

Penguin Random House

TEACHERS' RESOURCE KIT

OH BOY: A storybook of epic NZ men Stuart Lipshaw

A companion volume to the bestselling *GO GIRL, OH BOY* is essential and inspirational reading for New Zealanders of all ages. And that includes you too, grownups!

OH BOY is chock-full of stories about brilliant Kiwi men who followed their dreams and made the world a better place. Find out how they rose to the challenge and overcame obstacles and stereotypes about what men can do!

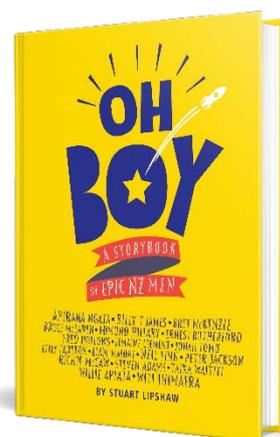
Some of the amazing men whose stories are featured in this book are Billy T James, Bret McKenzie, Bruce McLaren, Edmund Hillary, Ernest Rutherford, Fred Hollows, Jemaine Clement, Jonah Lomu, Kelly Tarlton, Liam Malone, Neil Finn, Peter Jackson, Richie McCaw, Steven Adams, Taika Waititi, Willie Apiata, Witi Ihimaera – and many, many more.

Their stories are accompanied by equally fabulous portraits specially created for the book by ten exceptional New Zealand illustrators: Ant Sang, Bob Kerr, Daron Parton, Elliot O'Donnell (aka Askew One), Fraser Williamson, Michel Mulipola, Neil Bond, Patrick McDonald, Toby Morris and Zak Waipara.



Stuart Lipshaw is managing editor at New Zealand's biggest publishing house and works with some of New Zealand's finest writers to make incredible books.

Writing a book of his own has been a lifetime dream come true – and he stayed up late at night for months to make it happen. He lives in Auckland with his wife Bridget and their two energetic boys, Marcus and Eddie.



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RESOURCE KIT CONTAINS:

- Before reading
- Themes
- Language and style
- Illustrations
- Research and Creative responses

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**Teaching Notes: *Oh Boy: A Storybook of Epic NZ Men*
By Stuart Lipshaw**

Synopsis:

There are many kinds of hero. *Oh Boy* is a striking collection of true stories about amazing New Zealand men who busted stereotypes and broke through obstacles to follow their passion.

Heroes can wear rugby boots or ballet shoes. They can go on adventures, build rockets or save lives. They can change the world with a shovel, a microscope or an idea. And can become one of them.

Just some of the amazing men whose stories are featured in this book are Billy T James, Bret McKenzie, Bruce McLaren, Edmund Hillary, Ernest Rutherford, Fred Hollows, Jemaine Clement, Jonah Lomu, Kelly Tarlton, Liam Malone, Neil Finn, Peter Jackson, Richie McCaw, Steven Adams, Taika Waititi, Willie Apiata, Witi Ihimaera – and many, many more. Find out all about how they rose to the challenge and overcame obstacles and stereotypes about what men can do.

A companion volume to the number-one bestseller *Go Girl*, *Oh Boy* is essential and inspirational reading for New Zealanders of all ages. And that includes you too, grown ups.

The Author:

Stuart Lipshaw is managing editor at New Zealand's biggest publishing house, Penguin Random House NZ, and works with many of New Zealand's finest writers to make incredible books.

Writing a book of his own has been a lifetime dream come true – and he stayed up late at night for months to make it happen.

He lives in Auckland with his wife Bridget and their two energetic boys, Marcus and Eddie.

The Illustrators:

The stories are accompanied by equally fabulous portraits specially created for the book by ten exceptional New Zealand-based illustrators: Ant Sang, Bob Kerr, Daron Parton, Elliot O'Donnell (aka Askew One), Fraser Williamson, Michel Mulipola, Neil Bond, Patrick McDonald, Toby Morris and Zak Waipara.

Before Reading:

1. Before reading the book, look at the cover image and title. Discuss what you think the book might be about.
2. Who do you think the readership of this book will be?
3. What genre (style) do you think this book belongs to? Why do you think this? Think about the fonts, colours, and style of illustrations and what they tell you about what sort of book this is. Discuss what students know about biographies and how this book fits into that genre.

