



TEACHERS' RESOURCES

RECOMMENDED FOR

Lower primary
(ages 4+)

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KEY CURRICULUM AREAS

- **Learning areas:** English; Creative Arts; Humanities & Social Science
- **General capabilities:** Ethical understanding; literacy; critical and creative thinking; personal and social capability; visual literacy
- **Cross-curriculum priorities:** Sustainability

REASONS FOR STUDYING THIS BOOK

- Encourages imagination, cooperative play and ingenuity.
- To discuss new vocabulary, respond to texts and share feelings and thoughts about the events and characters in texts.
- To use and experiment with different materials, and create artworks to communicate ideas to an audience.
- To use the text as a springboard for general discussion and exploration of major themes.

THEMES

- Individuality
- Sustainability
- Creativity/imagination
- Consumerism/waste
- Need vs want

PREPARED BY Penguin Random House Australia and Michael Speechley

PUBLICATION DETAILS

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The All New Must Have Orange 430 Michael Speechley

PLOT SUMMARY

Harvey owned a heap of stuff, but could always use more. The ORANGE 430 was the latest and the greatest. Harvey wasn't sure what it did, but he had to have it!

A cheeky picture book for anyone who's bought a thingy or whatsit . . . and doesn't quite know why. In his debut picture book, Michael Speechley explores our obsession with stuff in a fun and edifying way.

ABOUT THE AUTHOR

Michael is a high school art and design teacher from WA. He's keen to explore themes of consumerism and the environment in his stories in a funny and accessible way. *The All New Must Have Orange 430* is his first picture book.

AUTHOR'S INSPIRATION

I came up with the idea for *The All New Must Have ORANGE 430* when I was working towards completing a university Arts Degree. I designed a few small boxes with different coloured useless objects inside them to make a comment about consumerism in our society. The objects came in a range of sizes, styles and prices and were intended to go to numerous countries. They were all made by the fictional company, Useless Object International. Although the concept began as an artwork, it took a few years before the idea eventually evolved into a children's book.

PRE-READING ACTIVITIES

1. Read *The All New Orange 430* together as a class.
2. Ask students to identify their favourite part/s of the story.

IDENTIFYING KEY THEMES

Consumerism and waste

Read the blurb to students and discuss Harvey's obsession with buying things, even though he already owned lots of stuff.

Questions

1. Why does Harvey want to buy the ORANGE 430 when he doesn't even know what it is?
2. What parts of the text and illustrations has Michael Speechley used to show how things we buy might have an effect on the environment?
3. What do you think Mr Ripoff will do with all of the useless objects in his warehouse? What would you do with a surplus of items such as this?
4. Do you think there is too much packaging around the items you buy? What are the different types of packaging? How can you use less packaging and plastic?

Activities

1. Explore the problems with consumerist society, especially waste and sustainability, and demand and supply.
2. Discuss the role of advertising in our lives, and to the level multinational corporations influence consumer trends through advertising.
3. Make a list of the items you have bought but have only used very rarely.
4. What would you try to do with the ORANGE 430 if you bought it? What do you think it may be useful for?

Need versus want

Questions

1. What are some of the 'Latest and the Greatest' trends that have been around recently? (For example fidget spinners)
2. What do you spend your pocket money on? Are you saving up for a particular item?
3. What is a budget?
4. Why do people save their money in a bank savings account?
5. Harvey decides he wants to save his money in the future for a bike. What would you like to save for? Is it a useful or useless object?
6. Do you think LouLou is happy with the leftover box at the end of the story? Do you know of any other examples where animals prefer a simple toy or item rather than the expensive ones you can buy?

Activities

1. Write an explanation about the difference between needing something and wanting it.
2. Discuss ways in which we can better educate ourselves on purchases and things we need versus things we want.
3. Look at the signs that appear in the shop, in the background of the illustrations and at the IOU office. Discuss how they change as the story progresses. Discuss the issue of visual pollution.
4. Discuss the economic problems that arise in relation to unlimited want relative to unlimited resources.

Creativity and imagination

Take a close look at the items at the shop where Harvey buys the ORANGE 430 and also at the objects people in the queue are trying to return to UOI.

Questions

1. Are any of the items in the shop on page 9 useful? For example a lead balloon, first half of a novel, flame resistant matches.
2. Why does Harvey think that playing with the boxes the useless items have come in will be more fun?
3. What word do they create out of boxes? How does this mirror what Mr Ripoff asks them on the previous page?



