

A Walk In The Bush

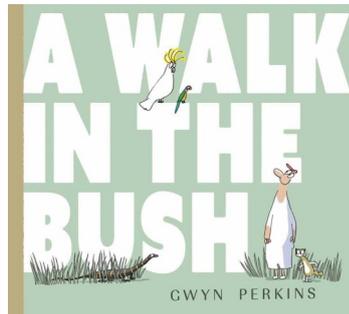
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Little Iggy doesn't want to leave the house, but Grandad insists – they always have fun together. What follows is a wonderful journey in the great Australian outdoors with singing birds, wallaby surprises, secret caterpillar messages and oodles of grandad humour. Here is a story about the wonders of nature, the funny side of life and spending time with the ones we love.



Teacher notes have been based on those supplied by the publisher. A full version is available on our website.

Themes:

- Australian Bush
- Animals
- Family
- Spending time together

Discussion Questions & Activities:

- Before reading the story, ask the students to look at the front and back covers and discuss what might happen in the story.
- Grandad and Iggy go on an adventure in the bush and meet many animals. Ask the students to identify their favourite animal from the story and write down everything they know about that animal.
- Ask the students to write their own story about a time they explored nature. Have them study the illustrations in *A Walk in the Bush*, and use them as inspiration for their own illustrations, to accompany their own story.
- As a group, discuss with the students what is special about grandparents. Ask them to write a letter to their own grandparent (or other carer), outlining the things the student likes to do with them.
- Discuss the feelings that Iggy displays throughout the book. On pages 4–7, what might tell the students that Iggy does not want to go out? How do they think Iggy is feeling by the end of the book? Turn to page 8. Ask the students to look at Iggy's face and describe how they think Iggy might be feeling, while looking at the goanna. How can they tell? Is there anything else about Iggy's body that might tell them Iggy is feeling scared? Ask the students to find another page in the book where Iggy seems to be scared.
- Look at the illustrations together and ask the students to identify animals that appear on more than one page. Discuss whether the animals featured in the book are found anywhere else in the world. Talk about the habitat of the animals in the book.
- On page 14, Grandad points out new shoots growing after a bushfire. Discuss bushfires with the students, talking about what might make a bushfire more severe (i.e. dry vegetation, hot weather). Discuss what trees might look like when they've been burnt by bushfires, and how they can regenerate afterwards.
- Grandad and Iggy find a secret caterpillar message made in the bark of a tree. Have the students write their own secret message with their own secret code. Put them in pairs, have them swap messages and try to decipher their partner's message.
- On pages 26–27, Grandad and Iggy are sitting quietly, listening to the sounds of the bush. Ask the students why it might be that this spread does not contain any text. Have the students identify what things they can see in the illustration that might make sounds (for example, the water, the birds, the wind rustling the leaves in the trees).
- Use the story as a springboard to a discussion about the importance of our natural environment, what conservation means, and what we can do to look after our environment.