



# TEACHERS' RESOURCES

## RECOMMENDED FOR

Upper primary, lower secondary students  
(years 4–7)

## CONTENTS

1. Plot summary	1
2. About the author	2
3. Author's letter	2
4. Characters	2
5. Writing style	3
6. Setting	3
7. Themes	4
8. Chapter breakdown	5
9. Worksheets	8

## KEY CURRICULUM AREAS

- **Learning areas:** English, History, Geography
- **General capabilities:** Literacy, Language, Literature

## REASONS FOR STUDYING THIS BOOK

- A fun and insightful look at the world of politics and the notion of leadership through the eyes of a child.

## THEMES

- Family and friendship
- Wealth
- The media
- Selfishness and corruption
- Rules
- Justice
- Leadership and politics

## PREPARED BY

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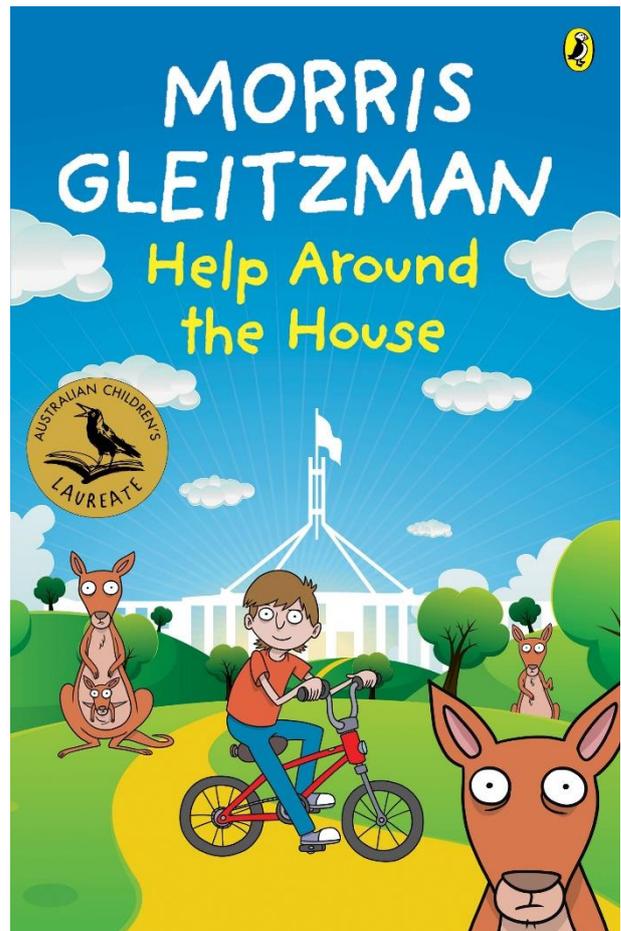
## PUBLICATION DETAILS

ISBN: 9780143793236 (paperback);  
9781760146948 (ebook)

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## Help Around the House

Morris Gleitzman

## PLOT SUMMARY

When Ludo's father is elected to a seat in Federal Parliament he and Ludo move to the nation's capital. Ludo is proud of his father and the fact that, despite his mother's death, together they will be able to fulfil her dream to make a difference in society.

Yet Ludo is not in Canberra for long before he becomes disillusioned by people's negative attitudes towards politicians, embarrassed by his new standard of living, and worried that his father is losing his way and his ideals. Having been influenced by his mother's caring, compassionate and supportive nature, Ludo struggles to understand why politicians are so well paid while others struggle to make ends meet. He also worries that his family unit is falling apart as a result of Dad's new job and his advisor's opinion that children should be seen and not heard.

Ludo soon recognises the negative elements of leadership, such as public criticism, the intrusion by the press and the misrepresentation of people's actions. As a scout leader, Ludo's mother raised him to always be helpful and to look after others. Although disillusioned by the lack of community spirit displayed by his new scout group in Canberra, Ludo recruits his new friend and fellow scout, Henry, to help him improve people's lives and increase politicians' popularity in the process.

## ABOUT THE AUTHOR

Morris Gleitzman grew up in England and came to Australia when he was sixteen. After university he worked for ten years as a screenwriter. Then he had a wonderful experience. He wrote a novel for young people. Now, after 40 books, he's one of Australia's most popular authors. He was appointed the Australian Children's Laureate for 2018–2019.

You can read more at [morrisgleitzman.com](http://morrisgleitzman.com)

## AUTHOR'S LETTER

Dear Reader

A long time ago I studied for a degree in Canberra, and the place has fascinated me ever since. The biggest industry there is hope for the future, but most of the time its main product is disappointment.

Older people sigh and say that's how it'll always be. But what about younger people? Is there anything they can do to help Canberra's parliament industry turn out the product range we need? Including a future in an attractive range of models with new improved fairness, opportunity, and chances of survival for the human species?

That was my starting point for this story. I chose as my hero a boy who prefers helping and encouraging to blaming and hating. Which makes him fairly unusual in Canberra and, increasingly, elsewhere. Ludo is also brilliant at making friends, which means he doesn't have to go it alone. If I was setting out to encourage our Members of Parliament to increase their productivity and humanity, Henry and Carla are just the friends I'd want to watch my back and keep me smiling.

