



TEACHERS' RESOURCES

RECOMMENDED FOR

All students 7+
(ages 7+; years 2+)

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KEY CURRICULUM AREAS

- **Learning areas:** English, Humanities and Social Sciences, the Arts
- **General capabilities:** Literacy, critical and creative thinking; Personal and social capability; Visual literacy

REASONS FOR STUDYING THIS BOOK

- To learn about the achievements of young Australians.
- To explore the changing face of Australia.
- To learn about different professions, industries and career-paths.
- To use the text as a springboard for general discussion about activism, social justice, gender, equality, diversity and innovation.
- To empower young readers.

THEMES

- Young Australians
- Activism
- Social justice
- Diversity
- Innovation
- Gender equality
- The future

PREPARED BY

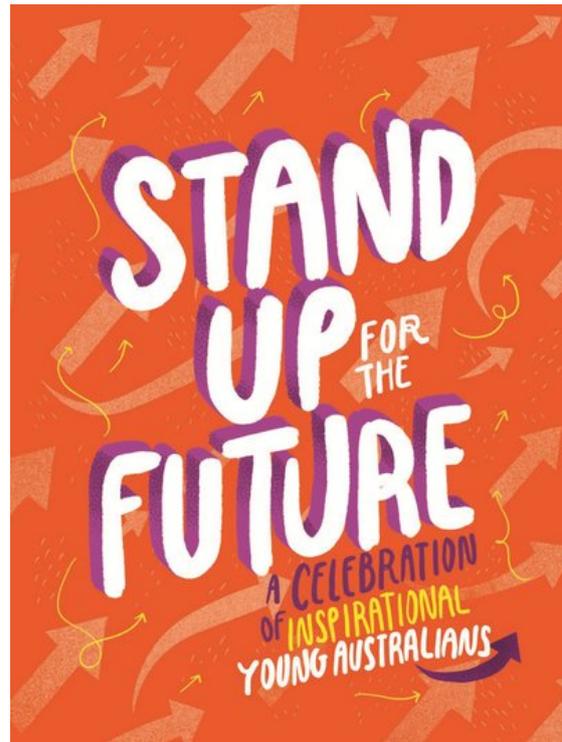
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Stand Up for the Future A Celebration of Inspirational Young Australians

PLOT SUMMARY

Let's stand up and acknowledge the young Aussies who are using their actions and voices to change our world for the better.

From slam poet Solli Raphael to gender equality advocate Caitlin Figueiredo, soccer star Sam Kerr and youth worker Zack Bryers, this is a book about young people, for everyone. Through activism, innovation, giving back and leading by example, these game changers are building a brighter tomorrow.

Brought to life by colourful illustrations from local artists, this book showcases emerging Aussie talent and encourages readers to create positive social change.

All royalties from sales of this book go to The Smith Family.

ABOUT THE BOOK

Recently there's been a ripple across the world as young individuals and groups have raised their voices and demanded to be heard. Kids, teens and young adults who want a say in their future are addressing issues such as equality, freedom, technology, safety, sustainability and more. Australia is no different, and after profiling past and present-day role models in both *Shout Out to the Girls* and *High Five to the Boys*, we wanted to show our support for the incredible young people who are the future of our country. We also thought it was important to have a book in this series where all genders sat side by side, as equals.

In compiling this book, we found a diverse group of Australians, some of whom are creating change and working in areas which only a few years ago didn't even exist. How exciting is that! You'll see the word *advocate* used over and over again, because that is exactly what the majority of these people are doing – advocating for change in order to make our world a better, and fairer, place for all. Other featured subjects are innovating, giving back to the community and leading by example.

Given the young age of the subjects, we also wanted to inspire readers to believe that they too can become game changers in small and simple ways, and so we have included calls to action in a few of the pieces. We are firm believers that from little things big things grow.

ABOUT THE DESIGN

From Astred Hicks: Life is not always a straight line. It can twist and have some serious curves. While we celebrate the achievements of the remarkable young Australians in this book, I want other young people to see that the paths to success are not without their setbacks or direction changes. Failure can be a source of learning and inspiration and everyone's path is different. But there is an upwards energy that vibrates in my design that I hope lifts each reader and continues to inspire them after they've read this amazing book.

PRE-READING QUESTIONS

1. Look at the blurb on the back cover. Apart from the young people mentioned, come up with a list of people who you think might be featured inside.
2. What do you think about the phrase 'stand up'? Discuss what it means to you and the different ways it could be used.
3. Looking at the cover, title and blurb, who do you think this book is aimed at?

