



TEACHERS' RESOURCES

RECOMMENDED FOR

Mid to upper primary
(ages 8–12; years 4 to 6)

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KEY CURRICULUM AREAS

- **Learning areas:** English, Science, Technologies, Humanities and Social Sciences
- **General capabilities:** Literacy, Critical and Creative Thinking, Personal and Social Capability

REASONS FOR STUDYING THIS BOOK

- Learning about the Royal Flying Doctor Service
- Discovering rural and remote Australia
- Learning how to handle a medical emergency
- Studying family dynamics

THEMES

- Holidays
- Emergency situations
- Rural and remote Australia
- Survival and fear
- Family dynamics
- Charity organisations

PREPARED BY

Penguin Random House Australia

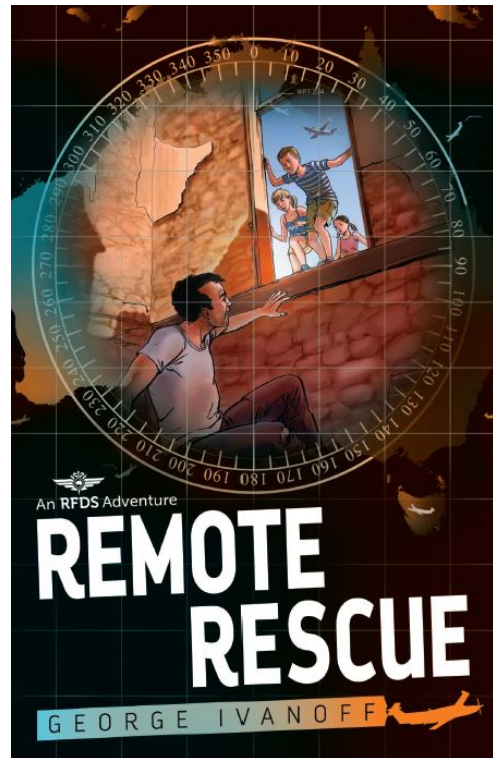
PUBLICATION DETAILS

ISBN: 9780857988768 (paperback);
9780857988775 (ebook)

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Royal Flying Doctor Service: Remote Rescue George Ivanoff

PLOT SUMMARY

The first book in a high-octane adventure series for children written in partnership with the Royal Flying Doctor Service.

An isolated location and last-minute complications put this rescue in danger!

Sam, Dawson and Emma are taking a road trip with their dad along the dusty Oodnadatta Track. They stop at Farina, an old ghost town full of crumbling buildings – perfect for a game of tip. But as they run through the ruins, their dad seriously injures his leg and it's up to the kids to find help. They manage to call the Royal Flying Doctor Service but the situation is so bad, it's up to Dawson to administer first aid to his dad until the aeromedical retrieval team arrives.

ABOUT THE AUTHOR

George Ivanoff is an author and stay-at-home dad residing in Melbourne. He has written over 90 books for kids and teens, including the the RFDS adventures, the You Choose series and the Gamers trilogy. He has books on both the Victorian and NSW Premier's Reading Challenge lists, and he has won a couple of awards including the 2015 YABBA for Fiction for Younger Readers. Writing the RFDS adventures has given him the chance to learn so much about the Australian Outback, medical emergencies and the outstanding work of the Royal Flying Doctor Service. He is exciting and honoured to have had the chance to write these books.

George drinks too much coffee, eats too much chocolate and watches too much Doctor Who. If you'd like to find out more about George and his writing, check out his website: georgeivanoff.com.au

PRE-READING QUESTIONS

1. Have you heard of the Royal Flying Doctor Service? Describe what type of organisation they are and what kind of work they do.
2. Has anyone been to somewhere that could be classified as outback Australia? How was it different to the city, suburb or town you live in?
3. Have you ever experienced something go wrong on a family holiday? Where were you and what happened? How was the situation fixed?

WRITING STYLE

Remote Rescue uses a third-person narrator and is written in past tense. This style is widely considered as the most common narrative form for fiction. George is able to make the voice sound distinct to the characters of Dawson and Sam by keeping the narrative focused in on what is happening in their heads and only showing us what Dawson or Sam, sees, hears and knows.

The sentence structure and vocabulary are kept as simple as possible, which makes us aware that the book is written from a child's point of view.

Some of the writing techniques George uses in the novel are detailed below.