Of course, it's not just Members of Parliament who need help and encouragement, we all do. I was helped and encouraged in the writing of this book by a number of kind people, and at the end of the book you can find my heartfelt thanks to each and every one of them, with all their names spelled correctly.

While I was preparing to write this book, my mother died. You may have spotted a mother's love in this story, and a mother's grace, integrity, kindness and

unwavering sense of fair play. Ludo's mother is a made-up character, but if you knew my mother, you'd know where these parts of the story come from. Thanks Mum.

Morris Gleitzman

## CHARACTERS

### Ludo

Ludo is a young boy with a desire to help others and make a difference in the world. After his mother dies and his father is elected to federal parliament, Ludo has to cope with leaving the family home and moving to Canberra.

Ludo is a very well-grounded child who struggles to accept the benefits associated with his new lifestyle, preferring to share his wealth and privilege with others. He is particularly upset by the notion of homelessness and is determined to help improve their situation.

Ludo adores his parents, and is especially proud of their caring, supportive natures. He is comforted in the fact that his father's new role is helping to fulfil his mother's dream. Yet he struggles with the changes to his family unit, especially the enforced absences brought about by his father's job.

Determined to make a difference, as his mum would have wanted, Ludo allows his enthusiasm and naivety to overtake him, landing both himself and his father in hot water. Yet he does succeed in making a difference, and his innocence and honesty make others question their own attitudes and behaviours.

### Dad

Ludo's dad was the owner of a camping shop, and a local councillor before running for federal politics. In both of these roles, his helpfulness and resourcefulness made him popular. Once in Canberra, he tries to maintain his ideals and his principles, but the wheels of bureaucracy impede on his personal wishes.

Rather than being critical of Ludo's actions, he appreciates the opportunity to re-evaluate his role and to ensure that he stays true to himself and his principles.

### Mrs Bayliss

Mrs Bayliss is Ludo's housekeeper and closest ally. Although tasked with the responsibility of supervising Ludo, she mirrors many of his attitudes and encourages him in his efforts to make a difference. Unlike the bureaucrats, she remains a very warm and human character who appreciates the value of children and the lessons they can teach others.



### Mike

As a governmental senior advisor, Mike is the stereotypical bureaucrat focussed on maintaining reputations, winning votes and holding power, rather than actually making a difference. He barely tolerates Ludo and treats him in a condescending manner, failing to learn by observing life through Ludo's eyes.

### Mum

Although Ludo's mother doesn't actually appear in the story as she has passed away, she clearly has had a very strong influence on her son. It is her caring and compassionate nature and her strong sense of justice that encourage Ludo to make a difference and to help others. Her love clearly binds the family together long after she is no longer with them.

### Arthur

These men have very few material possessions and live rough, yet they display more humanity and kindness than many of the wealthy 'fat cats' in power. Unlike Mike, they listen to Ludo, Henry and Carla and treat their investigation seriously. They protect Paulie and each other, providing support, resources and friendship where needed.

### Paulie

Paulie is a small 14-year-old boy from a youth detention centre, and as such a perfect scapegoat for the police to frame for the attack on Mr Moyle. Even though there is no evidence to prove he committed the crime, and in fact evidence to prove he wasn't even there at the time, the police would prefer to falsely accuse him rather than admit the truth and face public criticism.

## WRITING STYLE

As with most of his novels, Morris Gleitzman has chosen to tell this story through the eyes of a child. This may be surprising given that it is a story about politics.

### Discussion questions

1. What is the impact of telling this story in a child's voice?
2. What qualities do children have with regards to the way they view the world that are different from the way adults see things?
3. Choose an incident in the novel that you particularly like and re-write it in the voice of one of the adult characters. How does the scene change? Is it possible to make it as humorous when writing in an adult voice?
4. How does the innocence and naivety of the child help teach the adults a lesson?
5. How do many of the adults such as Mike and Terri the flight attendant treat Ludo? Do you think this is typical of how adults see children? What does it reveal about them?
6. Ludo's misunderstandings and enthusiasm cause some very humorous moments. What is the benefit of using humour to discuss the serious issues that are in this story?

## SETTING

*Dad was great. He tried to cheer us all up with a tour of Canberra, but it didn't really work because it was five o'clock and most places were closed.*

*Luckily there were still a few things to see.*

*The roads were excellent. No potholes. None.*

*And the hospitals looked excellent too. We drove past at least two big modern ones.*

*I could see why Canberra was such a good place for the national parliament. The politicians only had to take a look around to be reminded how much better they could make the rest of Australia.*

*The bike paths, for example. I'd never seen so many. Amazing ones with new tarmac and white lines. They were everywhere. (p13)*

### Discussion questions

1. From this description, what sort of place do you think Canberra is? Does it sound inviting and child friendly?
2. What does this description suggest about the people who live and work in Canberra?
3. Ludo says that Canberra is a very different looking city with no highrise buildings, narrow streets or smog. Find some images of Canberra and compare it to your own city. What are the differences?
4. Why is Canberra often believed to be a boring place? What is the purpose of the capital city? How is Canberra different and less of an attraction than other national capitals such as London?
5. Why does Mike suggest that Canberra is so neat, with good bike paths and facilities?
6. Why might it be bad for politicians to always have good facilities and an attractive city to look out on?
7. In what other ways might Canberra fail to reflect the reality of many Australians' lives?