4. Why do you think it might be important for children and teens to read this book? Do you think it might also be important for adults to read this book?

WRITING STYLE

Preceding each biography there is a page that features a call to action to support the subject and a more general 'cheers' to other people like them.

Stand up for Usman Iftikhar as he provides a helping hand.

High five to the entrepreneurs who use their skills and passion to pave the way for others. (p.162-163)

These shout lines utilise a variety of colloquial phrases and often contain simple puns relating to the relevant subjects' profession or industry.

On the following page, the short biographies of each person are written in third person, in a casual, almost conversational tone. They follow a similar pattern of giving some basic details about the subject's early years, and then focusing on the achievements or actions that have given us cause to celebrate them.

At the end of each biography the point of view changes to second person with a line of text spoken directly to the subject.

Usman, your tireless work and the opportunities you offer new Australians are creating a better future for all.

We applaud your dream of a brighter and more connected Australia. (p.164)

These final sentences are more descriptive and evoke a very celebratory and uplifting tone.

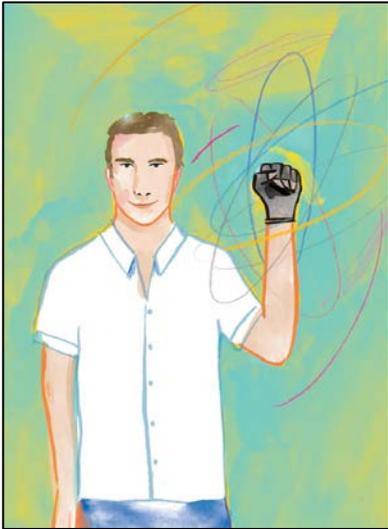
Questions

1. What do you feel when you read the lines that are spoken directly to the subject? Does it evoke a different emotion to when you read the biography information?
2. Do you think you could tell what each person does by just looking at the portraits?

Activities

1. Pick a person who is not featured in the book and, following the style of the book, write a call to action to support them and a short biography of their life and achievements. The person can be someone famous or notable, or it can be someone you know and admire.





ILLUSTRATIONS

Multiple illustrators have been used to create the portraits of the people in the book. This gives it a very diverse look and allows for different types of representation of each person and their achievements.

Questions

1. As a class, discuss which young people are instantly recognisable from their portrait. Is it to do with the likeness of the image or the fact they are already well-known?
2. As a class, discuss whether you think using a variety of illustrators has made the book more interesting? Why do you think this is?
3. As a class, see if you can pick which portraits have been created by the same illustrators? Hint: some illustrators have contributed up to three portraits.

Activities

1. Pick one portrait and write a paragraph or two about what you think the artist might have been trying to convey with the style, colour, pattern and imagery they have used. Remember, there is no right and wrong answer!



THEMES

Young Australians

Stand Up for the Future features young Australian men and women from all walks of life. In reading this book, many different professions, achievements, milestones and backgrounds are covered.

Questions

1. As a class, discuss some of the things you have learnt about the subjects in the book. For example, can you remember who invented SMART Armour or who started the charity Orange Sky Laundry?

Activities

1. Look at the contents list of the people in the book. Using the professions that are written underneath the names, can you group them into different categories? For example, science, sport, the arts, etc.
2. Write a list of famous or well-known young Australians who aren't in the book. For each, give a reason why they should be included.



Activism

Around the world there have recently been many movements for social and political change that have been spearheaded by young people. For example, the Parkland high school students lobbying for gun control in America and, in Australia, high school students striking for climate change action. *Stand Up for the Future* provides additional examples of many young Australian activists who are standing up for what they believe in.

Questions

1. Given the youth activist movement, why do you think a book focusing on the achievements of



young Australians would be published? As a class, read the acknowledgments section of the book to give you more information.

2. As a class, can you think of other recent books, movies, television shows or events, which are related to activism?

Activities

1. Using the word 'Activism' write an acrostic poem which describes some of the important aspects of the concept.
2. As a class, go through the book and make a list of all the subjects who have been included because of their activism work.
3. Pick an issue that you are passionate about and research whether there are any groups you could join, petitions you could sign or ways to help promote the cause. Write down your findings in a list.

Social justice

Many of the subjects in *Stand Up for the Future* are working in the area of social justice – that is, they are trying to ensure that all people have equal access to things like wealth, health, wellbeing, justice and opportunity.

Questions

1. As a class, go through the book and make a list of all the subjects who have been included because of their social justice work.
2. Many social justice organisations are called charities. As a class, write a list of all the charities you can think of.

