they would need to do to achieve that?
4. Show the cover/s and invite comments and questions.
 - a) What do they notice about the characters? They should notice a girl is in cricketing garb (*Dare to Bowl*)
 - (i) What do they know about women's cricket?
 - (ii) Do any girls in the class play cricket?
 - (iii) Women's cricket in Australia started back in 1824. Does it have the same profile as men's cricket?
5. Set up a learning wall and begin to add facts, questions, vocabulary.
6. Organise the classroom library to have related titles including others by these creators, as well as fiction and non-fiction about cricket.

During Reading

1. What is one of the first things students notice about the design/format i.e., the use of dynamic fonts/clever typography.
 - a) How does this add to the narrative? Students might suggest ideas such as action, emotions or attitudes.
2. Start vocabulary lists on the learning wall or Google Classroom etc. and add to these during reading. Topics could include subjects specific to cricket, First Nations culture, environmental issues.
3. Research Mount Riverview, finding out about population, facilities, interesting facts etc. Use Google Maps to find any real places such as schools, cricket grounds or other places of interest.
4. Draw a simplified map of the town as it is described in the books to show locations and action mentioned e.g., the school/s, bush section, the kids' houses, the mayor's house.
5. As students read the novel/s annotate a plot graph/triangle with the important events in the narrative/s.
 - a) Include: exposition; the rising action; the climax; the falling action; and the resolution.
6. Have an onomatopoeia hunt. Collect as many examples as you can find throughout the text/s. Add the list to the learning wall or vocabulary list.

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Characters

1. For Pat, Prav and Beth, have students create character profiles which include the following aspects. For each point include an example or quote from the novel:
 - a) Feelings
 - b) Actions
 - c) Significant events
2. Construct a character web to show the connections between primary, secondary and other characters.
3. Cricket collector/trading cards have been popular for many years. Create illustrated collector cards for one or all of the three main characters. Then create others of favourite cricketers or other sportspeople to swap with classmates.

Writing

1. Using some of the examples of onomatopoeia students have collected from the book/s, have them write and illustrate a poem.
2. Newspaper sports report: Use a template (readily available free including in Google Docs) and write a report of an actual cricket match: school, club, state or international.
 - a) Use real-life news articles to identify structure, style and format, OR
 - b) Script and record a TV sports report after viewing real examples.
3. Explain cricket to an alien: how to play it, who plays it, the aim of the game etc.
 - a) Write and illustrate (pictures or diagrams) a 'how to' (expository) text, OR
 - b) Script and record a conversation in pairs.
4. Write a glossary of specific cricket terms e.g., yorker (*Mission Wildlife Rescue*, p. 68), golden duck (*Mission Wildlife Rescue*, p. 160) and any others either from the text/s or known to readers.
5. Create a poster with the rules of Under-11s cricket (*Mission Wildlife Rescue*, p. 67).

After Reading

1. Moving house is an upheaval for a family. Moving to a new location is even bigger.
 - a) Has anyone in the class moved house?
 - b) Has anyone moved to an entirely new place where they have had to start at a new school, or away from friends and/or family?
 - c) What is the thing that Pat is most concerned about when he has to move to Mount Riverview?
 - d) What turns out to be the most difficult thing for him?
2. Making new friends can be difficult. What were the positives and negatives for Pat in *Dare to Bowl*?
 - a) What do readers think about Levi, Daimen and Jayden?
'No one important,' he answers. 'We're the only important kids in Mount Riverview: right, fellas?'
'Right!' the other two say (p. 56).
Pat soon realises that these boys are not his friends at all.

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- (i) Discuss how hard it can be to be assertive and stand up for yourself, particularly when you're trying to make friends.
 - (ii) What are some strategies students might know for how to stand up for themselves?
 - (iii) Tanaka-san talks about courage (*Dare to Bowl* p. 149). In what ways does Pat demonstrate this throughout both stories?
 - (iv) Invite the school counsellor or other expert to discuss friendship issues with the class.
3. Create a Venn diagram with a friend as Pat and Prav did (*Dare to Bowl*, p. 128).
4. How would students define leadership?