### Activities

- Imagine that you are a travel writer, writing an article about Canberra. Using Ludo's description and online images write two different articles describing the city: one that presents a positive view of the capital and one that presents a negative view.

What word choices help you to describe the one place in two different ways?

- Write a description of your own neighbourhood that presents either a positive or a negative attitude.

## THEMES

### Family and friendships

*Mum was a great scout leader, everyone said so. She was always kind and understanding and really expert at encouragement. She'd probably have given Regine a proficiency badge for being so good at remembering things from the news.* (p3)

#### Discussion questions

- Ludo's mother is often quoted in the book. What is some of the advice his mum has given him? (Hint: read chapter 1 or chapter 8)
- How do you think his mum influences his actions in the story, even though she has passed away?
- How has it affected his Dad's actions?
- Ludo meets his friend Henry through Henry's mother Regine, the flight attendant. In what ways are Ludo and Henry similar? How are their mothers similar? In what ways are they different?

### Wealth

*It wasn't so much the two hundred thousand dollars a year an MP got as wages. That seemed a huge amount when I first googled it, but when I thought about it for a while, I was pretty sure Dad would earn it with sheer hard work and helping.*

*It was the entitlements that knocked me flatter than a well-folded tent.*

*There were just so many.*

*Business class airmiles. All an MP wanted. Plus money for living expenses and postage stamps and computers and decorating their offices and staying in luxury hotels and printing mountains of stuff and paying other people to do part of their work and pens and chartered helicopters and negatively geared investment properties, whatever they were, and cars and advisers and phones – probably including, I suddenly realised, my new one.*

*And more things, and more, and even more.* (p32–33)

### Discussion questions

- Do you think it fair that politicians earn a good salary, but then have a lot of additional financial privileges?
- Why are they allowed these additional perks?
- Do you think their families should also have access to these funds?
- What disadvantages might there be in politicians being wealthier than other people?
- Given their responsibilities, do you think they deserve this payment?
- What professions do you think should be paid the most? Why?

### The media

Mike is constantly worried about maintaining a good image in the press, and Ludo is unwittingly misrepresented by them. In the modern world, both formal and social media mean that those in the public eye are constantly under scrutiny with their actions being reported and judged.

#### Discussion questions

- Once Ludo's father is elected, Ludo is warned that his every action will be recorded and reported on. Do you think the general public have a right to know about the actions of a politician's family members?
- How has social media made life more difficult for public figures?
- Do you think they should have to accept this level of intrusion?
- Does a large salary compensate for this sort of intrusion?
- How might this level of public scrutiny affect a person's behaviour?
- One argument for this level of media invasion is that if people know what politicians are doing it will keep them honest. Do you agree with this? How might it actually encourage them to be more dishonest?
- Why does the media prefer to print negative or sensational stories rather than positive, ordinary ones?

### Selfishness and corruption

*'Think about it, Ludo,' said Dad. 'OK, we're all human and sometimes we're all tempted to try and make things a bit easier. But do you really think it's likely, or even possible, that elected representatives would be as ruthlessly selfish as you're suggesting?*

*I just think you've got that wrong.'* (p189)



**Discussion questions**

1. What is the significance of Ludo's father being an independent candidate? What does this mean?
2. Politicians are elected to help other people. But is it really possible to help everyone? Is it possible to make decisions that will please all people?
3. What factors might influence the decisions a politician makes?
4. Often people want changes or advancements, but they are never happy if this impacts on them. This is often referred to as the NIMBY principle (Not In My Back Yard). For example, people may demand a wider highway, but refuse to sell their land to make room for it. Can you think of any examples in your own community that may have led to these types of attitudes?
5. Why might some people want the kangaroos to be culled and others not? Is there a fair or a right way to solve this issue?
6. Are politicians always motivated by the idea of helping others, or are they more concerned with staying popular and being re-elected?
7. Why do humans always like to blame others for things that happen to them? How does this affect our society?
2. Why would it be convenient for the police and the authorities if it was Paulie who attacked My Moyle?
3. Why would someone like Paulie be unlikely to be judged fairly by the police?
4. Do you think rich or powerful people are treated differently in law from poor or disadvantaged people?
5. Why does Paulie run from the police even though he is innocent?

**Rules**

**Discussion questions**

1. Why do societies or organisations need rules?
2. Ludo's mother tells him that sometimes rules should be broken if someone benefits and nobody gets hurt. Do you agree with this?
3. What would happen in society if no-one ever challenged the rules?
4. What rules do you think can sometimes be broken?

**Justice**

*'I think the authorities are very lucky,' I said. 'If that boy attacked Mr Moyle, they'll just get blamed for bad security at a youth detention centre. If a kangaroo shooter did it, they'll be blamed for letting armed killers with illegal silencers roam Canberra secretly at night.'* (p144)

**Discussion questions**

1. How do the police try to influence the statements that Ludo and Henry give after the attack on Mr Moyle?

**Leadership and politics**

*'On my honour,' he said, his voice loud and strong, glancing over at me, 'I promise to do my best. To be true to my spiritual beliefs. To contribute to my community and to our world. And to help other people'* (p195).