Activities

1. Royalties from the sales of *Stand Up for the Future* are being donated to The Smith Family – an Australian Charity. At the back of the book there is some information on The Smith Family. Using this and through looking online at their website, write your own 1-page description of the work this charity does.
2. A number of subjects in the book have been named Australian of the Year in their home states. Research how a person is nominated for this honour. Can you think of any members of your community you'd like to put forward for this acknowledgement?

Diversity

The subjects in *Stand Up for the Future* come from a wide variety of backgrounds and represent a broad gender spectrum. Often the subjects are also working

in areas to promote social, ethnic and gender minorities or underprivileged groups.

Questions

1. As a class, discuss what you understand the word 'diversity' to mean. Where or when have you heard it used?
2. Do you think the fact that the subjects in the book come from diverse backgrounds mean that Australia is becoming a more multicultural society?

Activities

1. Pair up with a classmate and discuss your family's heritage. Do you share a similar background or is it quite different? For example, where were you born, where were your parents and grandparents born? Remember one or two facts that the other person has told you and share these with the class.



Innovation

Stand Up for the Future highlights young innovators, especially in the field of science and technology. For example, Macinley Butson who invented SMART Armour to protect breast cancer patients from radiation.

Questions

1. As a class, discuss some of the most famous inventors and inventions throughout history. What are some of the inventions that have significantly changed the way we live?

Activities

1. As a class, go through the book and make a list of all the subjects who have been included because of their innovations or inventions.
2. Do some research on Australian inventors and inventions throughout history. Pick one inventor



and, using the style of *Stand Up*, write a short biography about the inventor and their invention.

Gender equality

There has been a recent flurry of publishing that celebrates the achievements of women, and following that, quite a few books that celebrate the achievements of men. This book has all genders side by side.

Questions

1. As a class, discuss why you think these book trends may have occurred in that particular order?
2. As a class, discuss why you think men and women should have equal opportunities and why this might not have always been the case? Give some examples of different ways in which men and women have not always been given the same opportunities.

The future

The subjects in *Stand Up for the Future* were all under the age of 30 at the time of publication. Given they

have already achieved so much at this age, it is likely they will go on to do other things that shape and change the future of our country. These young Australians may very well be the leaders of tomorrow.

Questions

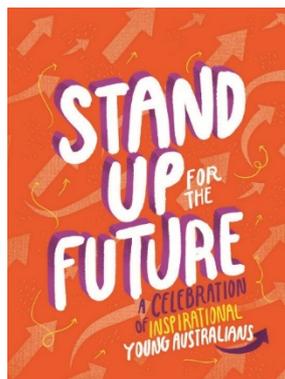
1. As a class, discuss what you hope will happen in Australia's future. Do you think the actions of any of the people in the book might have a longlasting impact on our country?
2. In pairs, discuss some of your hopes for the future. For example, your career path, the type of society you want to live in, the place in which you would like to live.

Activities

1. As a class, create a mind-map with the words 'Australia's future' in the centre. Around it, write down the things you hope will happen.

EXTENSION ACTIVITIES

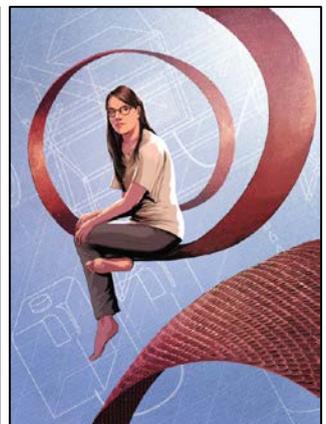
- Choose one of the young people featured in the book and write a more extensive biography of them.
- Choose one of the young people featured in the book and draw your own portrait of them.
- Create your own list of 50 inspirational young Australians.
- After writing your list, create a table and think of 2–3 adjectives for each person which describe them or their achievements.
- All the young people in *Stand Up for the Future* are young. Pretend you are a journalist and the year is 2040 – choose a person from the book to write an article about. Include what you think they might have achieved in the twenty years since this book was published.
- Royalties from this book are being donated to the Australian charity The Smith Family. Research The Smith Family and write a one-page report on them and the work they do.
- What are some other Australian charities that help children in need?



WORKSHEET: STAND UP

When you 'stand up' for someone you show solidarity and support. Following the style of the book, come up with your own 'stand up' phrases to the people below.