Split perspective

George has used split perspective to convey as much information about the situation as possible to the reader. By following Dawson and Sam's different points of view and experiences, we are able to learn more about the location, characters and see various angles of the emergency situation.

Questions and activities

1. Have you read any other books which use the technique of split perspective?
2. Would the story be different if it had been written from only one perspective? What information would you have missed out on?
3. Write a new scene or chapter for the book from another character's perspective – Emma, the dad or perhaps one of the RFDS workers.

Fractured sentences

Short, sharp sentence fragments at climactic moments increase the readers' sense of urgency and excitement, as well as conveying the emergency nature of the situation. For example: 'Through the doorway . . . Down into the cellar. There was a sickening crunch. 'Dad!' yelled Sam, running to the edge.' (p. 42)

As well as conveying tension, the fractured sentences also contribute to the novel's stream-of-consciousness mode: we are hearing Dawson or Sam's thoughts as they have them. Consider, for example, the flow of Sam's thoughts we are privy to on pp. 52 to 53, as Sam questions what she should do to help her dad.

Questions and activities

1. Write a short paragraph describing an everyday action such as brushing your teeth or getting dressed in a fractured style. Can you make the event seem more exciting than it actually is?

Linear chronology

Remote Rescue makes very little use of literary techniques such as backstory or flashbacks. We don't know much about the Miller's life before the story began except for a snippets of information.

The story has an immediacy to it, arising from the stream-of-consciousness mode and straightforward linear chronology: we are thrown into this adventure at this point of time, just as Dawson and Sam are. The past is almost irrelevant and the present is reduced to a series of life-changing questions: How do we call the RFDS? How can we help Dad? What should I do in this moment?

Questions and activities

1. Do the few things we learn about the Miller's, such as the Dad's fondness for alliteration and love of adventure help to tell you about what type of family they are? How do these things set the scene and influence your view of the characters?

Descriptive language

In crafting the novel, George has used descriptive language, allowing the reader to experience the



unfamiliar location and events with as many of their senses as possible.

Adjectives are used to evoke emotion and create atmosphere, particular in regards to the locations in the book. Here are a few examples:

'Dawson looked back at the partially collapsed hotel. The sun was going down behind it, shining through the glassless windows, empty doorways and crumbling brickwork, making it glow.' (p. 6)

'Dawson looked out of the window at the barren landscape. Flat, dry ground with the occasional scrubby bush; kangaroos hopping along off in the distance; and a raptor of some sort circling in the cloudless sky above.' (p. 119)

Questions and activities

1. Using descriptive language, write a few sentences about your school playground or buildings. Think about the five senses: sight, smell, touch, taste and hearing. Use adjectives which evoke some or all of these senses.
2. As a class, try to come up with as many synonyms as possible for these five adjectives: hot, old, scary, broken, deserted.

Informative content

George has woven a lot of information about the RFDS, medical procedures and locations into the main story. This information is part of the narrative and sits side by side the fictional content. We find out things through questions the characters ask, reflections on things they have previously been told and descriptions of certain objects and events. In this way, the information is easily digested and doesn't halt the flow of the story. Here are a few examples:

- 'Farina was along the Outback Highway, a lengthy road that was sealed with bitumen most of the way, but became an unsealed, dirt and gravel road in the stretch from Leigh Creek to Marree. After Marree it led to the famous Oodnadatta Track – a long and rocky road (responsible for countless flat tyres) that wound its way across the harshest parts of South Australia to Oodnadatta. The track finally joined onto the Stuart Highway in a little fly-speck on the Australian map called Marla. Dawson was surprised that he remembered all this. Dad had spouted this information in the car on the way to Farina, as if he were spewing up the words from a swallowed guide book.' (p. 28-29)
- At that moment, Gwen appeared beside her husband, still holding on to the satellite phone. It looked big and clunky like an old mobile rather than a modern smartphone. The device had a small glowing LCD display and a stubby antenna. (p. 76)

- "'Excellent,' said Wendy. 'The first thing you'll need to do is stop the bleeding. Do you have a medical chest?' 'Um . . . what's a medical chest?' asked Dawson. 'It is a supply of medicines and emergency medical equipment kept in remote locations,' explained Wendy. 'It is okay if you don't have one, I just needed to check.'" (p. 79-80)

Questions and activities

1. Did you notice this factual information as you were reading the story? Did it stand out or did it feel like part of the story?

