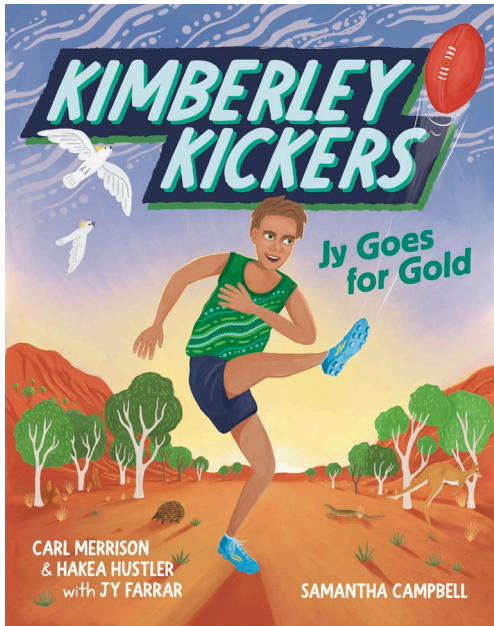


# Classroom Resources



**ISBN:**  
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## Kimberley Kickers: Jy Goes for Gold

Carl Merrison, Hakea Hustler and Samantha Campbell with Jy Farrar

### BOOK SUMMARY

An action-packed illustrated series for ages 8+, from the award-winning authors of *Black Cockatoo* and *My Deadly Boots*.

*I'm about 35 metres out from the goal and, running on instinct, I do a snap kick of the ball. I watch as the footy flies through the air.*

*Will it bend enough?*

*I can hear the roar of the crowd but my focus is on that red ball. It flies through the big white sticks.*

*It's a goal!*

I'm Jy Farrar and the dream I had to play professional Aussie Rules footy since I was a kid in outback Halls Creek has finally come true.

Let me tell you the story of how I got here – about my mates, my family, growing up in the Kimberley around the bush and the red dirt and spinifex and goannas, playing footy and going to boarding school far away from home.

A footy adventure story based on Jy Farrar's life by award-winning authors Carl Merrison and Hakea Hustler.

### KEY LEARNING OUTCOMES

- AC9E3LE01
- AC9E3LE03
- AC9E4LY04
- A\_TSIC1

### THEMES

- Families
- Belonging
- Choices
- Resilience

**Recommended Reading Ages:** 8+

**Resources Created For:** Middle Primary

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# Classroom Resources

## Before Reading

1. Class discussion on sports.
  - What are sports the students play (or would like to play)?
  - What sports do they watch?
  - What teams do they follow?
  - Would they like to be a professional sports person?
  - What do they think they would need to do to achieve that?
  - What is their favourite football code? Why?
2. Show students the cover of *Kimberley Kickers: Jy Goes for Gold* and invite comments and questions.
  - What is the setting?
  - What football code do they think it is about?
  - Where is the Kimberley?
3. Locate the Kimberley region on a map and brainstorm what they think it is like. (Students may know the authors' other work, or that of other writers and illustrators set in this part of Australia, which would give them background knowledge.)
  - Use Google Earth to virtually explore the Kimberley.
4. What do students know about Aussie Rules football? Hot Potato or brainstorm and create an anchor chart.
5. Set up a learning wall in the classroom, and begin to add facts, questions and vocabulary.
6. Organise a classroom library to have related titles including others by these creators and non-fiction about football or the outback.

## During Reading

1. Start vocabulary lists and add to these during reading. Suggested topics include:
  - Aussie Rules football
  - The Kimberley region
  - First Nations culture in Halls Creek
2. What are some of the first things students notice about the design/format, i.e. the use of dynamic fonts/clever typography.
  - a) How do these elements add to the narrative?
  - b) Does the use of typography in this way make it easier to read the novel?
3. Research Halls Creek, finding out about population, facilities, interesting facts, etc.
  - a) Use Google Maps to find the school, football fields, other places of interest and those in the text.
4. Ask students to draw a simplified map of Halls Creek to show key locations and action mentioned in the book.

