

KRYS  
SACLIER  
ILLUSTRATED BY  
CATHY  
WILCOX

  
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**TEACHERS' NOTES**

## Camp Canberra

The students of Mount Mayhem Primary are on their school trip to Canberra. Their teacher, Ms Sparks, says they will visit places of national significance and learn about Australian history and government.

Who knew Canberra could be so interesting!

### Synopsis

*Camp Canberra* is a joyous record of Mount Mayhem Primary students' visit to the nation's capital. The students we met and loved in *Vote 4 Me* visit Canberra on their Year 6 school camp. They explore many of the city's attractions, including Parliament House, the Royal Mint, The Aboriginal Tent Embassy and the National Art Gallery, and reflect on their experiences and discoveries. *Camp Canberra* explores Australia's capital city and the places that tell us something about who we are and where we have come from.

### Writing style

*Camp Canberra* is written both from the students' and teachers' point of view in the recount style. Each entry reflects on the students' experience – from the important to the minor – and what they learn at each venue. The writing is suitable for establishing and established readers.

### Illustrative style

Illustrated by Cathy Willcox, the brilliant Sydney Morning Herald and Age political cartoonist, *Camp Canberra* features the characters we meet and loved in Saclier and Wilcox's *Vote 4 Me*.

While the characters are the familiar, the setting is different. Wilcox uses a collage style – superimposing illustrated characters on actual photos of Canberra and its attractions. This mix of illustration and photographs adds authenticity to the text and invites students to relate to the Mount Mayhem children's experiences.

## Specifications

Author:	Krys Saclier
Illustrator:	Cathy Wilcox
ISBN:	9781742036120
Format:	270 x 230mm
Extent:	Full colour
Binding:	40pp
Category:	Hardback
	Non-Fiction

## READING AGE

YEAR 5 AND 6  
AND OTHER CLASSES STUDYING CIVICS  
AND CITIZENSHIP.

## READING AGE

- CANBERRA • CITIZENSHIP • CIVICS
- DEMOCRACY • FIRST NATION PEOPLE
- HISTORY • SCHOOL CAMP • POLITICS
- NATIONAL TREASURES • ART • LIBRARY
- SCIENCE • IDENTITY

## ABOUT THE AUTHOR



### KRYS SACLIER

Krysa Saclier believes children's literature has the power to shape the future. Krysa is an electoral educator in Canberra and has worked as a primary school teacher, television producer and freelance writer. She is the creator of the 'Kids Only' podcast, which features original short audio stories for children. Krysa is also an Australian Capital Territory committee member of the Society of Children's Book Writers and Illustrators (SCBWI) and a founding member of the Canberra Children's Writers' Group. She lives with her lovely family and a non-stop Burmese cat.

Her previous book with Wild Dog Books is *Vote 4 Me*, also illustrated by Cathy Wilcox.

## ABOUT THE ILLUSTRATOR



### CATHY WILCOX

Cathy Wilcox has been drawing cartoons since she was old enough to scratch the furniture.

She is an Australian political cartoonist and children's book illustrator, best known for her work as a cartoonist for The Sydney Morning Herald and The Age newspapers.

Cathy has twice won the Australian Children's Book Council's Picture Book of the Year award. Her previous book with Wild Dog Books is *Vote 4 Me*.

## Australian Curriculum Outcomes

### ENGLISH LITERATURE

#### YEAR 5

- ACELT1608 • ACELT1610 • ACELT1612
- ACELY1699

#### YEAR 6

- ACELA1516 • ACELA1517
- ACELA1518 • ACELT1613
- ACELT1616 • ACELY1709
- ACELY1714 • ACELY1717

## HUMANITIES & SOCIAL SCIENCE

#### YEAR 5

- ACHASSK115 • ACHASSK116
- ACHASSI095 • ACHASSI099
- ACHASSK118

#### YEAR 6

- ACHASSI123 • ACHASSI127
- ACHASSI130 • ACHASSK135
- ACHASSK137



## Before Reading

As a class examine *Camp Canberra*.

