

Teacher Notes

Deadly D & Justice Jones: Making the Team

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Magabala Books

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Synopsis

When Dylan and his mum move from Mt Isa to Brisbane, Dylan is unsure and nervous. Defending a new friend, Justice Jones, and visiting a training session of the Brisbane Broncos changes his life completely.

A curse transforming Dylan into a fully-grown man when he gets angry helps catch the attention of the Broncos' coach, and before he knows it, he is playing alongside many of Rugby League's greatest stars.

THEMES

Family and Friendship

- Dylan and his mum have a close bond. Dylan's father has passed away.
- Dylan meets Justice Jones and they quickly become friends.
- Dylan will miss his family and friends in Mt Isa.

Bullying

- Dylan protects Justice from the school bully, Jared Knutz.

Anger

- When Dylan gets angry, he is transformed into a fully-grown man.
- Dylan's mum has armed Dylan with a range of anger management techniques to prevent his transformation.

Rugby League

- Rugby League star, Scott Prince, has co-written the text.
- The narrative focuses around the NRL competition, in particular the Brisbane Broncos.

Indigenous Culture

- Aspects of Indigenous culture are embedded in the text, such as:
 - Kinship and the importance of family.
 - Kevin Rudd's 'Sorry' speech.

WRITING STYLE

Deadly D & Justice Jones: Making the Team is written in first person, present tense. The story is accessible and suitable for independent readers. It also has wide appeal for reluctant readers, in particular boys, as it is fast paced and incorporates the NRL and Rugby League as key components.

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.

Study Questions

- The text begins with a change for Dylan – he has to move to a new city. Discuss the impact of this change for Dylan. What will he find difficult? What will he miss? Have you ever had to move? Write a reflection to express how this change affected your life.
- Dylan has never been to Brisbane. The cities he knows are Darwin, Cairns and Rockhampton. On a map of Australia, locate these cities, as well as Brisbane. Using the scale of the map, calculate the distance from Mt Isa to Brisbane.
- All stories need complications. As you are reading, discuss the complications in *Deadly D & Justice Jones: Making the Team* and how these help drive the narrative.
- Dylan is allowed to pack one bag to take on the plane to Brisbane. What items does he choose to take? Why these items? What do these reveal about Dylan's character? If you could only take one bag, what would you pack and why?
- Re-read the description of the flight from Mt Isa to Brisbane in Chapter 3. How does Dylan view the world outside his window? What does he notice? Make a sketch of this view.
- Dylan is nervous about being new at school. His mother drops him off. Why do you think the authors made the choice for Dylan to have to approach the office alone, rather than with his mother?
- Discuss Mr Woolly's character. How does he make Dylan feel comfortable? How important is it that he knows Dylan is Kalkadoon? Discuss.
- Mr Barwick is not the typical 'teacher' character. Draw a cartoon character of Mr Barwick, emphasising his character traits including his wardrobe and hobbies.

- When Dylan gets angry, he transforms into a fully-grown man. Compare Dylan's character with that of the Incredible Hulk. How do they use this curse to help others?
- What makes Dylan angry? Is he justified in getting angry at these things? Discuss.
- What anger management strategies does Dylan use to try to control his emotions? What do you do to control your anger?
- Dylan meets Justice Jones, a Maori. Both Dylan and Justice are proud of their indigenous heritages. Discuss how this helps their friendship to develop.
- Create a set of Footy Cards on an NRL team of your choice. Include key facts and information about your favourite players.
- Research the members of the Indigenous All Stars team. Create a profile of this team.
- Design a new jersey for the Indigenous All Stars team, using symbols to represent aspects of indigenous culture.
- Include the reading of some Rugby League magazines into your reading program.
- Write a newspaper report of the trial match between the Brisbane Broncos and the Penrith Panthers as described in Chapters 27-29.
- Which is your favourite NRL team? Who are your favourite Rugby League players? Why do you like these players? What can you learn from these people?
- Dylan gets into trouble from Coach Griffin when he is late to training. Discuss the importance of commitment and the responsibility that comes with being part of a team.
- How important are team mates and sport in your life? Write a reflection to express your views.
- When Dylan drops the ball, Scott Prince says, 'Don't worry, Deadly...make up for it next time.' How important is this attitude and sentiment not only in football but in life in general?
- Create a character profile of Dylan. Include aspects of his personality and represent his character using a graphic organiser.
- Use a story graph to map the text's plot and structure. Analyse how the authors have built tension and resolved complications.
- Find out more about the *Learn, Earn, Legend* initiative that Scott Prince is associated with – <http://deewr.gov.au/learn-earn-legend-activities>

Appendix – Links to the Australian Curriculum – *Deadly D & Justice Jones: Making the Team*

Year Level	English - Literature	English - Literacy
2	<p>Compare opinions about characters, events and settings in and between texts (ACELT1589)</p> <p>Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)</p>	<p>Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)</p>
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>Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599)</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>
4	<p>Make connections between the ways different authors may represent similar</p>	<p>Use comprehension strategies to build literal and inferred meaning to expand content</p>

	<p>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>knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)</p>
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>
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 comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)</p>

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>