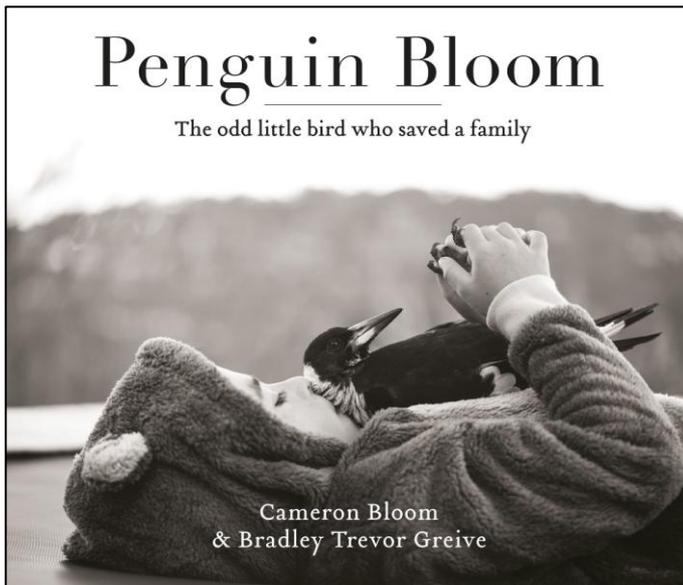


Penguin Bloom

Cameron Bloom
& Bradley Trevor Greive



Penguin Bloom is a unique journey of recovery and an extraordinary celebration of life, featuring Cameron Bloom's exceptional photographs and a captivating narrative by *New York Times* bestselling author Bradley Trevor Greive.

Curriculum Areas and Key Learning Outcomes:

Personal and Social Capability

English (Drama, Visual Arts)

English (Digital Technologies, Visual Arts)

Appropriate Ages:

This book appeals to all age groups and, with teacher guidance, it can be used as a teaching tool across all levels.

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Notes by: Ria Coffey

CONTENTS

- Book Summary
- Author Information
- Curriculum Links & Student Activities
- Reasons for Studying this Book
- Themes
- Biography
- Notes Prepared By

BOOK SUMMARY

The odd little bird who saved a family

This is a true story of hope and courage. It begins with a shocking accident, in which Cameron's wife, Sam, suffers a near fatal fall that leaves her paralysed and deeply depressed. Into their lives comes Penguin, an injured magpie chick abandoned after she fell from her nest.

Penguin's rescue and the incredible joy and strength she gives Sam and all those who helped her survive demonstrates that, however bleak things seem, compassion, friendship and support can come from unexpected quarters, ensuring there are always better days ahead. This plucky little magpie reminds us all that, no matter how lost, fragile or damaged we feel, accepting the love of others and loving them in return will help to make us whole.

Penguin Bloom, the injured magpie, is introduced through an incredible series of photographs that are both heartfelt, hilarious and captivating. The limited narration allows the photographs to speak volumes, portraying how a vulnerable, sick magpie helped to bring a family back to life. Sam and Penguin both recover from their life threatening injuries and adopt new ways of life. A series of messages learnt from Penguin provide inspiration for living in the present, enjoying every moment, being compassionate and kind, and valuing family and friends above all else. In the final section of the book Sam shares her experience of paralysis and how she has overcome embarrassment, anger, thoughts of suicide and great sadness to live a fulfilling and joyful life.

AUTHOR INFORMATION

Cameron Bloom

Cameron Bloom began his career as a surf photographer on Sydney's Northern Beaches at the age of 16. Since then, Cameron's travel, editorial, commercial and artistic works have been featured in many international publications, including *The New York Times*, *Harper's Bazaar*, *Vogue* and *Gourmet Traveller*. Cameron is also the award-winning cinematographer of the short film *Surrender* – a creative collaboration with Australian artist Joshua Yeldham – which was a featured screening at the London Art Fair. *Penguin Bloom* is his first book.

www.penguinthemagpie.com

Bradley Trevor Greive

Bradley Trevor Greive AM was born in Tasmania and became an international publishing sensation after the *New York Times* bestselling debut of *The Blue Day Book* in 2000. BTG remains one of Australia's most successful authors, having sold more than 25 million books in 115 countries. He is also an internationally respected wildlife expert and TV presenter. In 2014 BTG was awarded the Order of Australia for his service to literature and wildlife conservation.

