

Penguin Random House

TEACHERS' RESOURCE KIT

Wildboy

Brando Yelavich & Donella Yelavich (illustrator)

Wildboy had a really BIG dream of going on a MASSIVE adventure in the great outdoors.

This is the true story of Brando Yelavich, also known as Wildboy, who slept in a tent, hunted and fished for his food and came up close to seals and sharks on his 8000 km journey around the coast of New Zealand. His epic story will capture the imagination of anyone who, like Brando, longs for adventure. The colourful and realistic illustrations feature a variety of beautiful New Zealand landscapes and native wildlife for readers to spot. See if you can find the compass hidden on every page!

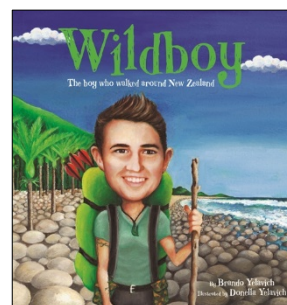
A wonderful positive true story of tramping, adventure and encountering nature that will inspire children to get outdoors!



Brando Yelavich was born in Auckland where he spent most of his school years, slowly falling off the rails. A life-changing journey taught him much about life and gave him the foundations to grow into a successful explorer and motivational speaker. In 2015 he published a bestselling memoir, *Wildboy*:

An Epic Trek around the Coast of New Zealand and his follow up, *To the Edge and Back* was published in 2017. You can follow Brando at **Wildboyadventures.com**.

Donella Yelavich is an artist and event stylist based in Waimauku, Auckland. She was very excited to be able to illustrate her first children's book relaying the story of her son's great adventure into the wild.



SPECIFICATIONS:

Imprint: Picture Puffin
Published: 2 April 2018
ISBN: 9780143772453
RRP: \$19.99
Format: Paperback
Extent: 32 pages
Readership: 3-8 yrs.

RESOURCE KIT CONTAINS:

- Before reading
- Themes
- Survival
- Determination
- Further research and creative responses



WILDBOY Teacher Notes

Wildboy: The Boy Who Walked Around New Zealand

By Brando Yelavich

Illustrated by Donella Yelavich

Before Reading

1. In groups of 3-4, before reading the book look at the pictures and words on the front and back cover. Discuss what the book might be about. Think about the colours, illustrations, and fonts (letters) and what they tell you about what sort of book this is.
2. In groups of 3-4, discuss what you already know about tramping and/or camping in the wild in New Zealand. Are there places you should be careful when visiting? Are there places that are better to visit at certain times of the year? Are there rules you need to follow when you go camping? Aim to come up with between four to five facts or pieces of information.
3. In groups of 3-4, come up with four to five questions you have about the book based on your discussion from activities 1 and 2 above.
4. Share your facts and questions with the class. Make note of any new facts or information that you learn from this discussion.

Themes

New Zealand Landscape and Wildlife

Wildboy is a wonderful introduction to the New Zealand landscape and wildlife, celebrating the amazing natural diversity around the country.

Questions

1. Look at the map of New Zealand at the beginning of the book. How many of the places have you visited? Are there any that you have never heard of? Compare your experience and knowledge with that of your classmates.
2. Do you recognise any of the birds in the picture where Brando is waving goodbye to his dad?

Activities

1. When Brando is in his kayak he is confronted by a shark! What do you know about sharks in the ocean around New Zealand? In pairs or on your own, research sharks around and near New Zealand using the library or Internet. Next, you could draw – or copy – a map of New Zealand that shows the places you are most likely to encounter sharks. You could also include information (in pictures or words) about what times of year or conditions there are more sharks and what to do if you do encounter a shark.

Survival

Brando makes his journey entirely on his own. He must be well prepared, have the supplies he needs, and know how to survive in the wild.

Questions

1. Look at the illustration of all the items Brando packs in his bag. Can you identify each of these items? Imagine that you are Brando and you can only pack five of these items. Which five would you choose? Compare your decisions in small groups and then share with your class.