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5. When Jy starts at boarding school in Perth, many of the things he struggles with are what children who have never been to boarding school might expect, like being separated from his family. However, some things Jy finds hard might be a surprise to those who've never lived outside a city, have English as a first language or don't have First Nations heritage.
  - a) Identify what Jy struggles with when he starts at boarding school.
  - b) How does Jy overcome these challenges?
  - c) Jy describes himself as a 'fish out of water' (p. 128). What does this imply about how he feels at school?
  - d) Does Jy have more challenges than other boarding students at Hale School might have? Why/why not?
6. In Chapter 12, 'The Switch', Jy mentions 'code-switching' when he speaks to students at his new school in the same way he would speak to his friends at home in Halls Creek, and they don't understand him (p. 125).
  - a) Based on the context, what do students think code-switching means?
  - b) Look up a definition of code-switching, you might like to start [here](#).
  - c) Code-switching can be obvious, for example when a student who speaks Mandarin at home with their parents speaks English in the classroom; or it can be subtle, such as when we use slang with our friends that we don't use with our grandparents.
    - (i) Ask students to think about all the times they code-switch.
    - (ii) For each example, is it something they are conscious of doing, or do they do it without thinking?
  - d) Invite the LOTE teacher or someone whose first language is not English to give the class a talk in another language.
    - (i) How much did students understand? This experience may not be the same for everyone if the language is one understood by some students.
    - (ii) What did it feel like for those students who are not familiar with the language?
  - e) When Jy starts at Hale School, he is expected to speak a language (Standard Australian English) he is familiar but not comfortable with.
    - (i) Do you think this makes Jy feel like he belongs at the school?
    - (ii) What other impacts do you think this might have on him? For example, it would be quite tiring to have to concentrate hard on everything being said to you.
7. Calculate or research the distances between the key places in Jy's life.
8. Create a timeline of Jy's life from his younger days through his years at boarding school and onto playing professionally.
9. There is a short glossary of Aussie Rules terms at the back of the book, but there are other sport specific and general terms used throughout the novel. Describe/explain these (online dictionaries, including [this one](#), may be helpful):

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Term	Meaning
leg speed	
backline	
kick-to-kick	
goal sneak	
(the) 50	
strapping tape	
(fumble) the mark	
muscle memory	
(a) screamer	
intercepts	
umpire	
half-time	
banana kick	
fundamentals	
scratch match	
drills	
midfield	

## After Reading

1. Each of the following quotes is significant in giving the reader insight into life in Halls Creek for the First Nations community.
  - 'This is our intergenerational strength. Us mob, Aboriginal people, is one of the oldest continuous cultures in history. We are some of the first people on the planet to make iconography,' Tristan tells us. I feel a tingle run up my spine. (p. 76)

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- Our lives ebb and flow with the seasons up here. **OUR LIVES ARE SHAPED BY COUNTRY.** They always have been. Our Dreaming weaves deep **HERE.** I wonder how many times Countrymen and their families have gathered here in this spot, year after year, since Creation. I don't know if there are numbers that could show how deep our connection runs here. It's in our blood. In our DNA. (pp. 106–107)
  - As time goes by, life can kind of get **HEAVIER.** The death of a friend. Old people getting sick. The distance seeming further and further. Racist remarks. Struggles at school. Wondering if this is the right path. A path that can feel so **TOUGH** and **LONG.** (p. 132)
  - Now I'm back home. First time in a long time that I don't have anywhere else to be. It's a weird feeling to be so grounded on Country but to feel so lost. To have a world of possibility ahead but have no plans. (p. 137)
  - **PLACES CHANGE. FACES CHANGE. SOME THINGS WILL ALWAYS BE.** We've always had strong footprints to follow. Our old people, our ancestors. (p. 165)
- a) For each quote, what do we learn about life in this part of Australia?
  - b) When considering all of these quotes, what impression is the reader left with about what it's like to be a First Nations Australian living in Halls Creek?
2. Throughout *Kimberley Kickers: Jy Goes for Gold*, Jy refers to members of his community in ways that indicate a much broader kinship or family connection than many people might be used to.
- a) Collate all of these familial or kinship references from the book, for example cousin-brother, including ones you may already be familiar with like Nanna.
    - (i) For each term/name, write a definition based on the context clues from the book.
  - b) Draw a diagram showing all of the connections that Jy has to his family and community.
    - (i) What does this diagram show you about the sense of belonging Jy has within his community?
  - c) Now draw a map of your familial connections, including to people who you may not have genetic or legal bonds with, but who you consider a part of your family.
    - (i) How connected does this make you feel with your broader community?