KEY THEMES, MOTIFS AND STUDY TOPICS

Holidays

In *Remote Rescue*, the Miller family are on holidays, driving from their home in Adelaide to Uluru and back. Dawson isn't that excited about the trip and describes it as something his parents really wanted to do.

Their holiday is cut short when the dad falls and injures his leg. This changes everything and the holiday story changes to one of survival. At the end of the book, we find out that the Millers are doing the holiday over again, this time with their mum as well.

'It felt strange being back. But Dad had insisted on doing the holiday over again. This time they had Mum with them and they were better prepared. He said that bad memories were like lingering ghosts and that they had to be put to rest and replaced with good memories.' (p. 169)

Questions and activities

1. As a class, discuss some of the different holidays you have been on. Has anyone been to any of the locations mentioned in the book?
2. Make a list of ten things that could go wrong on a holiday.
3. Design a checklist that the Miller family could have used before going on their outback holiday. Read the tips for travelling in remote areas which are at the back of *Remote Rescue* to get some ideas.

Emergency situations

The Miller family is faced with an emergency situation when they need to find urgent medical assistance. There is no mobile phone reception, no other people around and no nearby facilities. Dawson and Sam finally contact the RFDS with the help of Burt and Gwen, who they flag down on The Outback Highway.

The emergency situation becomes heightened at multiple points in the story; when the mum is unable to be reached, when the car blows a tire; when the dad is



diagnosed with acute compartment syndrome and needs urgent surgery.

Questions and activities

1. Apart from the RFDS, name some of Australia's other emergency services. Describe what each of them do.

Rural and remote Australia

The majority of *Remote Rescue* takes place in Farina, a small abandoned town in South Australia. The story then moves to Leigh Creek which has a small airport. The story concludes in Adelaide, at the Royal Adelaide Hospital. Other places mentioned in the story include Marree, Uluru, The Outback Highway and the Oodnadatta Track.

The majority of these locations can be classified as remote, outback or out-of-the-way. They are sparsely inhabited and often significant distances away from other towns or facilities.

In the story Farina is called a ghost town because it has been abandoned. The only inhabitants are the people who own Farina Station and the campground. Farina is now being restored and on a few days each year, the old bakery is opened to visitors.

'As he headed along the dirt road, Dawson looked back at the town of Farina. It was a ghost town. But that didn't mean it was full of ghosts. Farina was abandoned. No one lived there and it was literally falling apart.' (p. 11)

Questions and activities

1. When you hear the term ghost town, what do you imagine? What are some adjectives that you could use to describe a ghost town?
2. Discuss the differences between living in a large town or city and a small or remote town. Think about things like the different landscapes, facilities, occupations, people and day to day life.
3. Research other Australian ghost towns and write a short history on one.

Survival and fear

Remote Rescue is a story of survival in difficult conditions. Having grown up in Adelaide, Dawson and Sam are unfamiliar with the Australian outback and are for the most part, unaware of the dangers this landscape can present.

"Oi," said Dad. "This is no laughing matter. If you get hurt, there's no doctor around. All we've got is a first-aid kit." His hands were on his hips now as he slipped into full-on Dad Mode. "And if you get seriously injured, what then? Do you see a hospital nearby? Huh?" (p. 9)

When the accident occurs they don't know how they will get help and even when they manage to contact the RFDS they continue to face challenges because of their isolated location

Both Dawson and Sam experience feelings of fear throughout the story. However because of the emergency nature of the situation, they manage to keep these feelings at a minimum and do what they can to help their dad and family members.

'Sam sprinted through the ghost town. Her heart was thumping and her brain was throwing up the worst-case scenarios. What if no one can help? What if Dad is seriously hurt? What if he dies?' (p. 47)

'Dawson could feel his hands starting to sweat and shake. Permanent damage? What exactly did that mean? He wasn't sure he wanted to know.' (p. 149)

Questions and activities

1. What other survival stories have you read? What do survival stories tell us about ourselves – our strengths and weaknesses, and what it means to be human?
2. Have you ever had an experience that threatened your life or a member of your family's life? How did you feel? Did your feelings change over time or as the situation changed?
3. Write a story or poem drawing on your own experience of fear or an emergency situation.

Family dynamics

In *Remote Rescue* we are introduced to the Miller family and through the events of the story as well as reflections from Dawson and Sam we learn about each family member and how they act and view each other.