**Discussion questions**

1. What is the scout motto?
2. What qualities are scouts expected to show?
3. What oath do politicians make when they are admitted to parliament?
4. Why does Ludo's father make the scouting oath instead?
5. Do you agree with the importance of these qualities? What oath would you like politicians to make?
6. What qualities do you think make a good leader?
7. Choose some leaders throughout history that you admire and research them. What qualities did they have that made them good leaders?
8. Ludo's dad was a local councillor before moving to Canberra. Research the differences between the three levels of government – local, state and federal. Do we expect different things of our politicians at the different levels?
9. Do you think it is harder for federal politicians to remain true to their personal principles than it is for local councillors? Why? What factors influence them?

**Activity**

- Run a class election by taking nominations for leaders and having all applicants make a speech about how they will use their position to help others. Decide what qualities you most value in electing a leader.



## CHAPTER BREAKDOWN

### Chapters 1–2

What images of the nation's capital do Ludo's physical descriptions of Canberra invoke? Do his descriptions appeal to you? Explain your answer.

### Chapters 3–5

In these chapters Ludo gives us graphic descriptions of how his life has changed in recent times. From a lifetime of living frugally, Ludo and his father have now happened upon a life that revolves around previously unknown luxuries: flash house, fancy Commonwealth cars chauffeured by experienced drivers, housekeeper, adviser, expensive restaurants and more. Do you think this change would be appealing to you? If your answer was a 'yes', describe why you think this way. If not, why not? What are the trade-offs for such a grand lifestyle? Would the losses be worth it for you? Explain your thoughts on this.

### Chapter 6

The name of this chapter indicates Ludo's important 'find' – as the story unfolds we will discover it's centrality to the plot. What do you think the '...strange little metal pellets' were that he found? Why makes you think this?

### Chapter 7

Explain what Ludo meant when he said:

*'When Dad was elected to Federal Parliament, I knew I'd have to share him with the nation.'*

Do you think politicians' family members should have to share them with the general public? Explain your response. Do you think politicians should or should not be regarded as public possessions? Is this fair to the politicians' families and friends? Do we really need to know everything (good or bad) about their private lives? Do you think the media in general overestimates peoples' desire to find out lots of information about public figures' lives?

### Chapters 8 – 11

Ludo's life will change in ways he can't imagine after he attends his first Canberran scout meeting.

What do you think are the biggest differences between scouting in Ludo's old hometown and scouting in Canberra? Describe what you think the other scouts will be thinking about Ludo after his first meeting. Something very positive will arise from this meeting that will help Ludo settle into life away from his home. What or who do you think this will be? Why do you think this?

### Chapters 12–13

When the detectives interview Ludo and Henry they seem to be very intent on getting them to say they heard a gunshot at the scene of the crime that happened upon. How much courage do you think it would have taken to maintain their assertions about not having heard any gunshots when the detectives were putting so much pressure on the boys? What part do you think Mike played in the detectives being so firm when the boys had been so traumatised by their experiences? Explain your responses.

### Chapter 14

How does Mike treat the boys after they get home from the police station? Do you think the boys would have felt threatened by his treatment of them? Explain your reason for thinking this way. Do you think Mrs. Bayliss supported the boys as much as she should have? Explain your response.

### Chapter 15

Give as detailed a description of Mr. Moyle as you can. What do you think he would have been like to live with? What do you think Mr. Moyle would regard as priorities in his daily life? What makes you think this?

### Chapter 16

In this chapter we see that Henry has impressed his scouting peers. How did they find out about Henry's heroic behaviour? Did this change their opinions about Henry? In what way?

### Chapter 17

Here we see Mike depicted at his worst. Talk about the three ugliest examples of his actions/words and explain why you chose them.

### Chapter 18

Ludo, Henry and Carla join forces to attempt to solve the mystery of her father's potentially deadly encounter. Are there any elements of the chapter that could be considered to be too far-stretched to be believable? Explain the reasoning behind your response.

### Chapter 19

Carla has led the boys into a scary situation as a way of explaining the probable reason for her father's shooting. What is that Mr. Moyle is working on that has caused him to be so unpopular with a certain group of the community? Do you think there a link between this and the insistence of the detectives and Mike that the boys must have heard a gunshot? Discuss.



## Chapter 20

After listening to Carla and witnessing the kangaroo cull, what exactly were the boys keen to prove? What did Carla do that could have caused the plans to fail?

## Chapters 21–22

What was the evidence the boys discovered that they believed could prove what had been going on? Why did Henry recite the mantra 'A scout never gives up. A scout never gives up.'

When Carla shows the boys her father's partially-completed book, what do they learn is its real message?

## Chapter 23–25

Which of the excerpts from Chapters 23 and 24 would you choose to describe the painful lessons learnt? Explain your reason.

- *'I was thinking about how things shouldn't be always about us. But how they usually are...'*
- *'You're a champ Ludo... Keep on doing what you do.'*
- *'Mrs. B already knew I'd been out all night, I'd realised that as soon as I saw the way she was looking at me.'*
- *'I think the authorities are very lucky,' I said. 'If that boy attacked Mr. Moyle, they'll just get blamed for bad security...If a shooter did it, they'll be blamed for letting armed killers with illegal silencers roam Canberra...'*
- *'I'm sad to say, Ludo,' said Mrs B, 'that MPs don't have to promise to help people or tell the truth. All they have to promise is to be loyal to the Queen of England.'*

## Chapters 26–28

Discuss your impressions of the 'PM' and Paulie Cooper.

