

## Lilli and Shadow in Trouble

Laura Dudgeon and Sabrina Dudgeon

Illustrations by Sally Morgan and Tracey Gibbs

Waarda series editor: Sally Morgan

Publication date: May 2013

ISBN (PB): 9781922089359 • RRP \$9.99

Themes: Family & Home Stories, Non-Fiction

Year level: Y1, Y2, Y3, Y4, Y5

Cross Curriculum: O.I Indigenous

### About the Waarda series

Waarda, Nyungar for talking and sharing stories and information, is an exciting new Indigenous children's series. Edited by Sally Morgan, the series is designed to support the literacy needs of Indigenous children in primary school, by making available to them stories written by Indigenous authors. At the same time, it will introduce non-Indigenous children to the richness and depth of Indigenous storytelling. Above all, it is a collection of fun, interesting and diverse first chapter books for new readers.

### About the Authors

Sisters Laura Dudgeon and Sabrina Dudgeon are descended from the Bardi people from north of Broome, and the Giga people in the East Kimberley. Lilli and Shadow in Trouble is inspired by their Nana and the stories she shared with them.

Laura was born in Darwin in 1993. She wrote her first book in the Waarda series, Lilli and her Shadow, with her aunt Pat Dudgeon, based on Laura's own experience of moving to a new place. This is the first book for Sabrina Dudgeon, Laura's older sister.

### About the Book

Lilli and Shadow in Trouble is the second book to follow the adventures of Lilli – a young girl who has moved from the bush to the city – and her magical animal friend, Shadow.

The story opens with Lilli and her best friend Alice saying goodbye. Lilli and her family will be heading up north to spend the school holidays in the bush with their extended family. Alice gives Lilli an envelope to open later.

When Lilli and her mum, dad and brother Phil arrive at their destination, the air is dry and hot. Lilli is excited to be reunited with her big family – especially Nan. At Nan's, a fun friend appears in Lilli's room: it is Shadow, the magical dingo cat who can change shape and disappear. With Shadow for company, Lilli opens the envelope from Alice and finds a lucky bracelet.

But soon Nan shares something worrying with Lilli. Lately Shadow has been fading. Nan thinks there is something wrong with him. Shadow finally tells them his problem: someone has moved into his mango tree and is not letting Shadow in. He is very scared. But Nan is not: she is strong and determined to help Shadow, and the three go outside to the mango tree.

Lilli, Nan and Shadow discover Glog, a scary, rude tree-creature that has moved into their mango tree. When Nan squirts Glog with water, his threatening look diminishes as he sobs and tells them he has nowhere else to go.

They resolve to help Glog, whose old tree home in the mangrove swamp has gone. While Nan thinks, Lilli gives Glog the lucky bracelet from Alice to help him. Then Nan announces: they must find Glog a new mangrove home so Shadow can return to his mango tree.



Uncle Bernie drives them all to Willi Creek, where they share a picnic. Among the mangroves, Glog finds a new tree that is not already occupied. Everyone is happy with the solution, and Glog gives Lilli two beautiful shells – one for her and one for Alice – by which to remember their adventure.

## Themes

Social behaviour, respect and consideration – The book emphasises the need to respect and consider others. Antisocial and intimidating behaviour is shown to be unacceptable, and is answered with firm but kind action. The story leaves room for the characters to change as they take time to listen to each other.

Conflict resolution, dialogue and cooperation – The book shows that the best outcomes are achieved when we work together towards a common goal. It demonstrates the importance of talking in order to understand each other and the need to find creative solutions that benefit the whole group.

Friends, family and elders – The story highlights the role friends and family can play in solving problems. It shows that sharing our predicament with a trusted person gives us a better chance at resolving it. It also shines light on the valuable knowledge and experience of senior members of society.

## Writing Style

The story is written in the past tense and in the third-person point of view. There is a limited number of characters, making it a straightforward story for younger readers to manage and follow.

