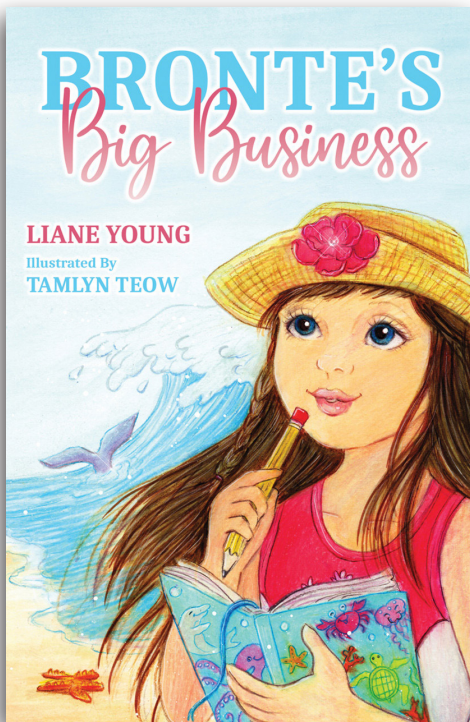

Teachers' Notes



BRONTE'S BIG BUSINESS

Liane Young / Tamlyn Teow

ISBN: 9781925563863

Recommended retail: \$14.99

Reading level: 7 to 11

BOOK SUMMARY

Bronte has always loved the beach.

What could bring more happiness than sunshine, sand, soothing waves and salty sea? So when she realises that not everyone respects the beach as much as they should, she decides to do something about it!

After a bit of brainstorming with her friends, she comes up with a very creative solution to the beach litter problem - but will she become a victim of her own success?

She might need some advice to help her out.

THEMES

Environment • Friendship • Creativity • Achieving Goals • Dealing with Pressure •

Bronte's Big Business is one of the Australian Girl book series, where dolls from the Australian Girl doll line have adventures. More adventures for Bronte and her friends are to come!

The Australian Girl dolls can be found at australiangirldoll.com.au

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**Liane Young is available for author talks and workshops.
Contact Wombat Books for more information.**

Australian Girl Series Teachers' Notes can be used in schools (independent learning, small groups, and whole classes); at home with caregivers; and as part of mental health support programs facilitated by counsellors, psychologists, children's charities, etc.



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ABOUT THE AUTHOR



Liane Young has loved writing stories ever since she was a little girl, but for a long time, hadn't considered it could be anything more than a fun hobby. After finishing high school, a case of chronic career indecisiveness caused Liane to continue her studies in a number of different fields. This eventually led to work experience at a brilliant library, a role she really enjoyed, and she was lucky enough to be offered a position there shortly after.

During high school and university, creative writing took a bit of a backseat. Then, after a visit from her brother and his family, Liane got the idea to write a set of short stories featuring his four lively children.

Though the adventures she wrote were purely imaginary, they somehow made her feel closer to her real nephews and nieces. When mentioning the stories to some friends, they asked, "So, when are you going to get them published?" as if it was the easiest thing in the world to do! She didn't really take it seriously at first. But the idea refused to go away, and eventually, Liane wrote her first manuscript. It was not picked up by a publisher, but it began her on a path that led to *Bronte's Big Business*, her first children's book.

Liane was born and grew up in Western Sydney.

AUTHOR NOTE

Children can be so imaginative and funny! They come up with the greatest ideas and have strong opinions. Today's children seem to be more aware of important issues in society than ever before. Protecting the environment is one such issue, which is a really positive thing. I wanted *Bronte's Big Business* to draw on that interest and to highlight how one person, no matter how young, can do their bit to respect and care for the planet we call home. I wanted to show children, through Bronte's successful idea, that with creativity, determination and effort, it is possible to achieve your goals.

However, I felt it was equally important to show children that it's okay to just enjoy childhood, such a precious and fleeting moment in time. Thanks to the internet, children have greater access to information on serious matters that evoke anxiety and fear in adults, let alone children! Bronte eventually feels overwhelmed and exhausted in her quest to eliminate beach litter. She feels that she has literally taken on the responsibility of the world! She stops enjoying the things she used to love because she fears that if she takes a break, she will be letting everyone down. Bronte has to be shown that she needn't sacrifice her friendships, hobbies and rest time to be environmentally conscious. In the end, Bronte can feel proud of the difference she has made to her beach without missing out on all the fun she has spending time there with her friends! That is the message I hope children will take from *Bronte's Big Business*.