Do you think Paulie will get a fair go when the police take him into custody? Explain your reasons for thinking this.

What did Ludo do that could make Paulie's alibi very hard to prove?

What was it that Carla believed was the only way to prove Paulie's innocence?

Who would be the person who could help the truth prevail?

## Chapter 29

The forensic methods Ludo and Henry use in this chapter are flawed. Was there anything they did in

their investigations that would be acceptable in a potential court case?

At the end of the chapter who was it that spoilt their day completely? Explain how this was a day changer and why.

## Chapter 30

Do you agree with Mike's statement to Ludo and Henry:

*'First rule of life. Nobody listens to little kids.'*

Discuss your opinion with your group.

By the end of this chapter Ludo discovers Mike has tricked him. How? Ludo believes his father was in cahoots with (collaborating with) Mike. How did this make Ludo feel about his dad and also about Mike? Were Ludo's assumptions correct? Explain your response.

## Chapter 31

Mike's scheming is fully revealed to Ludo: who was it that really shot Mr. Moyle and why? Were this person's actions understandable in any way? Discuss in detail your reasons for your response. Do you think the shooter will be believed in a court of law? Do you think Paulie will be pardoned as a result of this revelation?

## Chapters 32-33

Ludo can finally rejoice in knowing his father is the honest and caring politician his mum would be proud of. How do you think Mr. Simpson must have felt when he fully understood the extent to which he had been manipulated by Mike and how close he came to falling into the trap of serving self-interest ahead of the public's best interests?

If there was any doubt throughout the book about the true identity of its hero, the answer becomes clearer in the books closing pages. Talk in your group about the hero's identity and why do you think this way?



## WORKSHEET 1: Language Connotations

Many words carry connotations – embedded attitudes or meanings that make people see them as either positive or negative words.

What are the connotations of the following words? (What do you think of when you hear these words). Are they positive or negative?

WORD	CONNOTATION	POSITIVE/NEGATIVE
Bachelor		
Spinster		
Sportsman		
Cheerleader		
Homeless person		

Make a list of other words that traditionally have either a positive or a negative connotation to them.

The words we use to describe people or groups can have a marked impact on how other people judge them. Consider the difference between the following words

- Slim vs skinny
- Police vs pigs
- Unemployed vs dole bludger
- Migrant vs refugee
- Politicians vs fat cats

Make a list of other groups in society that we view differently depending on the term we use to describe them.

Select some newspaper articles and identify any words that have been used to make you view people or events in a particular way.



## WORKSHEET 2: Stereotypes

In society, we often have preconceived ideas of people based on stereotypes that surround that group of people.

- What stereotypical groups can you identify within your own school?
- What qualities do you associate with each of these groups?
- What are the stereotypical attitudes towards the following?

GROUP	STEREOTYPE
Bikies	
Surfers	
Teenagers	
Politicians	
Lawyers	
Environmentalists	

- What are the dangers with viewing people through the lenses of these stereotypes?
- How are these stereotypical attitudes shown in this novel?
- How do Mike and Terri the flight attendant view Ludo? Is this a fair perception? What do they base their opinion on?
- How do the people of Canberra view the politicians? Why do they feel this way?
- Is it fair to assume all people follow the stereotype?
- Do you think in society we really try to understand individual people, or do we rely on stereotypes?



## WORKSHEET 3: Perception vs Reality

Think of a time when your expectations of a situation were vastly different from the reality.

- What shaped your expectations?
- How did you feel when the reality proved to be different?
- What is the danger in judging people and situations by our perceptions rather than reality?

Throughout the story, Ludo realises that many of the things he believed or perceived about life were actually quite different from the reality.

Consider the differences between what people expected (perception) and what they discovered (the reality).

	PERCEPTION	REALITY
Politicians		
Scout group challenges		
Ludo (as perceived by Mike)		
The homeless man		
The kangaroo shooters		
Paulie		
Arthur		
Lyle		
Mike		



## WORKSHEET 4: Cloze Passage

Complete the cloze passage below using the words at the base of the page.

I stared out the \_\_\_\_\_. Below us was a city. It looked different to any \_\_\_\_\_ I'd ever lived in before, which wasn't hard because I'd only lived in one.

This city didn't even \_\_\_\_\_ a city at all. No tall \_\_\_\_\_ crowded together. No \_\_\_\_\_ smog \_\_\_\_\_. No narrow streets full of jammed \_\_\_\_\_ and people in them having road rage.

On the horizon, \_\_\_\_\_ was making a row of hills glow in a very beautiful way. \_\_\_\_\_ streaks of light \_\_\_\_\_ across the landscape, which was a \_\_\_\_\_ of treetops and spread-out buildings and wide roads with \_\_\_\_\_ on them.

Canberra looked like a clean and relaxed and happy \_\_\_\_\_. Where a good person could do good things without getting \_\_\_\_\_ in a lift or \_\_\_\_\_ in traffic . . .

I \_\_\_\_\_ out the window again . . . The \_\_\_\_\_ of the nation. The place where the most important things in \_\_\_\_\_ happened. Where the really big \_\_\_\_\_ were made . . .

There was a clunk from under the plane. My \_\_\_\_\_ twitched for a moment. Then I realised the \_\_\_\_\_ was just the wheels of the plane doing what I was doing.