'When Tanaka Sensei told us of the care you showed a teammate, your father and I have never been prouder! Today we want you to play your best and LEAD BY EXAMPLE.' (*Mission Wildlife Rescue*, p. 62)

'Leaders can serve in other ways,' says Prav. 'That's what Sensei says – I don't know what it means,' he admits. (*Mission Wildlife Rescue*, p. 101)

 - a) What are some ways you can serve as a leader?
 - b) Can students think of good leaders in their school or local communities?
 - c) What makes these people good leaders?
4. What does Pat mean by his 'game brain' (*Mission Wildlife Rescue*, p. 64)?
 - a) Are there occasions other than sport when a game brain might be helpful?
 - b) The night before his first match as captain, Pat outlines his pre-game ritual (p. 60). How might this help him to get into his game brain?
5. Pat has big goals. He is inspired by the great Australian cricketers before him, and we know that he *did* achieve those goals to become the captain of the Australian Men's Cricket Team!
 - a) What are some of the things that Pat does to help him achieve his goals?
 - b) What are goals that students have? They can be big like representing Australia in sport, or smaller like reading 20 books in a year or learning how to knit. Encourage them to challenge themselves to think of something that is possible but could be difficult – and that this is different for everyone.
 - c) Ask students to brainstorm how they might go about achieving their goal. They should consider:
 - (i) Extra skills or training they might need.
 - (ii) Special equipment that is necessary.
 - (iii) Are there any experts they could consult?
 - (iv) Are there any requirements they will need to meet in order to achieve their goal? For example, to play in a national sporting team, you would usually have to be playing that sport at a high level already, or if you would like to be a hairdresser there are qualifications you will need.
 - d) Once they've brainstormed everything that they might need or that might be helpful in achieving their goal, ask them to plan backwards from their goal to the present day to help them visualise how they might achieve it. For example, if they would like to represent Australia at Eurovision, they would have to be a well-known performer before that; in order to do that they will probably need a recording contract, all the way back to studying music or forming a band now.
 - e) Students should now have a plan for how to achieve their goal. What can they do now to get started?

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6. Introduce or review the term stereotyping.
 - a) Why do we tend to stereotype people?
 - b) What are some of the problems with making assumptions about people based on stereotypes they might fall into?
 - c) Pat's family challenges stereotypes as it's his mother who gets the promotion and new job which moves the family to Mount Riverview, while his dad's work is barely mentioned. What stereotypes does this challenge?
 - d) How does Beth challenge stereotypes?
7. Hidden Creek is a site of special significance for Beth and Pop Fred. While Hidden Creek is fictional, it is based on real places in the Blue Mountains area near Sydney.
 - a) The potential destruction of the forest, the removal of the koalas and the threat to the platypuses are not just about the environment. What is the significance for the traditional owners?

Activities

1. Create a class cricket Hall of Fame. Have each student select a cricketer, either past or present, to research. Present either as a slideshow (digital) or gallery walk (paper-based). Suggestions:

Past	Present
Allan Border	Alyssa Healey
Belinda Clark	Ellyse Perry
Don Bradman	Pat Cummins
Glenn McGrath	Phoebe Litchfield
Greg Chappell	Steve Smith
Lisa Sthalekar	Travis Head
Ricky Ponting	Usman Khawaja

2. As with most sports, people playing cricket have training that helps them to improve both the skills and strength they need to play the best they can, as well as helping to protect them from injury.
 - a) Ask students to research exercises and drills that cricket players can use to help them improve.
 - b) As a class, put together a training program which includes these exercises and drills.
 - c) Allocate each exercise or drill to a student/small group to put together a guide to undertake the movement safely and effectively. This could be a poster or video. Ask students to include the following elements in their guide:
 - (i) The purpose of the exercise or drill, e.g. increase speed, improve hand-eye coordination.
 - (ii) How this will help players with their cricket.
 - (iii) What parts of the body are being worked on.
 - (iv) How to perform the movement safely and effectively. Include both a written or spoken description as well as diagrams or demonstrations.
 - (v) Anything to be wary of, for example when performing squats make sure the knee tracks over the foot to protect the knees from injury.