Discuss:

- What could this book be about?
- Who is the audience?
- What clues about the intended audience are there in the illustrations?
- What genre might it be?
- How this is similar to and different from other books students are familiar with.

## Read the blurb

*The students of Mount Mayhem Primary are on their school trip to Canberra.*

*Their teacher, Ms Sparks, says they will visit places of national significance and learn about Australian history and government.*

*Who knew Canberra could be so interesting!*

Discuss:

- What does the blurb add to students' ideas about the book?
- Discuss the line 'Who knew Canberra could be so interesting.'

## While Reading

Ask students what they have discovered from reading this book.

- How was it similar to and different from their idea about Canberra?
- What have they learned?
- Are they familiar with any of the places mentioned in the story?

## After Reading Discussion

After reading, revisit and discuss the blurb

- How accurate was it in describing the book?
- What would you change? Why?
- Ask students to write their own blurb for the book.
- How does the book's layout affect the readability of the text?
- Consider illustrations, photos, small blocks of

text, bold and coloured sections of text, layout.

- Discuss the author and illustrators' biographies.
  - How might that influence the text and illustrations?
- As a class, do the **Capital Quiz** at the end of the book.

## Longer Activities

### End Papers

Discuss the purpose of a school trip to Canberra.

- As a class, examine and discuss *Camp Canberra*'s end papers (back and front), and the class itinerary.
- Keeping in mind the points raised in the discussion about the purpose of a trip to Canberra, have students, in groups of three, create their own *Camp Canberra* itinerary.
- Itineraries can be for three days, like *Camp Canberra*, or longer.
- Distribute Canberra maps (see below) or allow students access to online maps for this activity. [https://www.orangesmile.com/common/img\\_city\\_maps/canberra-map-0.jpg](https://www.orangesmile.com/common/img_city_maps/canberra-map-0.jpg)
- After students have completed the exercise, have groups present their itinerary to the class.
- Groups must justify their decisions regarding chosen attractions and time and travel decisions.
- After all groups have presented, ask the class to vote on their preferred itinerary.

### National Attractions

- List on the board attractions visited by Mount Mayhem Primary students.
- Allocate each child or pair, depending on class numbers, one of the attractions to research, create and present a report about.
- Encourage students to focus on the educational benefit of the attraction, as well as the fun.
- Projects can be presented as a PowerPoint, recorded presentation, travel brochure or as a poster. (*More attractions are listed on the above map if needed.*)

### Attractions in Camp Canberra:

National Arboretum

<https://www.nationalarboretum.act.gov.au/>

National Museum of Australia

<https://www.nma.gov.au/>

National Archives of Australia

<https://www.naa.gov.au/>

Government House

<https://www.gg.gov.au/about-governor-generalgovernor-generals-official-residences/government-house>

National Gallery of Australia

<https://nga.gov.au/>

Royal Australian Mint

<https://www.ramint.gov.au/>

The High Court

<https://www.hcourt.gov.au/>

National Capitol Exhibition

<https://www.nca.gov.au/points-interest/national-capital-exhibition>

National Electoral Education Centre

<https://education.aec.gov.au/visit-us/>

Australian Parliament House

<https://www.aph.gov.au/>

Australian War Memorial

<https://www.awm.gov.au/>

Australian Institute of Sport

<https://www.ais.gov.au/>

Australian Museum of Democracy

<https://www.moadoph.gov.au/>

National Portrait Gallery

<https://www.portrait.gov.au/>

National Library of Australia

<https://www.nla.gov.au/>

Aboriginal Tent Embassy

<https://www.nma.gov.au/defining-moments/resources/aboriginal-tent-embassy>

Questacon

<https://www.questacon.edu.au/>

Mt Stromlo Observatory

<https://rsaa.anu.edu.au/observatories/mount-stromlo-observatory>

### Character Writing

Allocate, or have each student choose a character. Ask students to write an imaginative recount of their chosen characters experiences and reactions to one of the Canberra attractions.

Encourage students to reveal character in their writing.

### Dialogue

Choose a spread where children are interacting, for example the National Archives page or the National Museum of Australia.

