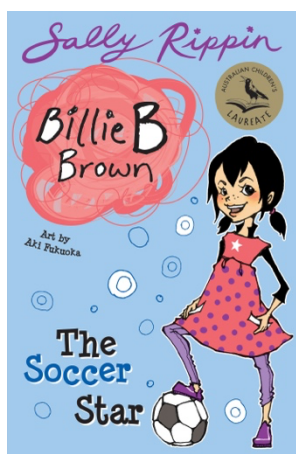


Billie B Brown Teacher's Notes



The Soccer Star

Written by Sally Rippin

Illustrated by Aki Fukuoka

Teacher's Notes by Gisela Ervin-Ward

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Billie B Brown is an Australian children's book series for newly independent readers written by Children's Laureate Sally Rippin and illustrated by Aki Fukuoka. Download the full series teacher's notes from <https://publishing.hardiegrant.com/en-au/teacher-notes>

LEARNING OUTCOMES

RECOMMENDED FOR

Readers aged 4+

THEMES

Title's Situational Theme:

- Soccer.
- Gender expectations in sport.

Title's Social Emotional Themes:

- Communicate your feelings and needs to people who love you.
- When someone communicates with you, support them.

SYNOPSIS

Billie wants to play soccer, but the boys at school insist she can't join, saying it's only for boys. They invite Jack to play. Hurt but pretending not to care, Billie sits alone, feeling too shy and upset to ask Jack to stay with her. After the game, Jack, excited from playing, wants to hang out with the boys and invites Billie to join. However, the boys refuse, claiming again that girls can't play soccer. Billie feels hurt and thinks Jack no longer wants to be her friend. Summoning her courage, Billie tells Jack how she feels. Jack is surprised, as he thought Billie didn't want to play. They are relieved to clear up the misunderstanding and come up with a plan to show everyone that soccer is not just for boys.



Sally Rippin

All kids can be readers!

Australian Children's Laureate 2024-2025

KEY AUSTRALIAN CURRICULUM CONTENT DESCRIPTIONS:

Year 2:

HPE:

AC9HP2P0; AC9HP2P02; AC9HP2P03;

English:

AC9E2LA08; AC9E2LA09; AC9E2LE01; AC9E2LE03; AC9E2LY02

Year 3:

HPE:

AC9HP4P0; AC9HP4P03; AC9HP4P04; AC9HP4P06

English:

AC9E3LA0; AC9E3LA02; AC9E3LA09; AC9E3LA10; AC9E3LE02; AC9E3LY02; AC9E3LY05

KEY VOCABULARY:

Key Vocabulary: ‘Communication’

Definition: Communication means sharing your thoughts, feelings, or information with others. You can do this by talking, writing, drawing, or using gestures and expressions. It's how we understand each other

Before the session: Share the definition of ‘communication’ with the students.

During the session: Point out when you or the students are using the word ‘communication’ in context.

End of the session: Ask students to create sentences using the word ‘communication’ that relate to what you have been learning about. This helps reinforce their understanding and application of the word.

After the session: Use the word ‘communication’ in context during other parts of the day to draw students’ attention to it.

CIRCLE TIME READING AND DISCUSSION:

What happens in the story?

Read the Book

Read the book through at least once without stopping.

[Optional] Read through a second time, pausing to point out key features but don't go too deeply into questioning yet.

Facilitate a group discussion about what happens in the story

Show Page 4.

Ask:

- What are Billie and Jack doing in this picture?
 - Elicit: Playing happily on the monkey bars together.
- When Sam runs over and invites Jack to play soccer, what happens? (Reread pages 6-12 if necessary.)
 - Elicit: Both Jack and Billie want to play soccer, but Sam says that Billie can't play because soccer is not for girls. Jack goes to play and Billie stays on the monkey bars.

Show Page 12.

Ask:

- How does Billie feel about not playing soccer?
 - Elicit: Shy, cross and sad.
- How can you tell from the story/pictures?
 - Quotes: "Billie sits by herself on the monkey bars. She still has half a banana sandwich left in her lunchbox. Banana sandwiches are her favourite, but Billie doesn't feel hungry anymore. The cross feeling and the sad feeling have muddled up in her tummy. She closes her lunchbox and waits for the bell to ring." PP 11-12

Say:

Billie's feelings are complicated. She says one thing but feels another thing. Listen to this passage again.

Read Pages 7-10.

Ask:

- What does Billie say about soccer?
 - Elicit: I don't want to play. Soccer is a stupid game.
- What do you think she really thinks about soccer, and what does she really want to do?
 - Elicit: Wants to play soccer and doesn't want to be left alone without Jack.
- Why do you think Billie would say that soccer is boring and that she doesn't want to play when she really does?
 - Elicit: She is feeling defensive because her feelings are hurt because Sam said something mean, and Jack left her alone. Sometimes when someone says something mean, our first reaction is to say something mean back.
- Does Jack realise that this is what Billie thinks?
 - Elicit: No. He asked her to join them, and she said no, so he took her at her word.

Discuss Billie's choices

Billie plays with her other friends Ella and Tracey. They are not really doing the things Billie is interested in.

Read PP 21-23.

“Can I be in your group?”

“Sure,” says Tracey. “But what about Jack? Don’t you want to sit with him? You always sit with him.”

“He only wants to play with the soccer boys now,” says Billie. “Sam and Benny say girls can’t play soccer.”

“They are right,” says Ella. “Who wants to play soccer? Yuck!”

“Yeah,” says Tracey. “Soccer is for boys.”

“That’s just silly!” says Billie. “Girls can play soccer, too!”

Suddenly Billie doesn’t feel sad. She doesn’t feel bad, and she doesn’t even feel mad.

Billie B Brown has an idea!’

Ask:

- Billie has choices about what to do next. What do you think these choices are?
 - Elicit: Keep playing with Ella and Tracey doing something she doesn’t really want to do. Explain to Jack that she wants to be his friend and was hurt when he left her to play soccer. Play soccer anyway and show the boys that girls can play soccer too.
- What choices does Billie make?
 - Elicit: She **communicates** with Jack and tells her how she feels. She and Jack communicate with the boys to show them that girls, and specifically Billie can play soccer.
- Billie and Jack communicate with the boys in an unusual way. What do they do?
 - Elicit: They demonstrate that girls can play soccer by having Billie play in disguise.
- This was an effective way of communicating their message. What are some other ways they could have done this? How well do you think they might have worked?
 - Elicit: A discussion about direct and indirect communication and the benefits and effectiveness of different approaches in different contexts.

Relate the Story to Our Lives

Ask:

- Can you think of a time when you were so upset about something that you weren’t able to communicate your feelings at the time?
 - Elicit: An example relevant to your context.