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3. Both koalas and platypuses are critically endangered.
 - a) Research these animals and why they are at risk. Ask students to think about short-term (threat to habitat from land-clearing or urban sprawl) and long-term (climate change) threats.
 - b) What work is currently being done by organisations like the Australian Conservation Foundation or the various National Parks and Wildlife Services to protect these animals?
 - c) What actions could students take to support their long-term viability?
4. Australia has an incredibly diverse ecosystem, however many native plants and animals are considered endangered, vulnerable or threatened.
 - a) What do these three terms – endangered, vulnerable and threatened – mean? How are they different?
 - b) Unfortunately, there is likely to be at least one species of plant or animal at risk in your community, or close by. In small groups, ask students to research which species in their local area might need protecting.
 - (i) Why is this species at risk?
 - (ii) What can be done to protect this species?
 - (iii) Based on what they've learnt from *Mission Wildlife Rescue*, their own research and completing these activities, groups should put together a campaign to bring awareness to threatened species in their local area and what people can do to help.
5. 'The elders are turning it into a huge bush tucker garden full of native plants. They'll also replace the eucalypts the koalas were living in,' (*Mission Wildlife Rescue*, p. 178).
 - a) Research the bush tucker and native plants of your local area.
 - b) What are the conditions needed for these plants to thrive?
 - (i) Despite coming from the same area, ask students to note that some plants will require quite different conditions, e.g., sunlight, exposure to wind and rainfall.
 - c) What animals and insects might the garden attract?
 - d) Ask students to plan a bush tucker/native plant garden for their school.
 - (i) How will they provide the variety of conditions needed by the plants in a relatively small area?
 - (ii) Can they think of sustainable ways to provide an appropriate environment for the different plants?
 - e) If possible, work as a class or year group to plant your garden!

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Classroom Resources

About the Creators

Pat Cummins is captain of the Australian Men's Test and One Day International cricket teams and has been pivotal in re-shaping team culture and leading them to global success across all formats of the game. Pat has received many global cricketing accolades over the years, most recently being named the 2023 ICC Cricketer of the Year. A successful elite sporting career hasn't diminished Cummins' interests off the field. Pat has a keen interest in business and aligns himself with organisations dedicated to creating lasting impact. Pat appreciates he has a responsibility to use his position and influence for the good of others and is committed to supporting initiatives involving education, sustainability, First Nations communities and health. Pat lives in Sydney with his wife, Becky, and son, Albie.

Dave Hartley is an award-winning author and school principal who has worked as an executive leader in the Queensland Department of Education's Aboriginal and Torres Strait Islander division. A Barunggam man, Dave is also an incredibly talented First Nations artist, and plays the didgeridoo (he was one of the didgeridoo performers at the opening ceremony of the Commonwealth Games in 2018). He is also sports obsessed! He got his start co-writing an Aboriginal Rugby League superhero story with League player Scott Prince, and co-wrote the award-winning *Strangers On Country*. Otherwise, he and his wife have two grown-up girls, a giant groodle, a sassy spoodle and live on the Gold Coast.

Serena Geddes is an international children's book author and illustrator known for her highly successful middle-grade series Lulu Bell, Mia Megastar and Pepper Creek Ponies and picture books *We are Matildas*, *Hope is a Spark* and *Rosie and Rasmus*. She has illustrated over seventy titles! Growing up a reluctant reader, Serena found her brother's comic collection the perfect escape and encourages reluctant readers to read, through her illustrations and use of visual imagery. Serena also spent six years working as an artist for Walt Disney Studios, on sequels to *The Lion King*, *Peter Pan*, *The Little Mermaid* and *The Jungle Book*, which has enabled her to capture emotion and movement with her characters. In her spare time, she expresses her life through sketches and comics, seeks out humour in her week and is a Creative Wellness Facilitator teaching illustration workshops to adults. Serena works both digitally and traditionally, teaching a variety of colourful classes in Sydney to young children and adults.

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