Australia

stuck

beamed

the afternoon sun

grubby

clunk

place

decisions

look like

mixture

vehicles

city

tummy

trapped

buildings

capital city

haze

hardly any cars

window

Golden

star



## WORKSHEET 5: Descriptive Language

In Chapter Seven, the author's clever use of descriptive language helps create clear pictures of the characters, e.g.:

*'[Mike's] shoulders were so hunched, his suit jacket was puckered at the back. His face was puckered too.'*

Find dictionary and thesaurus explanations for the word puckered. From the text and the dictionary/thesaurus definitions, draw Mike as you imagine him to be. If you wish you can label the parts of your sketch to show how the author's description of Mike has revealed him to you.

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## WORKSHEET 6: Terminologies

In chapter nine, Henry and Ludo set out to help homeless people. They find two men who would be regarded as homeless by many people (and who the boys definitely view as homeless).

Look at page 59 to locate the paragraph in which the elder of the two men describes his domestic status. Write this description in the space provided:

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Consult a dictionary and/or thesaurus to see if you can find any other terms for homeless

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What does the term 'sleeping rough' mean?

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What does it mean to 'prefer the feel of leaves under his swag'?

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What is a 'win-win'?

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What does the phrase 'pang of guilt' mean?

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## WORKSHEET 7: Word Search

Find all the words listed at the bottom of the page inside this word search puzzle. They have been written forwards, backwards and diagonally. When you are finished there will be fifteen unmarked letters that spell a benefit parliamentarians make use of quite often. Write your answer on the line below your completed word search.

E	C	O	N	O	M	Y	C	L	A	S	S	C
P	H	T	A	P	E	K	I	B	O	E	S	S
A	R	R	E	B	N	A	C	M	K	S	E	S
R	Y	P	P	A	H	N	U	A	M	C	L	A
L	I	M	O	P	O	G	L	U	D	O	E	L
I	N	M	A	W	A	A	L	A	E	U	M	C
A	U	A	G	T	L	R	D	T	R	T	O	S
M	I	K	E	U	E	O	K	B	E	S	H	S
E	C	I	T	Y	N	O	U	S	S	C	P	E
N	L	A	D	V	I	S	E	R	P	A	O	N
T	R	U	T	H	H	H	H	M	E	R	L	I
H	E	N	R	Y	C	A	M	O	C	L	I	S
A	R	E	S	U	O	H	E	H	T	A	C	U
C	A	M	P	I	N	G	S	T	O	R	E	B

---

adviser	cull	limo	respect
bike path	dad	Ludo	rule
bush	economy class	mate	scouts
business class	gunshot	Mike	the house
camping store	Henry	Mrs B	truth
Canberra	homeless	mum	unhappy
Carla	kangaroo	parks	
city	lake	parliament	
coma	lie	police	



# WORKSHEET 8a: Mega Crossword

1							2	3						4			5	6	
							7												
8		9			10					11		12							
							13		14					15					
16				17															
													18			19			20
					21					22									
									23										24
25						26													
						27						28							
														29	30				
31			32					33		34									
														35		36			
	37												38		39				
40																			
		41												42					
							43												
44										45					46				



## WORKSHEET 8b: Mega Crossword Clues

### ACROSS

1. Members of the public can view parliamentary procedures here (6,7)
5. Member of parliament (abbrev.) (2)
8. Esteem shown towards a person (7)
12. Written request or demand signed by people, often sent to an MP (8)
14. Choose between two or more candidates in an election (4)
15. A firmly held opinion (6)
16. Open space above the earth's surface (3)
17. Commit to memory, be taught (5)
18. Wealthy and powerful business people (7)
21. A vow or solemn promise (4)
22. A state of deep unconsciousness (4)
23. Thoughtful, kind, caring (11)
25. Give consent (5)
27. Amiable (8)
29. Estimate, speculate (5)
31. Cookies made for and sent to Australian soldiers in ww1 (5, 8)
35. Opposite of 'no' (3)
37. Memorable events or adventures (11)
39. Kill or wound someone with a bullet (5)
41. Faithful, devoted, patriotic (5)
42. Integrity, openness (7)
43. Unhappy (3)
44. Clever, astute (4)
45. Impartial, unbiased (4)
46. Lazily (4)

### DOWN

1. A member of parliament (15)
2. An adverb of comparison e.g., \_\_\_ strong \_\_\_ an ox (2)
3. Strong feeling of affection (4)
4. A law passed in parliament (3)
6. Take a stand, put up a fight (7)
9. Having to do with the human spirit or religion (9)
10. A formal occasion in which special rituals are performed (8)
11. Part of a building enclosed by walls (4)
12. A request made emotionally and urgently (4)
13. Author (6)
18. A group of people who are related to each other (6)
19. Bravery (7)
20. Rescue someone (4)
22. Headdress for royalty (5)
24. Honest and reliable (11)
26. Bureaucrats (9)
28. Feeling of sadness after losing a valued person (4)
30. Takes unfair advantage of people or situations (4)
32. Endorse (7)
33. Straightforward, frank (6)
34. Lacking skill (5)
36. To protect or guard (6)
38. An official in parliament who swears in parliamentarians or a person who shows people to their seats (5)
40. To be familiar with (4)



## WORKSHEET 9: Comprehension

Write the answers to the following questions in your workbook.