4. As a class, discuss what the word 'epic' means. Brainstorm and list any New Zealand men you consider to be 'epic' and worthy to be included in a book and why you think this. Do you agree with your classmates' choices? Why/why not?
5. As a class, discuss if you recognise any of the names on the front and back cover of the book. List any information you may know about the men you recognise. Do the same with the *Table of Contents*.
6. Read the author's dedication in the front of the book. Discuss what a dedication is. Ask the students if they wrote a book who they would dedicate it to and what the dedication would say.
7. Read the *Preface* (p. 7). Discuss why you think the author chose to write this book.

Themes:

This stunning book, which profiles many epic New Zealand men from the past and present, has several themes.

The themes of skill, determination, perseverance and ambition are featured throughout the book as the men's biographical profiles demonstrate that these qualities were what was needed for the men to achieve.

1. As a class, discuss and list what you think the main themes of this book are. Support your choice of themes with examples from the book.
2. What do you think is the main theme of the book? Write an essay on your choice.

Language and Style:

1. The title of the book, *Oh Boy*, is an example of slang. What does it mean? Can you think of any other examples of slang, especially ones that you think are particular to New Zealand?
2. Discuss the purpose of a Table of Contents and Preface and how the inclusion of these help a reader.
3. There are many language features in the book, for example, similes, adjectives, alliteration, synonyms, exciting verbs, and rhetorical questions. Find the definition of each, then find an example from the book or think of some of your own. Next time you create a piece of writing in class, focus on and/or include at least one of the language features mentioned above to help make your writing more exciting for the reader.
4. Think about the writing style and the genre of the book, that is, short biographies. As a class, discuss whether you believe the author has successfully managed to blend facts with exciting and engaging stories about the men. If so, find examples from the book.
5. The narrative of the book is in the third person. Why do you think the author chose to do this, particularly in relation to the book's genre? Choose one of the New Zealand men and rewrite their story in first person narrative using a different genre, such as a monologue, diary entry or a letter to a loved one. Present your monologue, or read your diary entry or letter, to your class.

6. Each of the biographies begins with an introductory page that includes the achievement for which the epic New Zealand man is recognised, their name, date of birth (and death), place of birth, and then a significant quotation from their entry. Design a page like this for your future self. Think about what achievement you would like to be recognised for and think of a quote that helps sum up you, and your imaginary achievement.
7. The introductory page of each entry in the book includes a quotation. In pairs, each choose one of the entries and discuss the quotations chosen for them. What significance do they have to the epic New Zealand men you have chosen, and to yourselves? Look for a second quote from the entries that you would choose to also be included in the introductory page. Explain your choice to your partner.
8. Find ten words from the book that you are not familiar with. Look up the definitions of these words and then put each word in a sentence to illustrate your understanding of the word and its meaning.

Illustrations:

1. Each story is accompanied by a portrait created by one of ten New Zealand illustrators. Examine the illustrations and choose your favourite. Explain why it is your favourite. Consider elements such as the style, colours, lines, textures, choice of backgrounds, imagery, etc. Do the illustrator's choices fit the personality of their subject? Choose one of the men and create your own portrait of him to accompany the text, thinking about the choice you will reflect your subject.
2. In pairs, each choose your favourite illustration from the book. Next, sit back-to-back and each describe orally your chosen illustrations to your partner who draws a picture based on your description. Look at the drawings you have created. How do your drawings compare to the drawings in the book? Consider points such as: Is the composition similar and is it as detailed? Is the portrait you have drawn recognisable as the person you were attempting to capture?
3. The book is about real people. Find a photograph of one of your favourite epic New Zealand men from the book and compare the photograph with the portrait from the book. Then choose a photograph of another notable New Zealand man, or a man who you admire, to create an illustration of.
4. Look at the *About the Illustrators* section (pp. 207-209). Choose one of the illustrators and find another book they have illustrated or other artwork produced by them. Compare and contrast this work with the portrait they have created for the book. Are there many similarities or differences? Try to create a piece of art similar to their artistic style.
5. In the *About the Illustrators* section (pp. 207-209) each of the illustrators have produced a self-portrait to accompany their bio. Create your own self-portrait and write a short bio about yourself to accompany your art.

