



Teacher Notes

Deadly D and Justice Jones: Rising Star

written by **Scott Prince and David Hartley**

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OVERVIEW

The action-packed, rugby league adventures of Deadly D and Justice Jones just got a whole lot deadlier. As Deadly D continues to be the NRL's hottest superstar, Dylan's secret has fallen into the hands of a nasty newspaper reporter who can't wait to tell the world! How will Dylan and Justice stop the curse from being revealed? If you liked the first book, this story will get you lacing up your footy boots again!

- Co-written by a highly regarded Aboriginal Broncos rugby league star, Scott Prince
- Immediate appeal for reluctant readers, particularly boys
- Stems from authentic, well-ground background of rugby and education
- The second in a series by these authors
- Both authors are strong role models in their respective communities

ABOUT THE AUTHOR & ILLUSTRATOR

Scott Prince

Born in Mount Isa, Scott lives on the Gold Coast with his wife and two daughters and is a proud Kalkadoon man. Recently retired from the NRL, Scott led the Wests Tigers to a premiership victory in 2005 and also won the Clive Churchill Medal in the same year. Scott has played for the Gold Coast Titans, Brisbane Broncos and the North Queensland Cowboys. At the highest level, Scott has represented Australia and played halfback for Queensland in the State of Origin. As an ambassador, Scott represents FOGS (Former Origin Greats), NRL One Community, Gidgee Healing/Deadly Choices, The 2014 PNG Games and James Frizelle's Automotive Group. Scott is also a commentator on Fox Sports.

Dave Hartley

Dave resides on the Gold Coast with his wife and two daughters. As an educator, Dave has taught across many year levels and now uses his role as a deputy principal in the city of Logan to develop a positive school culture based on high expectations for educators and learners. Dave's people are Barunggam, the traditional people of the Darling Downs/Chinchilla region. Dave never played first grade in the NRL, but

was awarded Southport Tigers 'most improved player' in 1994 and 1995. He keeps the trophies at his mum's house.

THEMES

Relationships

- Dylan and Justice continue to share a strong friendship.
- Dylan reflects on the good times he shared with his father.
- Dylan forms a new friendship with Taylor.

Good vs Evil

- The narrative is a classic tale of good vs evil; Journalist Bruce Sharp proves himself to be a villain, while Deadly and Justice rescue Taylor's planet from certain destruction.

Rugby League

- Deadly plays rugby league for the Brisbane Broncos. The NRL competition features in the text.
- After winning a competition, Dylan's class meets the Queensland State of Origin team
- Rugby league star, Scott Prince, has co-written the text.

Science Fiction

- Dylan and Justice discover that Taylor and her family are from another planet.

WRITING STYLE

Deadly D and Justice Jones: Rising Star is written in first person, present tense. Particularly appealing to reluctant readers, its focus on rugby league will engage fans of the game. It is fast-paced and adventurous. The science fiction elements of the narrative will also have broad appeal. It is suitable for readers aged 7-12.

LINKS TO THE AUSTRALIAN CURRICULUM

These notes have been written in context with the Australian Curriculum. The appendix highlights a selection of relevant cross-curriculum priorities, general capabilities and content descriptors across a range of year levels that the following activities address.

CULTURAL NOTES

An effective way to include Aboriginal & Torres Strait Islander information is to regionalise it within your curriculum. Educating your students about their own local history, bringing to life the Indigenous past of your region and using local Aboriginal and Torres Strait Islander languages (wherever possible) within the school and classroom context is a wonderful way to start.

Discover more about Kalkadoon at the following website:

- <http://cherneesutton.com.au/kalkadoon-history.html>

CLASSROOM IDEAS

- *Deadly D & Justice Jones: Rising Star* begins with a rugby league game between the Brisbane Broncos and the North Queensland Cowboys. Discuss the advantages of beginning a text with an action scene such as this? How does this immediately draw readers into the story?
- Create a sports report that recounts the highlights of one of the rugby league matches featuring in the text.
- Dylan doesn't trust reporter Bruce Sharp. He speaks about the fact that his reports are often based on rumours rather than truth. Discuss tabloids and some news services that also base their products around 'rumours'. Why is it important to be aware of such media products as these?
- All stories need complications. As you are reading, consider the complications in *Deadly D & Justice Jones: Rising Star* and how these help drive the narrative.
- Mr Barwick is not the typical 'teacher' character. What does he do, particularly at Dreamworld, to break the stereotypical teacher role?
- Include the reading of some Rugby League magazines into your reading program.
- *Construct a Story graph* to show the plot developments of *Deadly D & Justice Jones: Rising Star*.
- Deadly is faced with some difficult choices throughout the story. Discuss some of his decisions and potential consequences for these decisions. Reflect on a time that you have had to make a difficult decision. What did you learn about yourself during this process?
- Using a map of Dreamworld, track Dylan's day at the theme park. Annotate the map to show what happened at various locations.
http://www.dreamworld.com.au/Resources/Documents/140317_DW-ParkMap_English-LRes.pdf
- Imagine you are in Dylan's class. Which State of Origin stars would you like to hang out with at Dreamworld? Write a recount, imagining you have spent the day with those players.
- Research the wildlife that can be found at Dreamworld. Select one on which to create a brochure, outlining its habitat, diet, appearance, threats and environmental status. <http://www.dreamworld.com.au/Wildlife/Aust-Wildlife-Experience/Australian-Wildlife-Experience.aspx>
- With a partner, design your dream billy cart. Create a labelled diagram of your cart, justifying certain inclusions of your design based on scientific principles.
- Bruce Sharp angers Dylan by drowning kittens. Discuss this practice and the work that organisations such as RSPCA do to protect animals.
- Dylan's adventures take on a science fiction flavour when he discovers that Taylor and her family are aliens. How does this twist add to the narrative?
- How important is the relationship Dylan shared with his father? How has this helped shape Dylan's decision making processes? Will giving back the stone change this?
- Discuss the theme of 'good vs evil' in *Deadly D & Justice Jones: Rising Star*.

- How would you describe the friendship that exists between Dylan and Justice? What are the qualities of a genuine friendship like theirs?
- Who is your favourite character in *Deadly D & Justice Jones: Rising Star*? Why do you like them? Compare your ideas with a small group.

Appendix – Links to the Australian

Year Level	English - Literature	English - Literacy
Yr 3	<p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)</p> <p>Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)</p>	<p>Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)</p>
Yr 4	<p>Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)</p> <p>Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)</p>	<p>Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)</p>
Yr 5	<p>Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)</p>	<p>Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)</p>
Yr 6	<p>Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)</p>	<p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)</p> <p>Use <u>comprehension strategies</u> to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)</p>
Yr 7	<p>Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)</p> <p>Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)</p> <p>Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)</p>	<p>Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)</p>