'Sam led. Not just because she was the oldest. Not because she was a leader. She led because it never occurred to her to follow. She saw herself as the adventurer.' (p. 26)

'Dad was now in full-on Dad Tourist Mode. He loved adventure and seeing things. He was always bursting with stories of overseas travel that he and Mum had done before they had kids.' (p. 15)

We find out that Sam is the adventurous child, while Dawson has always been cautious. However, during the emergency situation their roles are reversed and Dawson becomes a very active participant in the rescue. This challenges both Sam and Dawson's views of themselves. In this way we see a shift in the family dynamic from the beginning of the story.

'Sam felt a small pang of jealousy. Dawson had been the sensible one through all of this. He was the one who found help. He was the one who tended to Dad and talked to the RFDS on the phone.' (p. 117)



Questions and activities

1. Using the information given in the book, create a character profile for each member of the Miller family. Include things like physical characteristics, personality and character traits.

Charity organisations

Remote Rescue centres on the work of the Royal Flying Doctor Service and illustrates a scenario in which every day Australians might find themselves in need of RFDS assistance.

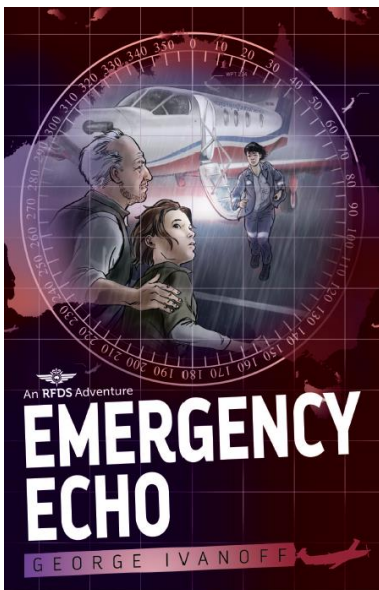
The Royal Flying Doctor Service is a not-for-profit or charity organisation. It relies on donations and fundraising – without these, the RFDS would not exist. Volunteers also make up a big part of the organisation and help to keep down administration costs so that the most money possible goes directly towards providing medical care.

Questions and activities

1. What other charity organisations can you think of? Group these into Australian and international charities.
2. What are some of the ways your class or school could raise money for a charity?
3. Using the brief history of the RFDS at the back of *Remote Rescue* in addition to internet research, create a timeline which pinpoints significant dates in the history of the RFDS.



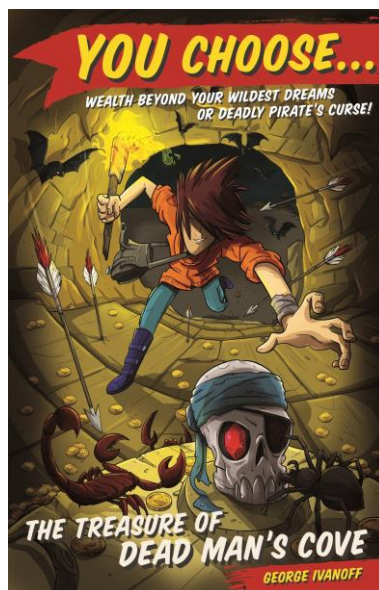
FURTHER READING FROM PENGUIN RANDOM HOUSE AUSTRALIA



Royal Flying Doctor Service: Emergency Echo by George Ivanoff

Why this story? The second book in the Royal Flying Doctor Service Series

Twelve-year-old Alice lives in the outback mining town of Mount Magnet. One afternoon, she is struck down with acute appendicitis. To make things worse, the nearest hospital is 200 kilometres away and Alice's appendix could rupture at any moment. An urgent call is made to the Royal Flying Doctor Service and a plane is despatched. But as a massive storm approaches, the pressure is on for the RFDS to get to Alice and transport her to the hospital before it hits.



You Choose series by George Ivanoff

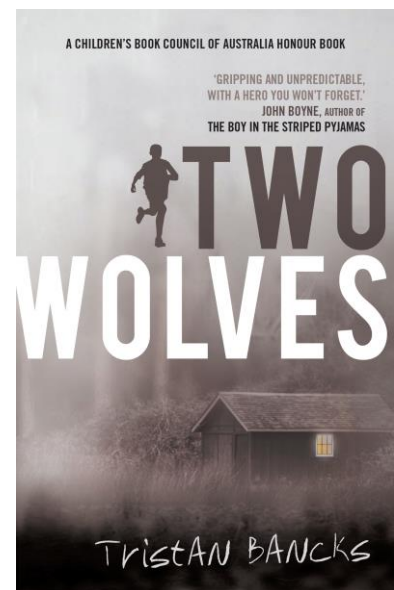
Why this story? A series of interactive adventures written by George Ivanoff.