Research and Creative Responses:

Complete one of the following tasks inspired by the book:

1. In the *Table of Contents* each man's job is stated. Choose one of the men and his job to research. Find out what their job entails and find out what steps you need to take to get into that job, such as attending university or going to art school. Create a poster or pamphlet to encourage your classmates to try to undertake these jobs as a profession and to explain what they need to do to achieve this goal.
2. Many places in New Zealand and around the world are mentioned in the book. In pairs, find and list all the place names found in the book and locate each of the destinations on a map of New Zealand and a world map. Choose one of these places to research. Present interesting facts about your chosen place to your class. Think about information such as population, weather, capital cities, food, etc.
3. In pairs, pick one man in the book whom you both admire to create a 'Roll on the Wall' about. This entails drawing an outline of your chosen man on a piece of paper. Outside the outline describe him physically, alongside what he is known for, such as his job or achievements. Inside, include the personal qualities he needed to become an epic New Zealand man, such as resilience and bravery.
4. In pairs, both choose one of the men to embody. Using the drama conventions of role-play, 'hot-seating' and improvisation, attempt to get into the minds of your chosen men. Next, get the class to ask questions about what it is like to be the man and what he considers important qualities for an epic man to have, alongside how he feels about being chosen to be included in the book.
5. In small groups, write, design, bind and publish an illustrated children's story book based on one of the biographies of the men. Read your story to a younger class level.
6. In the *Preface*, Stuart Lipshaw writes that 'When you read these stories, I hope they inspire you to chase your dreams' and 'Enjoy these stories. And then go out into the world and write your own. Follow your passions' (p. 7). Think about a dream and or passion you have to write about as a narrative.
7. In the *Preface*, Stuart Lipshaw writes that the book is not 'an instruction manual on how to become a hero.' (p. 7). Imagine you have been asked to write an instruction manual to become an everyday hero. What qualities or characteristics do you think a person needs to qualify as a hero? Is there one type of hero or many? Think about how your manual will be laid out, the accompanying images (if any) and the procedural writing style you might use.
8. Choose your favourite man from the book to research further using a format of your choice, such as a pamphlet, poster, Google Slides, Powerpoint, a speech, a newspaper article, etc. Present your findings to your class.
9. In small groups, choose one of the men to create a mini biographical documentary about. Write a script, create costumes and find locations in which to film around your school. If you have a device, film it and have a screening of your creations for your class, or act out your documentaries.

10. Look at the illustrated timeline of all the men found in the back of the book (pp. 204-205). Create an illustrated timeline of either your own life and achievements or those of an epic man who you know personally, such as your father, uncle, grandfather, teacher, etc.
11. After reading the book, in pairs, choose and discuss each of your favourite epic New Zealand men. List five reasons for your choices.
12. As a class, during shared writing, write a letter inviting your favourite past or present epic New Zealand man from the book to come and visit your school. Explain why he should come to your school and what you would like him to talk about. Decide what your top five questions for him would be and include them in your letter. Use formal letter writing elements, such as your address, the long date, 'Dear' and 'Yours sincerely'.
13. If you were to choose another significant New Zealand man to write about, who would it be and why? Write a short piece of persuasive writing to the editors at Puffin and/or author Stuart Lipshaw convincing them why they should include an entry about your chosen person.
14. Imagine you could choose one of the epic New Zealand men's biographical entry to turn into a movie. Think about which actors you would like to play the parts and what the soundtrack to your scene might be. Then create a marketing campaign to advertise your programme/movie. Think about possible advertising avenues, such as movie posters, radio and television commercials, and a preview to screen in cinemas.
15. After a close reading of the book, choose your favourite epic New Zealand man or men to write your own comprehension questions about. Create a quiz based on your questions. Ask a classmate your quiz questions.
16. Design your own cover for the novel, including the blurb.
17. *Oh Boy* is the perfect book to accompany the best-selling *Go Girl* by Barbara Else (Puffin, 2018). Read this book. What are the similarities and differences in themes, design and choice of the famous New Zealanders that were included?
18. Write a review of the book, aiming it at the readership of your favourite magazine, newspaper, website or blog. Give it a rating, such as stars or a number out of ten. Consider the following questions:
 - Which of the biographical stories appealed to you the most? The least?
 - What ideas and themes in the book awakened your interest?
 - What did you dislike, or find boring?
 - Why do you think this is a significant and important book for today's readers?
 - Do you think this book is for an international audience or solely for New Zealand readers? Why/why not?