1. Stand up for _____ (a family member) as _____ .
2. Stand up for _____ (a friend) as _____ .
3. Stand up for _____ (a teacher) as _____ .
4. Stand up for _____ (a person in the community) as _____ .
5. Stand up for _____ (a charity) as _____ .
6. Stand up for _____ (an author) as _____ .
7. Stand up for _____ (an historical figure) as _____ .
8. Stand up for _____ (a fictional character) as _____ .
9. Stand up for _____ (a sportsperson) as _____ .
10. Stand up for _____ (you!) as _____ .



WORKSHEET: MIX AND MATCH

The below words are all found in *Stand Up to the Future*. Match the words with their correct definitions (challenge yourself and don't use the glossary at the back of the book!).

ENTREPRENEUR

Relating to a person whose gender identity is different to that assigned to them at birth.

ACTIVIST

The special representative of a group of people.

TRANSGENDER

A person who devotes themselves to a particular cause that they passionately believe in; especially of political or social nature.

HUMANITARIAN

A person who advocates for the natural resources of an area.

CONSERVATIONIST

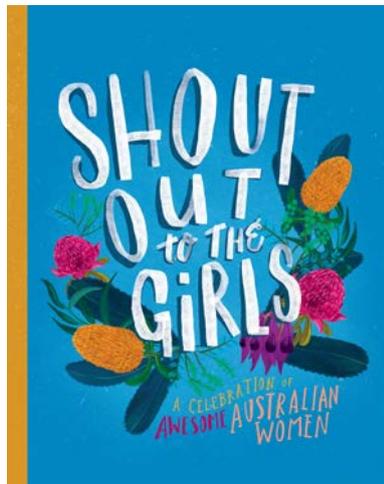
Someone who values and promotes the rights and welfare of all people.

AMBASSADOR

Someone who takes on the management and risks in a business.



FURTHER READING FROM PENGUIN RANDOM HOUSE AUSTRALIA



Shout Out to the Girls
by Various

Why this story? Read it as another example of amazing achievements by Australians.

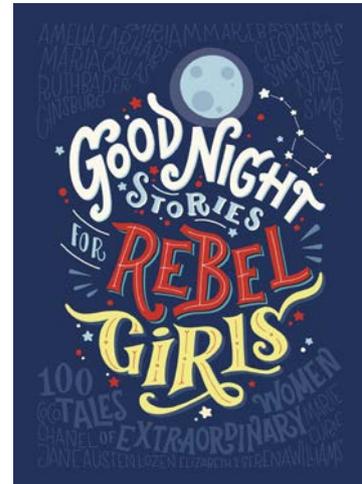
Shout-outs to 50 awesome Australian women with easy-to-read biographies of their incredible achievements. From Cathy Freeman to Turia Pitt, Edith Cowan to Julia Gillard, Mum Shirl to Vali Myers, plus rally car drivers, molecular biologists and more, this book is a celebration of women in all fields, from all walks of life, and from Australia's past and present.



High Five to the Boys
by Various

Why this story? Read it as another example of amazing achievements by Australians.

Australia has some seriously ace men who have broken new ground, stood up for what they believed in, achieved incredible things and defied stereotypes. You'll find some of those men inside the pages of this book – from astronaut Andy Thomas to YouTube maths teacher Eddie Woo, sportsman Johnathan Thurston and dancer David McAllister. Whether they end up being role models for girls or boys, it doesn't matter, because they're ace regardless!



Good Night Stories for Rebel Girls

by Eleni Favilli, Francesca Cavallo

Why this story? Read it as an example of amazing achievements by women across the world.

What if the princess didn't marry Prince Charming but instead went on to be an astronaut? What if the jealous step sisters were supportive and kind? And what if the queen was the one really in charge of the kingdom? Illustrated by sixty female artists from every corner of the globe, *Good Night Stories for Rebel Girls* introduces us to one hundred remarkable women and their extraordinary lives, from Ada Lovelace to Malala, Elizabeth I to Serena Williams. Empowering, moving and inspirational, these are true fairy tales for heroines who definitely don't need rescuing.

ORDER FORM

| TITLE | AUTHOR | ISBN | SCHOOL YEAR | RRP | QTY | TOTAL |
|------------------------------------|-------------------------------------|---------------|-------------|---------|-----|-------|
| Stand Up for the Future | Various | 9780143794394 | 2+ | \$29.99 | | |
| Shout Out to the Girls | Various | 9780143789420 | 2+ | \$29.99 | | |
| High Five to the Boys | Various | 9780143791782 | 2+ | \$29.99 | | |
| Good Night Stories for Rebel Girls | Eleni Favilli, Francesca Cavallo | 9780141986005 | 2+ | \$35.00 | | |
| TOTAL | | | | | | |

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