KEY CURRICULUM AREAS & STUDENT ACTIVITIES

Personal and Social Capability	English (Drama, Visual Arts)	English (Digital technologies, Visual Arts)
<p>Foundation</p> <p>Recognise emotions – identify a range of emotions and describe situations that may evoke these emotions</p>	<p>Foundation – Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)</p> <p>Activity – Orally explain to students the story of the Bloom family and their adoption of Penguin. Choose up to ten pages that summarise the story well and read these to the students. Ask students to use different coloured crayons that represent their emotional response to the story and colour the <i>Penguin Bloom</i> magpies as each page is read.</p> <p>Worksheet – Magpie colouring sheet</p>	<p>Foundation – Share feelings and thoughts about the events and characters in texts (ACELT1783)</p> <p>Activity – Orally explain to students the story of the Bloom family and their adoption of Penguin. Choose up to ten pages that summarise the story well and read these to the students. Discuss the feelings of the Bloom family. What emotions might they experience at different stages of the journey to recovery for Sam and Penguin?</p>
<p>By the end of Year 2</p> <p>Recognise emotions – compare their emotional responses with those of their peers</p> <p>Understand relationships – identify ways to care for others, including ways of making and keeping friends</p> <p>Contribute to civil society – describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them</p>	<p>Level 1 – Explore different ways of expressing emotions, including verbal, visual and body language, and facial expressions (ACELA1787)</p> <p>Drama Level F-2: Use voice, facial expression, movement and space to imagine and establish role and situation (ACADRM028)</p> <p>Activity – After reading the photographic section of <i>Penguin Bloom</i>, choose three photographs and ask students to use their understanding of facial</p>	<p>Level 1 – Construct texts that incorporate supporting images using software including word processing programs (ACELY1664)</p> <p>Level 2 – Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)</p> <p>Level 2 – Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction</p>

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	<p>expressions and body language to discuss the photograph in detail. Transfer this knowledge to personal experience and how reading facial expressions and body language helps students to understand relationships.</p>	<p>(ACELA1467)</p> <p>Digital Technologies Level 2:</p> <p>Collect, explore and sort data, and use digital systems to present the data creatively (ACTDIP003)</p> <p>Activity – Students work in partners and take a photograph of an example of someone contributing positively to school life. This could be putting paper in the bin, smiling at other students, helping the teacher by cleaning the board. Download the photograph into a Word document and caption the photo with a simple message. Extend students by focusing on the use of clauses and conjunctions in the sentence.</p>
<p>By the end of Year 4</p> <p>Recognise emotions – describe the influence that people, situations and events have on their emotions</p> <p>Understand relationships – describe factors that contribute to positive relationships, including with people at school and in their community</p>	<p>Level 3 – Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483)</p> <p>Level 4 – Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496)</p> <p>Visual Arts Level 3–4: Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)</p> <p>Activity – Choose a photograph to analyse as a class. Look at the use of colour, background, shot type and camera angle. What effect does this have on the reader? Does it provoke more of an emotional response?</p> <p>Ask students to select a photograph and analyse it and record their responses in their workbook.</p> <p>Extend students by transferring this understanding to an advertisement seen on TV. What emotional response is it attempting to provoke? Why?</p>	

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<p>By the end of Year 6</p> <p>Recognise emotions – explain how the appropriateness of emotional responses influences behaviour</p> <p>Express emotions appropriately – explain the influence of emotions on behaviour, learning and relationships</p> <p>Contribute to civil society – identify a community need or problem and consider ways to take action to address it</p>	<p>Level 5 – Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)</p> <p>Activity – <i>Penguin Bloom</i> is a photography book. This style of text has become increasingly popular. Show students other examples of photography books and create a list of common elements of this style of text. Students then create a Venn diagram with two or three other styles of text to highlight the similarities and differences between them. Extend students by requesting the class create a photography book that demonstrates awareness of a community or school issue.</p>	<p>Level 6 – Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)</p> <p>Level 6 – Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)</p> <p>Activity – Create a series of Five Senses poems that encapsulate the sentiment in selected photographs from the text and then present to the class as a multimodal presentation, using the images and spoken word.</p> <p>(It smells like ... It tastes like ... It sounds like ... It feels like ... It looks like.)</p>
<p>By the end of Year 8</p> <p>Recognise emotions – examine influences on and consequences of their emotional responses in learning, social and work-related contexts</p> <p>Contribute to civil society – analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities</p> <p>Understand relationships – identify indicators of possible problems in relationships in a range of social and work-related situations</p>	<p>Level 7 – Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)</p> <p>Level 7 – Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724)</p> <p>Level 8 – Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (ACELA1548)</p> <p>Activity – After reading and discussing the stunning use of photographs used to add layers of depth to the story <i>Penguin Bloom</i>, access photographs and cartoons (e.g. <i>Herald Sun</i> cartoonist Mark Knight) selected from newspapers to extend students in analysing the layers of meaning created by authors to influence reader emotions and represent relationships, social issues and current events.</p>	

