

Stickboy

AUTHOR

REBECCA YOUNG

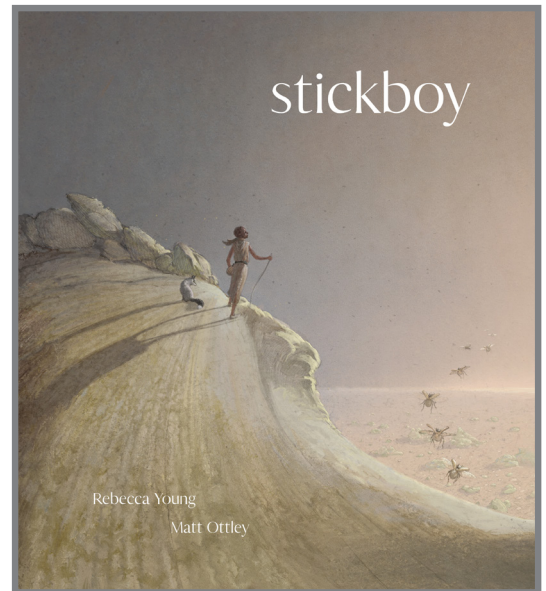
ILLUSTRATOR

MATT OTTLEY

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RECOMMENDED FOR: Lower to Mid Primary



SYNOPSIS

Stickboy lived in wind and dust, where ancient rock loomed like waves waiting to break . . .

From Patricia Wrightson Prize-winning storytellers, *Stickboy* is a tale about listening for the truth that lies within . . . and beneath.

ABOUT THE AUTHOR

Rebecca Young is an award-winning author from Sydney. Her first book, *Button Boy*, illustrated by Sue deGennaro, was a Notable Book for the 2012 CBCA Awards and has been published internationally. In 2016, *Teacup*, illustrated by Matt Ottley, won the Patricia Wrightson Prize for Children's Literature in the NSW Premier's Literary Awards.

ABOUT THE ILLUSTRATOR

Matt Ottley is a CBCA multi award-winning picture book creator and musician.

STUDY NOTES

- Before reading the story, as a class, look closely at the cover and title, and discuss. Some things to include in your discussion might be:
 - What does the cover of this book show?
 - What other impressions do you get from the cover of this book, about what might happen in the story?
 - Where and when do you think this book is likely to be set?
 - Open the book's cover so you can see both the front and the back of it at once. What else can you see happening when you look at it this way?
 - What genre do you predict this book to be?
 - How does looking at this artwork make you feel?
 - What do you think the boy on the cover of this book is thinking? What do you think he is feeling?
 - What do you think the boy on the cover is looking at?
 - Why do you think the boy on the cover might have climbed up onto the large rock?
- Why do you think Stickboy is called that?
- What are some of the reasons why you think Stickboy uses a stick?
- Look carefully at all the pictures, then look again at the one where Grandmother is telling Stickboy stories. Where do you think that they are sitting? Do you think that Grandmother's tales are true? Why/why not?

- What do the whale, rays and jellyfish in the sky represent?
- Paint a picture of a scene from your local area or daily life, where the sky is overlaid with an ocean scene. You can choose to paint a night sky, like the one in the book, or you can paint a daylight scene, with a sunlit ocean as a backdrop instead. Look carefully at how the artist has managed to include both the ocean and the current scene with Stickboy and Grandmother in the same artwork, and use what you find as inspiration to help you create your own artwork.
- What can you see in the dust clouds? Why do you think the illustrator has drawn the dust clouds like this?
- How would you describe the illustrator's palette in this book? Why do you think they chose these colours?
- There are occasional splashes and pops of bright colour in the illustrations. What are they showing, and why do you think the illustrator chose to include them? What effect do they have on the impact of the illustrations on the reader?
- Create a dust-themed artwork of your own. On a piece of blank paper, lightly sketch the rough outline of a scene from a dusty land.
 - Go for a walk around your schoolyard and local area, and look carefully at the different colours in the dirt. Carefully, collect handfuls of dry, dusty dirt, and place them in used yoghurt cups, disposable paper cups or clean takeaway containers. Collect as many different shades of earth as you can.
 - When you return to class, split up your collected dirt into a larger variety of containers, and add small amounts of powdered white chalk in different amounts to the various containers to create a variety of shades.
 - Carefully blend your combined dust and chalk together into a single dust-colour in each container.
 - Then, use a clear-drying craft glue to paint over your sketch in sections, sprinkling your dust onto the wet glue, then shaking off any excess and collecting it back into the container.
 - For a different effect, you can mix coloured paint with your glue, creating a background tone to your dust-coloured overlay.
 - When your picture is dry, use markers or paint to add details or create outlines, and to fill in any sections, such as clear clean water or a cloudless sky that doesn't lend itself to dust-toned colour.
- What do you think life must be like for Stickboy and the others who live with him?
- What might have happened to cause water to be so scarce?
- What do you think Stickboy and the other people eat?
 - Where do you think they find this food?
- How old do you think Stickboy might be?
- Where would Stickboy have found his stick? How do you think it might have got there?
- Why do you think the others always leave Stickboy behind?
- Rewrite the story from the point of view of one of the other children you see in the illustrations. What do you think they might have thought was happening, and why could they have thought this? Be sure to include the reasoning behind why they would leave Stickboy behind, and then get angry at him, as well as what they thought during the final scene and how the situation made them feel.
- Look carefully at the pictures, showing the walls of the abyss that opens after Stickboy slams his staff into the ground. What can you see included in the patterns of dirt and rock?
- What do you think happens at the end of the story after Stickboy falls? As a class, discuss how the story ends, and what your interpretation of these final scenes are. Some things to think about are:
 - Why did Stickboy fall?
 - Why was everyone so angry at him when the crack in the ground opened? What do you think was at the bottom of the abyss? Why do you think this?
 - Why did Stickboy's dog jump down after him? What happened to Stickboy's dog?
 - What happened to Stickboy? How do you think this happened?

AUTHOR OF NOTES

RAE CARLYLE