



Reflect and Respond

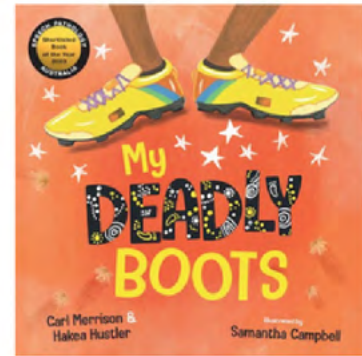
My Deadly Boots

Author: Carl Merrison and Hakea Hustler

Illustrator: Samantha Campbell

Storyteller: Andrew Krakouer

Publisher: Hachette Australia



Themes: Confidence, Self-esteem, Identity, Belonging, Ambition, Indigenous culture, Country, Clothing

Year levels: Middle Primary

Learning area: Health and Physical Education

Discussion questions:

- Before reading the story, what clues does the front cover give us about the story?
- Discuss the use of the word 'deadly' in the title. What do you think 'deadly' boots are? How do the illustration and style of artwork on the front cover help us to understand what this term means in this story (ie. in this context it has been used in a positive sense to mean something similar to 'awesome' or 'excellent').
- Can you think of something that you have saved for to buy? How did you feel once you were able to buy it?
- How would you describe the boy's feelings when he was wearing his new boots? Why do you think this was?
- What types of things did the boy feel he could do well when wearing his boots?
- How would you describe the use of rhyme and repetition in this story? What patterns do you notice?
- What happens when the boy sits down with his grandfather? How do you think this changes how he feels about the boots and his identity?
- When do you feel most confident? Why might this be?
- "My identity is *MORE* than what I wear on my feet." Discuss this phrase from the story. What other things do you think contribute towards the boy's identity?
- Discuss the setting of this story, what clues do the illustrations and text give us about where this story might take place? What are some of the similarities and differences between this setting and your local community?
- What learnings or messages do you think the author would you to take away from this story?

Story response ideas:

a. Physical vs Emotional descriptions

1. Ask students to identify the descriptions in the story that describe:

- what the boy can do with the boots on - **physically** (e.g. 'kick the best torpedo')
- what the boy thinks or feels he can do with the boots on - **emotionally or mentally** (e.g. 'reaching my own goals')





Story response ideas continued...

2. Invite students to select two examples of each type of description to organise on a **T-Chart**, with the physical descriptions on one side, and the mental/emotional on the other side.
3. Discuss the descriptions together, encouraging students to think about why the boy might be describing the boots in these ways.

Note: The following activity, can be used as a continuation of this task.

b. Beyond the boots

"My know my place in the world with or without them boots..."

Discuss this line from the end of the story.

- How has the boy's perception of his boots and his identity changed in the story?
- What are some of the things in the story that contribute towards the boys identity - beyond what he wears (i.e family, connection to culture and Country, personality etc.)

Invite students to turn to a peer and share some of the things that contribute towards their own identity. What influences their own beliefs, values and behaviours? Encourage them to think about the different aspects of their lives that play a role in their identity, such as, traditions, culture, language, ethnicity, religion, beliefs, values, personality, family, community, strengths etc.

Students can decorate the **Beyond the Boots template** with drawings and words that represent the different things that make up their identity.



Scan the QR code to
view the story!

See the Student
Task Sheet below
for more activity
ideas and
templates



BEYOND THE BOOTS!



Decorate this page with the different things that influence your identity. Think about your culture, language, family, traditions, values, beliefs, personality, strengths, ethnicity...





Student Task Sheet

Print this page for your students to use during Literacy Rotations

Today, you will be viewing and listening to:

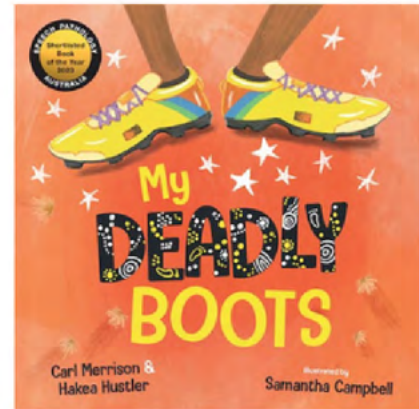
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Year Level: Middle Primary

Learning tasks:

After viewing the story, choose one of the following three activities to complete.

a. A special item of clothing ...

The descriptions and illustrations in the story, help the reader to understand and picture what the boots look like and how they make the boy feel.

"**Shiny brand new** boots!" "my **dream big** boots"

Select an item of clothing that is special to you. Use the **template** below to note down:

- on one side, words or phrases that describe what the piece of clothing **looks like**
- on the other side, words or phrases that describe **how it makes you feel**.

b. Words of advice

What advice could you give yourself when you're not feeling very confident about something? It might be when you're trying something you haven't done before, meeting new people, speaking in front of others etc.

Use the **List template** to note down words of encouragement and strategies that you could use to give yourself a boost.

c. Exploring illustrations

Look at the different illustrations in the story, paying attention to the use of colour and line. Select one of the illustrations to explore further using the prompts on the **Visual Detective template**.



Scan the QR code to
view the story!



A SPECIAL ITEM OF CLOTHING

THE ITEM I HAVE CHOSEN:

WHAT IT LOOKS LIKE:

HOW I FEEL WHEN I WEAR THIS:

VISUAL DETECTIVE

(Lower and Middle Primary)



NAME: _____

Date: _____

Title of book: _____

Author: _____

Illustrator: _____

Who or what is in the image?

What do the characters facial expressions and body language tell us about how they're feeling?

Does it remind you of anything?

How does the image make you feel?

Describe how colour has been used

What do you notice first when you look at the image?

What do you find interesting about the image?

Why did you choose this image?