Activities

1. In pairs, pick one of the wild foods that Brando eats and find out how you would prepare or cook this food. You could create your own illustrated recipe card.
2. What would you do if you were faced with a bull? In pairs, find out what to do (if you don't know already) and then create a safety demonstration (short play or skit) for your class with one of you acting as the bull. Make sure you explain carefully to help keep others out of danger!

Determination

There are times when Brando finds his journey to be very challenging and has to be determined to continue. Often when people achieve something great, we can forget that they had to be very determined when facing challenges and obstacles. *Wildboy* shows the wonder and highlights of Brando's journey as well as the challenges, which helps us feel proud and excited for his achievement.

Questions

1. When are the times in the story that Brando has to be very determined to continue? What are the challenges and how does he overcome these? Have you ever been in a similar situation in the wild? What did you do? Discuss as a class.

Activities

1. Recall a time when you have felt like giving up but have used determination to keep going. You could write about this in the style of a diary entry or as a poem, short story, or even create a comic strip. This could be a big challenge that took place over weeks or even months or a short/smaller challenge that took place over a few hours or minutes. All challenges are significant and important in their own ways! Ask yourself the following questions:
 - What was the challenge?
 - How did you feel when you began the challenge?
 - When did it become very difficult?

- How did you feel in your body and your mind when it became difficult and you felt like giving up?
- How did you feel after you had overcome the difficulties and met the challenge?

Illustrations

The illustrations in *Wildboy* show the New Zealand coastline with lots of blue skies, rolling ocean waves, rugged shorelines, green landscape, different seasons and times of day and night.

Questions

1. At night Brando sees “the most amazing sunsets and amazing stars.” Look closely at the picture of Brando camping at night. Often we think of night as dark and black. How many different colours and features (including animals) can you see in this illustration? How does it make you think and feel differently about night time? Do you think the night sky looks different when you’re in the country or wilderness than when you are in a town or city? Why might this be?

Activities

1. Create your own night time in the wild picture using no fewer than eight different colours. You could use felt pens, colouring pencils, or paints.
2. Look for other pictures of night time in other stories or books. Do they have similar features to the picture in *Wildboy*? Are there images or colours that reappear that you hadn't noticed before?

Writing Style and Language (Advanced)

Wildboy is a non-fiction (true) story about Brando Yelavich’s 8,000km walk around the coast of New Zealand; a journey that sees him meeting seals and sharks, bathing under waterfalls, and sourcing his own food.

Brando uses different and lively types of language to help us experience his journey.

1. Find the definition (meaning) of “edible” and then use it in a new sentence.
2. Find the definition (meaning) of “equator” and then use it in a new sentence.
3. Adjectives are describing words. For example: cutty in “cutty grass”. Cutty tells us what sort of grass it is and is more descriptive than just “grass”. Find four other adjectives in the book. Think about whether the writing would be as interesting or lively if these adjectives were not included. Would the story be as enjoyable without them?
4. This book is written in first person, which means that the author is writing about himself. For example:
*“I was getting stronger and fitter, and becoming much better at hunting for **my** food. The tastiest for **me** came out of the sea.”*

Often books are written in third person, which is when the author writes about other people. The sentence above written in third person would read:

“He was getting stronger and fitter, and becoming much better at hunting for his food. The tastiest for him came out of the sea.”

Choose another sentence written in first person in the book and then re-write it in third person.

Further Research and Creative Responses

1. In pairs or small groups, plan a day adventure in the wild near your town/city/school. Think about how you would get there, what you would need to pack, good activities, and how to stay safe. Next, “sell” your adventure to the class as short presentation. Be sure to emphasise how exciting, daring, and fun it will be! As a class vote for the best group presentation...you might even be able to plan a real trip.
2. Is there somewhere wild near where you live or go to school that not many people know about? It could be quite a small area but still fascinating and/or beautiful. Create a poster or pamphlet that shows this place using words and pictures. You could mention important landmarks, buildings, flora (plants), and fauna (animals).