Activities

1. Create your own useless items, which could be sold in this shop.
 2. Use a box or boxes to create your own game or activity.
 3. Discuss how Harvey's friends find their own talents through the games they play with the boxes. Describe your unique talent or what you're good at. Is there something unusual that other people can't do but you can? Do you have a friend who's good at something that you'd like to be able to do?
 4. Michael Speechley has hidden the ORANGE 430 in the background image of page 29 (image includes Harvey thinking about saving the Earth). Can you find it?
 5. Repurpose a box or other packaging into another item, like Harvey does when creating a place for LouLou to sleep.
 6. Using the illustration in the book, identify features in the book that are significant to you and your own experiences. Discuss the use of different colours, shapes, textures and other things of interest in the art and also discuss the creator or the book and how/why he made it.
3. Describe how you felt when Harvey and his new friends decided to use the boxes to create games and activities.
 - Make a list of the words used to describe the students' feelings when the characters used their imaginations.
 4. Write a diary entry from the perspective of one of the other characters in the returns line. Outline their experiences that day and how they got to be at the UOI office.

FURTHER ACTIVITIES

1. Recycling programme:

In groups, prepare a presentation to the class on any of the following topics:

- The school's recycling programme.
- The school's need for a recycling programme.
- How the school could be more effectively managing waste.
- Devise a 'war on waste' campaign for the school.
- Your local council's waste management policies.

LANGUAGE AND LITERACY

These activities are designed to uncover the meaning of the most significant words in the text and why they are important to the story.

1. Identify words that describe what is going on in Harvey's week.

Examples:

- *The shelves were 'packed' with the very best products.*
 - *He 'popped off' the bubble wrap.*
 - *'Grumpy old' Mr Ripoff.*
 - *While 'angry' Mr Ripoff paced through his 'huge overflowing' warehouse.*
2. Write biographies for Harvey and/or Mr Ripoff
 - Encourage students to imagine what the rest of the characters' lives might be like, focusing on interests, family, likes/dislikes.



FURTHER READING FROM PENGUIN RANDOM HOUSE AUSTRALIA



A Patch From Scratch
by Megan Forward

Why this story? Read it to explore sustainability.

Jesse and Lewis want to grow their own fruit and vegies, just like people do on a farm. They're going to dig and build, plant and grow, and when they're finished they're going to have a feast!

'An engaging book, with beautiful illustrations, that helps show children the joys of growing, harvesting, preparing and sharing fresh, seasonal, delicious food in their own backyard.'

Stephanie Alexander
Kitchen Garden Foundation

Teachers' resources available.



Something Wonderful
by Raewyn Caisley &
Karen Blair

Why this story? Read it as another example of inventiveness and curiosity.

Sam likes to pull things apart and put them back together, and think about how things work. But he is sometimes so busy doing this, he forgets his chores on the family farm.

Then one day he creates something truly wonderful . . .

An inspirational story about discovery, invention and the importance of dreams.

Teachers' resources available.



The Catawampus Cat
by Jason Carter Eaton &
Gus Gordon

Why this story? Read it as another example of individuality.

A clever, quirky tale of recognising what is right in front of our eyes.

When the Catawampus comes to town the people don't at first notice it has arrived. But slowly, slowly, as they take in the cat's aspect, things change; one might say they even become radical! It's amazing what life a-kilter can reveal.

"Everyone was happy and slanty and catawampus." Gordon's engaging charcoal and wash spreads, enlivened with collage elements, supply the tilted special effects, while Eaton's (*How to Track a Truck*) fond portrait of small-town life reminds readers that a slight change in outlook can transform everything.'

Publisher's Weekly (US)

Teachers' resources available.



ORDER FORM

TITLE	AUTHOR	ISBN	SCHOOL YEAR	RRP	QTY	TOTAL
The All New Must Have Orange 430	Michael Speechley	9780143788973	K-6	\$24.99		
A Patch From Scratch	Megan Forward	9780670078295	K-6	\$24.99		
Something Wonderful	Raewyn Caisley & Karen Blair	9780143506669	K-6	\$14.99		
The Catawampus Cat	Jason Carter Eaton & Gus Gordon	9780143785583	K-6	\$24.99		
TOTAL						

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