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<p>By the end of Year 10</p> <p>Recognise emotions – reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts</p> <p>Express emotions appropriately – consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices</p> <p>Become confident, resilient and adaptable – evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations</p> <p>Contribute to civil society – plan, implement and evaluate ways of contributing to civil society at local, national, regional and global levels</p>	<p>Level 9 – Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)</p> <p>Level 9 – Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)</p> <p>Activity – After reading and analysing the text, students are to write ‘A day in the life’ of a person who has suffered a spinal cord injury. Using their knowledge gained from reading <i>Penguin Bloom</i>, particularly Sam Bloom’s message in the final section of the text, students are to imagine themselves in the position of someone suffering paralysis. To extend students, give them all a different recovery time from which to write their perspective. Some students may be still in hospital, others returning home for the first time and some students writing from the perspective of a sufferer who is twelve months into rehabilitation. How would their ‘A day in the life’ experiences differ?</p> <p>To further challenge students, the perspective of members of the family playing a supporting role at different points in the recovery journey would be a worthwhile writing opportunity.</p>	<p>Level 10 – Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)</p> <p>Level 10 – Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)</p> <p>Activity – After reading the text, what overwhelming feelings did students experience? Brainstorm as a class the impact of the text as a whole.</p> <p>Spinal cord injury requires funding for research. Ask the students if there is something they could do to contribute and provide the opportunity to fulfill. It may be worthwhile seeking out a guest speaker.</p>
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Senior study - English

Key Questions:

In *Penguin Bloom*, the reader is invited to meet the Bloom family, particularly Sam and Penguin Bloom, who are both recovering from life-changing experiences. How do the elements of journey highlighted in *Penguin Bloom* relate to the broader understanding of 'journey'?

How are the journeys of the Bloom family, in particular Sam and Penguin, shaped through authorial choices (structure and language, thematic interrelationships, imagery and other features) in the text *Penguin Bloom*?

Discussion:

- What effect does the telling of this story through a photography book have on the reader?
- Why did the author choose this style?
- How does the reader approach a 'photography book'?
- Is it less confronting and easier to deal with the severity of the content?
- Are there other stories told through a different perspective or style, to help readers deal with confronting content? (E.g. *Room* by Emma Donoghue is told from the perspective of a child.)
- A lot of the story is told through photographs. How does this affect the reader's interpretation of the text?
- How do the photographs selected relate to the experiences of the family and assist in moving the story?

Activities:

What forces initiated Sam's journey? What sources of assistance did Sam rely on?

- Write a letter of thanks from Sam to someone who assisted on her physical or inner journey.

What obstacles did Sam face on her physical and inner journey?

- Write a journal entry from Sam after she first arrives home from hospital and a journal entry after a morning of kayaking at a later stage in her recovery.
- Create a series of questions to ask Sam about her journey in an interview.

How does Sam's journey compare to other spinal paralysis victims?

- Research the journey of a paralympian. Complete a Venn diagram to map out the journey experiences of Sam and your chosen sports person. Present your findings to the class.

REASONS FOR STUDYING THIS BOOK

Teaching students to be resilient and feel positive about their lives are elements of the Australian Curriculum that are often best taught through engaging students in a story. Students respond particularly well to real experiences and real people; true stories. *Penguin Bloom* provides teachers with a tool to demonstrate how real people, struck down by tragedy, are able to adapt, connect to nature and family and friends, and live their best lives under circumstances beyond their control.

Penguin Bloom has many entry points for different levels as the majority of the story is told through minimal narration, without complex text.

THEMES

- Resilience
- Relationships (family and friends)
- Positive attitude (self worth)
- Empathy and compassion

BIOGRAPHY

Penguin Bloom

<http://www.penguinbloom.com/>

Cameron Bloom

<http://www.penguinthemagpie.com/>

Bradley Trevor Greive

<http://btgstudios.com/>

Australian Curriculum

<http://www.australiancurriculum.edu.au>

State Library of Victoria Digital Image Pool

<http://www.slv.vic.gov.au/contribute-create>

NOTES PREPARED BY

Ria Coffey grew up in the country town of Wycheproof in Victoria. Wycheproof boasts the smallest registered mountain in the world and a train line running through the main street. Ria lives in Melbourne and works in a wonderful school library. She is busy making sure all the students and staff have great books to read, which is her life passion, but she always makes time to return to Wycheproof and hike up to the top of the mountain to watch the sun set.

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