Note for teachers: this worksheet reveals the ending.

1. In the opening page of chapter 32, Ludo describes his father in a three-word phrase. Write this phrase.
2. Ludo told his father 'everything...the lot...' How did his father react to this? Write the sentence from early chapter 32 that shows us what Mr. Simpson thinks about Ludo's actions while he was away fundraising.
3. When Mr. Simpson tries to help Ludo appreciate that his '... imagination might have been a bit fevered ...' how does Ludo react?
4. Why did Mr. Simpson cry when he and Ludo spoke in private upstairs in the bedroom?
5. What did Mr. Simpson do/say at his swearing-in ceremony to show Ludo and his electorate what type of parliamentarian and person he intended to be?
6. Visit the following website <https://www.nsw.scouts.com.au/about/about-us/promise-a-law/> to find out what you can about the Australian Scout Promise and Australian Scout Law. What did you find out about it? Why do you think it is set out that way? Do you think this how it should be written? Justify your response (space to write continues on the next page).
7. There were a variety of responses to Mr. Simpson's parliamentary pledge. List them. Describe what effect his pledge had on you and why you think you responded in this way.
8. The book concludes with Ludo's description of what happened after his father has made his unusual parliamentary oath:

*'Dad heard us cheering. He looked up at me, and I knew he was thinking the same thing I was.*

*Mum was right when she said that two out of three is still a family.*

*But that day, that historic day, all three of us were there in the Parliament of Australia, and yes we were there for ourselves, but mostly we were there for each other.'*

9. What do you think Ludo meant by this?



## WORKSHEET 10a: The Australian Parliament revision

### Democracy

Democracy comes from the Greek words demos: 'the people' and kratos: 'power'. 'Democracy' means 'people power' – the right of people to make decisions about how they are governed.

### Constitution

The Commonwealth of Australia Constitution Act (the Constitution) is the basis of the Australian Federation. Laws made by the Commonwealth Parliament must be in accordance with the Constitution.

### Representation

Australian citizens elect representatives to participate in the legislative process and make decisions on their behalf. The secret ballot and compulsory voting are key features of Australia's democracy. The Australian Electoral Commission has a duty to administer elections that are open, free and fair and it establishes who has the right to vote and stand for election in Australia.

### Parliament

The Commonwealth Parliament consists of the Queen, represented by the Governor-General, and two houses: the House of Representatives and the Senate. This makes Australia a constitutional monarchy and parliamentary democracy.

There are five important functions of parliament:

- to provide for the formation of a government;
- to legislate;
- to provide funds needed for government;
- to provide a forum for popular representation; and
- to scrutinise the actions of government.

With the exception of laws relating to revenue and taxation (which must be introduced in the House of Representatives), a proposed law can be introduced in either House.

### House of Representatives

Under the Constitution, the House of Representatives represents the people of the Commonwealth. It is the House where government is formed and where most legislation is introduced. The party (or coalition) that holds a majority of Members in the House of Representatives forms the government. The leader of that party or coalition becomes the Prime Minister. The House of Representatives is elected for a term of three years (max.)

### The Senate

The Senate reviews legislation passed in the House of Representatives and must approve it before it becomes law. The Senate has equal powers with the House of Representatives, except that it cannot initiate money bills. The term of office for senators for the states is six years. The term of office for senators for the territories and relies on the term of the House of Representatives, a maximum of three years, unless dissolved earlier.



## WORKSHEET 10b: The Democratic System Quiz

1. What is the origin of the word democracy and what does the word mean?
2. In your own words, explain what a democracy is.
3. When the Commonwealth Parliament makes laws, with what must these laws comply?
4. What are the three elements that make up the Australian Parliament?
5. List three of the five most important functions of parliament. Discuss why you choose what you did.
6. What is the length of the term a member of the House of Representatives can be elected for? After this period of time has passed, can they be elected again?
7. Even though the Senate and the House of Representatives have equal powers, there is one type of bill the Senate can't initiate. What is it?
8. What is the difference between the House of Representatives and the Senate?
9. The Commonwealth Coat of Arms is the formal symbol of the Commonwealth of Australia. It is used to identify the authority and property of the Australian Government, the Australian Parliament and Commonwealth courts. The Commonwealth Coat of Arms contains a shield with the symbols of the six Australian states.
10. Where is Australia's Parliament House sited?
11. Write a short description of the Australian Coat of Arms.
12. If you could initiate one law in the parliament what would it be?



## WORKSHEET SOLUTIONS

### Cloze Passage

I'd never been in a plane before. I stared out the **window**. Below us was a city. It looked different to any **city** I'd ever lived in before, which wasn't hard because I'd only ever lived in one.

This city didn't even **look like** a city at all. No tall **buildings** crowded together. No **grubby** smog **haze**. No narrow streets full of jammed **vehicles** and people in them having road rage.

On the horizon, **the afternoon sun** was making a row of hills glow in a very beautiful way. **Golden** streaks of light **beamed** across the landscape, which was a **mixture** of treetops and spread-out buildings and wide roads with **hardly any cars** on them.

Canberra looked like a clean and relaxed and happy **place**. Where a good person could do good things without getting **trapped** in a lift or **stuck** in traffic.