## Activities

1. Plan an interview a star.
  - a) Work with a partner to devise questions to ask of a sports star of your choice.
  - b) Research your sportsperson and write answers to your questions based on your research.
  - c) Role play and film your interview to share with others.
2. Have the class bring in sports reports on football games (preferably the same code).
  - a) In small groups, ask students to identify the key features of a football sports report.
  - b) Share a football game with students. This could be online, or even live; perhaps students could watch a match played by members of the school community.
  - c) Using the features of a football sports report identified earlier, have each student write their own report of the game.

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3. The flora and fauna of the Kimberley region is an important part of Jy's life when he's home in Halls Creek. Species we hear about include: spinifex, goanna, fish, cherabin, ta-ta lizards, rock pigeons and conkerberry.
  - a) Using these plants and animals as a starting point, research the distinctive flora and fauna of the Kimberley region.
  - b) As a class, compile an illustrated guidebook to be shared with the rest of the school.
4. Across Australia there are hundreds, if not thousands, of community footy clubs. Each club has a unique identity, with a team name, logo and colours. Individually, or in small groups, ask students to design the branding for their own club (real or made-up). They should include the following elements:
  - a) Name
  - b) Logo
  - c) Colours
  - d) Jersey/strip/uniform

## Further Resources

More information about the authors and this book can be found at: <https://carlandhakea.com.au/>

## About the Creators

Carl Merrison is a respected Jaru/Kija man who came WA runner up Australian of the Year – Local Hero in 2016. He worked for over ten years alongside Aboriginal youth as a mentor and coach in education, AFL and community. Carl, along with co-writer Hakea Hustler, is an award-winning author of the books *Black Cockatoo* (CBCA Young Reader Honour Book), *Tracks of the Missing*, *Dirran*, *Beautiful Night*, *Loved You Then* and *My Deadly Boots*.

Hakea Hustler is an experienced teacher who has taught around Australia including in remote Aboriginal communities. Hakea believes in the power of stories for empowerment, learning and change. Hakea, along with co-writer Carl Merrison, is an award-winning author of the books *Black Cockatoo* (CBCA Young Reader Honour Book), *Tracks of the Missing*, *Dirran*, *Beautiful Night*, *Loved You Then* and *My Deadly Boots*.

Born and raised in Halls Creek in the heart of the Kimberley in Western Australia, Jy Farrar has Gija and Bunuba heritage. Jy has two older brothers, Jo and Jono, and three younger siblings, Nikayah, Myah and Lil Wal. Jy loves fishing and being out on Country with his family. He attended the remote outback school of Halls Creek until Year 7 when he went to Hale School in Perth. In 2015 he played for Scotch College in Adelaide. Jy was drafted into the Gold Coast Suns team in 2019 and played his first game in September 2020.

Samantha Campbell is a children's book illustrator and graphic designer. She is descended from the Dagoman people and lives in Mparntwe (Alice Springs) with her family. She draws from inspiration from her childhood growing up in remote Aboriginal communities in the Northern Territory.

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