YOU CHOOSE . . . Wealth beyond your wildest dreams or deadly pirate's curse!

You find an old map while holidaying in a secluded seaside town. It is said to have belonged to the fiercest pirate of them all – One-Eyed William, who was buried with his treasure. Could it be real, or is it someone's idea of a joke? You set off to follow the map to find out . . .

Will you uncover the treasure of Dead Man's Cove, or will you be destined for doom?

Teachers' resources available.



Two Wolves by Tristan Bancks

Why this story? Read it as another example of children in dangerous situations.

One afternoon, police officers show up at Ben Silver's front door. Minutes after they leave, his parents arrive home. Ben and his little sister Olive are bundled into the car and told they're going on a holiday. But are they?

It doesn't take long for Ben to realise that his parents are in trouble. Ben's always dreamt of becoming a detective – his dad even calls him 'Cop'. Now Ben gathers evidence and tries to uncover what his parents have done.

The problem is, if he figures it out, what does he do? Tell someone? Or keep the secret and live life on the run?

Teachers' resources available.



WORKSHEET: PHONETIC ALPHABET

During times of difficult communication the phonetic alphabet is of great use. 'S' and 'F' can sound the same, as can 'D' and 'B'. Spelling of names is sometimes required. For example, 'Smith' is transmitted as Sierra Mike India Tango Hotel using the phonetic alphabet. You will find a guide to the phonetic alphabet at the back of *Remote Rescue*.

Write the following using the phonetic alphabet:

Your name

.....

Your school

.....

Your best friend's name

.....

Your teacher's name

.....

Rewrite this sentence:

TANGO HOTEL ECHO / ROMEO OSCAR YANKEE ALPHA LIMA / FOXTROT LIMA YANKEE INDIA NOVEMBER
GOLF / DELTA OSCAR CHARLIE TANGO OSCAR ROMEO / SIERRA ECHO ROMEO VICTOR INDIA CHARLIE ECHO /
WHISKEY ALPHA SIERRA / FOXTROT OSCAR UNIFORM NOVEMBER DELTA ECHO DELTA / BRAVO YANKEE /
TANGO HOTEL ECHO / ROMEO ECHO VICTOR ECHO ROMEO ECHO NOVEMBER DELTA / JULIET OSCAR HOTEL
NOVEMBER / FOXTROT LIMA YANKEE NOVEMBER NOVEMBER.

.....
.....
.....
.....
.....

Finish this sentence using the phonetic alphabet. Place a forward slash (/) in between each word:

My favourite part of *Remote Rescue* was when.....

.....
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WORKSHEET: ALLITERATION

In *Remote Rescue*, Dawson and Sam's dad has a fondness for alliteration: the use of words that begin with the same sound near one another. E.g. 'A marauding mob of elegant emus' and 'broken building bits.'

Using the letters below, write sentences or phrases which use alliteration.

C.....

F.....

R.....

Fill in the blanks below to make alliterative sentences.

Seven.....slithered away.

After handball I am always hot and.....

Please put your.....away and play the piano.

Write alliterations for each of these categories.

FOOD	SPORT	ANIMALS	Body
Juicy jam	Tricky tennis	Curious cat	Tiny toes



WORKSHEET: LOGO DESIGN

Since 1928, the Royal Flying Doctor Service of Australia has transformed its logo eight times to reflect the changing nature of the Service and to modernise its look. Create your own logo for the RFDS – when designing it think about the various aspects of the RFDS such as medical and health care, aviation and emergency services.

To learn more about the history of the RFDS logo visit: www.flyingdoctor.org.au/about-the-rfds/history/rfds-logo/

Current logo:



Your logo:

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TITLE	AUTHOR	ISBN	SCHOOL YEAR	RRP	QUANTITY	TOTAL
RFDS 1: Remote Rescue	George Ivanoff	9780857988768		\$14.99		
RFDS 2: Emergency Echo	George Ivanoff	9780857988782		\$14.99		
You Choose 1: The Treasure of Dead Man's Cove	George Ivanoff	9780857983831		\$14.99		
You Choose 2: Mayhem at Magic School	George Ivanoff	9780857983848		\$14.99		
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