The frequent use of dialogue moves the story forward and gives readers insight into the thoughts and feelings of multiple characters. Dialogue can be useful for children who are learning to read aloud as they can be encouraged to experiment with voice and expression to make the story more interesting.

Each chapter is well supported by illustrations which help maintain comprehension through the longer text. The use of chapter titles which reflect the events of each chapter can be used as a prompt to help less confident readers keep track of the story in their memory as they read.

## Study Notes

### Structure and presentation

1. After reading the story, reexamine the cover illustration and answer the following:
  - a. Which elements of the story are illustrated on the cover?
  - b. Why do you think the cover illustrator, Sally Morgan, chose to paint those elements?
  - c. Draw your very own version of the book's cover.
2. Write an alternative back-cover blurb for the story.
3. How important are the internal illustrations to your understanding of the story?
4. The story is told in the third person, but principally from Lilli's point of view. How might the story have been different if it were told from the point of view of Alice, Nan, Shadow or Glog? Choose one chapter and rewrite it from the perspective of one of the other characters.
5. Why do you think the story is divided into chapters? How do the chapters usually begin and end?

### Character development

6. On page 28, Glog is described as a hairless creature that resembles a twisted old tree stump with a head, long thin grey gnarly arms and legs, and dry grey eyes. As a class or in groups, discuss:
  - a. What is your perception of Glog from his outward appearance?
  - b. Does Glog's outward appearance reflect who he is on the inside?
  - c. How does Glog's behaviour change throughout the course of the story?
  - d. How do Lilli's feelings towards Glog change throughout the story?
  - e. Why did Glog give Lilli the shells?
  - f. Draw your very own version of Glog.

## Conflict resolution

7. Discuss the term 'conflict' as a class.
  - a. What does it mean?
  - b. What are some examples of conflict? Describe specific situations that can cause conflict at school, at home, within families and between nations. You can also give examples of 'internal conflict' – where one person struggles with contradicting views within herself/himself.
  - c. What is the source of conflict? Why is it that different people can see/experience a situation differently? Is it possible for two sides to be right at the same time? Discuss with reference to examples.
  - d. Discuss possible ways to approach conflict, based on the examples mentioned in class so far. What responses will lead towards resolution? What responses will make the conflict escalate?
  - e. Is the same response always the best one, or does it depend on the situation? Explore examples of when another approach may be more effective.
8. Now consider the conflict in Lilli and Shadow in Trouble.
  - a. Why did Shadow keep his problem to himself?
  - b. How did Nan and Lilli get him to share his problem?
  - c. What was Nan's reaction to Shadow's problem? What was Lilli's? Why were they different?
  - d. When Glog is first confronted, how does he behave? Why?
  - e. How does Nan respond to Glog's anger? Then, how does she respond to his crying? What steps does she take to find a solution?
  - f. What does Lilli do while Nan is thinking? How is this important?
  - g. Who else helps resolve the conflict?
9. Write about a time when you successfully resolved a conflict, and how you achieved this.

## The environment

10. As a class, discuss:
  - a. What did the mangrove forest in which Glog lived protect?
  - b. What impact did the destruction of the mangrove forest have in the story?
11. Research and write a report on the topic of mangroves.

Information is abundant online, and a search for 'mangroves Australia' will yield many reliable sources. (You may like to print out some of the information, for example [www.kidcyber.com.au/topics/mangroves.HTM](http://www.kidcyber.com.au/topics/mangroves.HTM)). In your report, consider:

  - a. What are mangroves?
  - b. Botanists classify trees as belonging to families and species. What are some common mangrove tree families in Australia? Find out their botanical names.
  - c. Where are mangroves typically located?
  - d. What climate do they like?
  - e. What are the environmental benefits of mangroves?
  - f. What are the threats to mangroves today?
  - g. Research the significance, threats and management of mangroves in Australia and, more specifically, in your state.

## Other Books in the Waarda Series

