



## The Best Beak in Boonaroo Bay by Narelle Oliver

Picture book | 30pp | Years 2–4

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### ACTIVITIES

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#### A Fair Go



Making sure that everyone has the same opportunities to achieve is very important to Australian culture. We call it 'having a fair go' or being on 'level playing field'.

- How did the pelican ensure that each bird had a [fair go](#) to prove that its beak was the best?
- How did the pelican's solution change the thinking and behaviour of the birds?
- What does having 'a fair go' mean to you?
- How should fairness be decided – by an individual or a group?
- Can ensuring a [fair go](#) be determined by luck, such as tossing a coin, or is it more than that?
- Can something be considered a [fair go](#) if there are different rules for the different people or groups involved?
- What is the difference between being right and being fair?
- Is it possible to ensure that everyone has a [fair go](#) in every situation

#### Fair Go: Solving Conflict



Is there an issue in your class or school that is causing concern? Use [this chart](#) to identify:

- **what** the problem is
- **where** it occurs
- **when** it occurs
- **why** it occurs
- **who** it affects
- **how** it affects them



In small groups, discuss a possible solution that would be fair to everyone. Then share your solution with the rest of the class. Construct a [PMI chart](#) to identify the positives and negatives of each suggestion, and then use that to help you decide on a fair solution.



# Understanding, Tolerance and Inclusion



## Celebrating Differences

Although, on the surface, species like fish and birds and people might have the same physical characteristics, it is the differences between us that make us special. Understanding why there are differences between us helps us value the uniqueness of each person. Investigate what makes a bird a bird and list all the common characteristics in the left-hand column of [Bird Business](#). On the right-hand side, list the differences you might see and suggest a reason for these.

Everything we learn and do helps makes us an individual. Consider what is special about you. On [this chart](#) make a list of all the characteristics that you share with the others in your class, and then list all the things that are unique. Remember to include those things that you know or can do that others cannot.

Think about something that makes (or has made) a big difference to your life. Complete this rhyme...

I've got something to offer  
I am special, you see  
I \_\_\_\_\_  
That's what special about me.

Display your poem and your completed sheet on the wall and then create a challenge like [this one](#) for other students to complete by reading the information on the display. (Make sure there is a clue for each person so when it is complete, everyone's name is featured.)

Is there something you have done or somewhere you have been that no one else in the class has? How has this changed your life? Write an account of this experience and reflect on its impact on your life. How do you think it might influence your future?

## Doing your best



All the birds in Boonaroo Bay wanted to be the best.

- Why?
- Is being the best important?
- Is there a difference between being the best and doing your best?
- Is it possible to do your best without being the best?
- Is it possible to be the best without doing your best?
- Is it okay to be the best?



Become a class expert. Be the person that others can consult when they need to know. Identify something that you know a lot about, are really interested in or something you can do really well.



What else would you like to know about that subject so you understand it better? Ask your teacher librarian to help you investigate them so you are really confident and competent about answering questions.



Make an A4 size [poster](#) advertising your particular expertise. Study lots of advertisements in newspapers or magazines and identify their key and common factors. List these so you can make sure you include them in your poster.



Make a class display of the posters so everyone knows who is the best person to ask when they need help or information.

## Responding to text



### Boonaroo Bay

Look at all the pictures throughout the book of Boonaroo Bay. Does it look like a place you know? What are the similarities? What are the differences? Boonaroo Bay is a mangrove swamp. Read about this type of environment [here](#). Highlight the key words and phrases and list them. As a class, use the pictures in the book, the information and your imagination to construct a 3D [mural](#) of a mangrove swamp that demonstrates its diversity. Use the keywords and phrases to write captions to label your mural.



### Birds and beaks

We can learn a lot about different birds just by examining their beaks. Find pictures of these birds and:

- compare their beaks
- determine what sort of food they might eat
- where they might live to find this food

Choose one or two species and find out more about them. Were your predictions correct?

- emu
- wedge-tailed eagle
- cockatoo
- kookaburra
- Tawny frogmouth
- southern boobook
- wattlebird
- lyrebird





## Food Chains

Investigate what is meant by the term 'food chain'. Look carefully at all the pictures in the book and identify every animal and plant you can see that might provide food for something else.

Sort them into these groups

- Animal Kingdom
  - Protozoa
  - Coelenterates
  - Molluscs
  - Annelids
  - Arthropods
  - Echinoderms
  - Fish
  - Amphibians
  - Reptiles
  - Birds
  - Mammals
- Plant Kingdom
  - Mosses, fungi and algae
  - Plants with spores
  - Plants with seeds



Identify one of the food chains that exist in the mangroves and complete the [food chain chart](#). Select one of these habitats, identify the creatures and plants that live there and illustrate a food chain. Use the [food chain chart](#). *tree, rock pool, coral reef, your backyard, desert, polar region, rainforest, river*



Are there any common elements that each creature needs to survive, no matter where they might be on the food chain? How does the food chain contribute to the health of the habitat?



## Changes and Changing

- Each of the birds in the story had a different-shaped beak to ensure that it would be able to catch the food it needed for survival. Are there any other differences that you can notice amongst them that might help them survive?
- Over time, plants and creatures gradually change as the climate and environment change so they can continue to exist successfully. This is called evolution. Those who don't adapt, or whose environment changes too quickly, become extinct.
- Choose an Australian plant or creature that is common to your area and investigate the features it has that allow it to survive there.
- Choose an Australian plant or animal that is not seen in your area and investigate why it could not survive there.