- Ask students what the Mount Mayhem children could be discussing.
- Have students write a piece of dialogue between two or more Mount Mayhem students. They can use the images as a guide or choose two characters they feel they know well to write about.
- Alternatively, give each student a copy one page and have them add speech bubbles to the characters.

### Persuasive Piece

- As a class discuss the pros and cons of a school camp in Canberra.
- Following the discussion, have students write a persuasive essay either for or against visiting Canberra for school.

This activity could also be adapted to become a debate.



## CHARACTER STUDIES

### Character table

Return to *Camp Canberra* and identify the characters. Include characters listed below. Discuss each character's personality as shown in both the text and illustrations. Have students complete the character table below, making inferences gathered from the text and illustrations. Share responses with the class.

NAME	CHARACTER TRAITS	ACTIONS THAT SHOW PERSONALITY	INTERESTS	ANYTHING ELSE OF INTEREST
Farrell				
Jac				
Yanni				
Miss Barrie				
Ms Sparks				
Maeve				
Kira				
Alexandra				
Taylor				

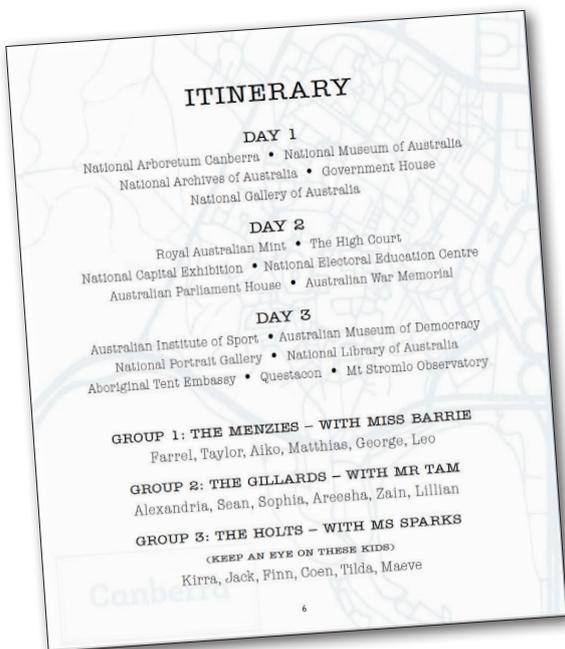
## Itinerary

As a class, discuss how teachers or tour companies might create an itinerary.

- Consider issues they need to keep in mind  
For example: purpose of the trip, safety issues, age of the participants etc.

Present children with the following scenario.

- Students from overseas will be spending three days at your school and in community. It is their first visit to Australia.
  - Your students are to create an itinerary to introduce the exchange students, who speak and read English, to Australian culture and to allow them to explore the highlights and attractions in your area.
  - In groups of three or pairs, ask students to create a detailed itinerary, and present it to the class.
  - Groups can use technology to present their itinerary.



## Book Trailer

Show the class a variety of book trailers.

- <https://www.youtube.com/watch?v=GDhNI3CkJpA>
- <https://www.youtube.com/watch?v=C6fwlJxNoMM>
- [https://www.youtube.com/watch?time\\_continue=3&v=d006m8sgjwo&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=3&v=d006m8sgjwo&feature=emb_logo)
- <https://www.youtube.com/watch?v=XIHmR9RkW2M>
- <https://www.youtube.com/watch?v=Rg126xwE2q4>
  - After watching, discuss the purpose of book trailers and which was the most successful and why.
  - In groups of three, have students create a book trailer for *Camp Canberra*.
  - Share trailers with the class.
  - This webpage may help provide direction.  
<https://imaginationsoup.net/how-to-make-your-own-book-trailer-kids/#:~:text=Like%20a%20movie%20trailer%2C%20book,Are%20you%20ready%3F>

## Alternative Cover

Discuss the *Camp Canberra* cover design.

- In pairs and using whatever medium they prefer (paper, paint, collage, electronic etc), have students create an alternate cover for *Camp Canberra* and display their work in the classroom or library.