I **stared** out the window again... The **capital city** of the nation. The place where the most important things in **Australia** happened. Where the really big **decisions** were made.

There was a clunk from under the plane. My **tummy** twitched for a moment. Then I realised the **clunk** was just the wheels of the plane.

### Word Search

The leftover letters spell out 'Commonwealth Car'.

### Mega Crossword

#### ACROSS

1. Public gallery
5. MP
8. Respect
12. Petition
14. Vote
15. Belief
16. Air
17. Learn
18. Fatcats
21. Oath
22. Coma
23. Considerate

25. Allow
27. Friendly
29. Guess
31. ANZAC biscuits
35. Yes
37. Experiences
39. Shoot
41. Loyal
42. Honesty
43. Sad
44. Wise
45. Fair
46. Idly

#### DOWN

1. Parliamentarian
2. As
3. Love
4. Act
6. Protest
9. Spiritual
10. Ceremony
11. Room
12. Plea
13. Writer
18. Family
19. Courage

20. Save
22. Crown
24. Trustworthy
26. Officials
28. Loss
30. Uses
32. Approve
33. Candid
34. Inept
36. Shield
38. Usher
40. Know

### Comprehension

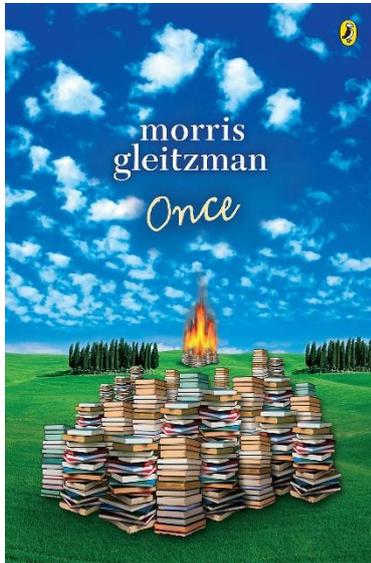
1. A selfish person
2. 'You've been brave and you've been honest and you've stood up for what you believe in and I'm proud of you.'
6. There are two versions of the Scout Promise, as seen below:

On my honour, I promise  
 To do my best,  
 To be true to my spiritual beliefs,  
 To contribute to my community and to our world,  
 To help other people,  
 And to live by the Scout Law.

On my honour, I promise  
 To do my best,  
 To be true to my spiritual beliefs,  
 To contribute to my community and to our world,  
 To help other people,  
 And to live by the Scout Law.



FURTHER READING FROM PENGUIN RANDOM HOUSE AUSTRALIA



*Once*  
by Morris Gleitzman

Once I escaped from an orphanage  
to find my Mum and Dad.

Once I saved a girl called Zelda  
from a burning house.

Once I made a Nazi with toothache  
laugh.

My name is Felix.

This is my story.

[Teachers' resources available.](#)

Felix's story continues in:



Then

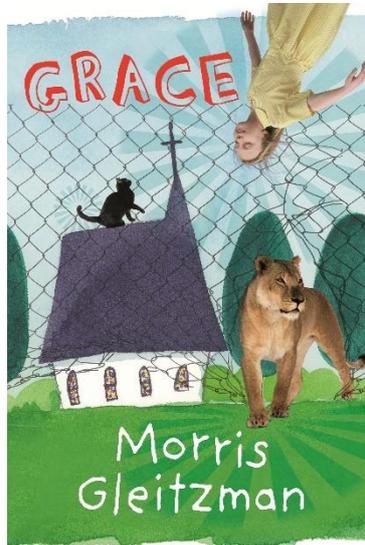
Now

After



Soon

Maybe



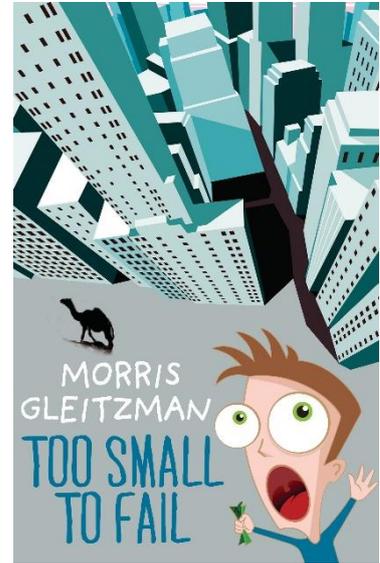
*Grace*  
by Morris Gleitzman

In the beginning there was me  
and Mum and Dad and the twins.

And talk about happy families, we  
were bountiful.

But it came to pass that I started  
doing sins.

And lo, that was when all our  
problems began.



*Too Small to Fail*  
by Morris Gleitzman

What do you do when your mum,  
your dad and sixteen camels are in  
trouble and only you can save  
them?

The sometimes sad but mostly  
funny story of a boy, a girl, a dog  
and four trillion dollars.



## ORDER FORM

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Boy Overboard	Morris Gleitzman	9780141308388	4-7	\$16.99			
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Then (Felix series)	Morris Gleitzman	9780670072781	4-7	\$19.99			
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After (Felix series)	Morris Gleitzman	9780670075447	4-7	\$19.99			
Soon (Felix series)	Morris Gleitzman	9780670078875	4-7	\$19.99			
Maybe (Felix series)	Morris Gleitzman	9780670079377	4-7	\$19.99			
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