

## Rocky and Louie

By Phillip Walleystack and Raewyn Caisley & Illustrated by Dub Leffler

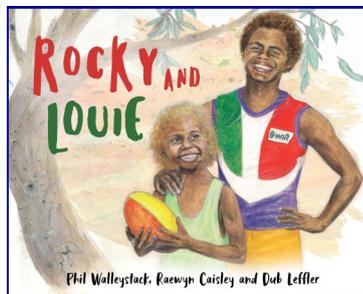
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A heartfelt story about the bond between two brothers and their special connection to country. Illustrated by CBCA award-winning picture-book creator Dub Leffler, and written by acclaimed singer/storyteller Phil Walleystack and award-winning children's author Raewyn Caisley.

Louie's big brother, Rocky, has big dreams and wants to chase them. But Louie doesn't want him to forget where he belongs...



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

### Themes:

- Aboriginal Australian cultural themes of connection to the land and past traditions, and the sense of belonging to country.
- Family, community and culture
- Diversity
- Friendship
- Belonging and developing a love for place
- Family, especially sibling relationships
- Sustainability and nature

### Discussion Questions:

Look at the language the authors have used in *Rocky and Louie*:

- How can you have a 'little cool fire' and how can a fire be hungry?
- What do the authors mean when they say that when Louie lies down on a cool, flat rock it is like 'resting his head against his mother's chest'?
- Why does Rocky say 'you have to think about where your tucker comes from'?
- Finally, what do you think 'belonging to country' means?

### Activities:

- Ask students to write a paragraph saying what they think the story is about. Then discuss in groups or as a class. The differing range of answers will be telling and will trigger a great discussion.
- *My Place* - Ask students to close their eyes and take themselves to a place that has strong feelings associated with it. Strongly happy, sad, even scared. It can be their grandma's house, the country they were born in, even their bedroom. Then ask them to finish the following sentences:
  - ◇ The air is \_\_\_\_\_ and \_\_\_\_\_.
  - ◇ The light is \_\_\_\_\_.
  - ◇ I feel \_\_\_\_\_ (body, not heart).
  - ◇ I can hear \_\_\_\_\_.
  - ◇ I see \_\_\_\_\_.
  - ◇ I can smell \_\_\_\_\_.
  - ◇ When I touch \_\_\_\_\_ it makes me feel \_\_\_\_\_.
  - ◇ (Last of all ask students to say something that shows how they feel. For example, 'I never want to leave,' or 'Help! Get me out of here!')
- Sequencing activities: take 6 chunks of text and students have to put them in the right order, then draw in response to the text.
- Ask students to write a letter to Louie, telling him what they think of his life, in his place, and describing their own for him in turn.