ABOUT THE ILLUSTRATOR

Tamlyn is an artist, illustrator and props designer, who migrated to Australia when she was 13. In 2013, she left a corporate career to learn how stories are told through art. Tamlyn's passion is to create works that give hope in challenging times, spark curiosity and bring individuals together by opening their eyes to truth and meaning. In 2017, she completed a Masters in Production Design at the Victorian College of the Arts. Since then, Tamlyn has worked in the art department for various films and TV productions, including *The Lost Flowers of Alice Hart*, *Territory* (Netflix), *Furiosa: A Mad Max Saga*, *Peter Rabbit 2*, *Shang-Chi* (Marvel Studios) and *North Shore*. Other works include co-designing and art-finishing the David Jones Christmas Windows for MacGyver Models (2017-2023), as well as freelance commissions for illustration and sculpture. She has illustrated a number of picture books, including *The Other Side of the Clouds* (2024, Riveted Press), designed book covers and illustrated chapter books. *SoXxiety* is her debut as an author/illustrator and is the first in a ground-breaking collection of almost-wordless graphic novel-style picture books for teens and adults, titled *The Book of Kin*.

ILLUSTRATOR NOTE

As an artist, I related very much to this story about building a personal brand and business that you're passionate about. At times, you may feel like you've failed, but it's learning from these mistakes that makes you more experienced in finding out what works. For the internal images, I did research on pollution and it broke my heart. I hope that as artists (writers and illustrators), we can create more work to remind readers young and old to love and care for the environment.

This book is an important one for kids where it encourages readers to embrace entrepreneurship and build a foundation of critical as well as creative thinking skills. This would be a fun starting point to get kids to think outside the box for small business ideas and how to make strategic decisions or come up with creative solutions for problems they may encounter. I loved the themes in this book: resilience, independence, sustainability/conservation, friendship, and both accepting help and lending a hand to others.

Illustration process for the cover:

The mediums used: Gouache, coloured pencils and alcohol-based markers on watercolour paper

The technique I went with was the sketches were done in pencil and once approved, I did the line work in fine liner pens. This was then scanned and printed on watercolour paper. I used gouache for the base, then built it up with coloured pencils and alcohol-based markers. The artwork was then scanned at 600DPI, and both colour and lighting were edited using Photoshop. Finally, I laid the book template over the illustrations and softened the areas where the text would be printed.

For the internal drawings, sketches were made on sketching paper using HB and 2B pencils. I used a variety of references from online research to do the drawings. These were then scanned and edited for lighting/contrast using Photoshop.

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REASONS FOR STUDYING THIS BOOK

Bronte's Big Business is a warm, empowering story that explores important social, emotional, and environmental themes. Teachers can use Bronte's journey to encourage conversations around sustainability, friendship, responsibility, and managing pressure.

Bronte's Big Business promotes social-emotional learning by following the journey of an ordinary Australian girl with a big idea and an even bigger heart. When Bronte discovers a litter problem at her beloved beach, she turns her concern into creative action — but she also learns the importance of knowing her limits and asking for help. This creates opportunities for teachers to guide students through discussions about managing stress, achieving balance, and building resilience.

One of the central themes is environmental care, which makes this story highly relevant for today's students, many of whom are already passionate about protecting the planet. Bronte's eco-friendly business venture opens up class discussions on reducing waste, reusing materials, and being mindful of our impact on nature. Her success also introduces valuable topics around entrepreneurship, creative problem-solving, and the idea that young people can make a difference in their communities. The book reassures young eco-warriors that it's okay to be passionate and proactive — but it's also okay to rest, play, and just be a kid.

Bronte's Big Business uplifting tone, relatable characters, and optimistic message will appeal not only to children but also to parents and caregivers seeking stories that promote hope, mindfulness, and compassion.

KEY CURRICULUM AREAS & LEARNING OUTCOMES

YEAR ONE

English, Humanities and Social Science

AC9E1LA06 - understand that a simple sentence consists of a single independent clause representing a single event or idea

AC9E1LE02 - discuss literary texts and share responses by making connections with students' own experiences

AC9E1LY02 - use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions

AC9E1LA07 - understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)

ACELT1584 - Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts

AC9E1LA03 - explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain

AC9E1LY11 - use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words

AC9E1LY05 - use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures

AC9E1LA10 - understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns

AC9E1LE01 - discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators

AC9E1LA09 - recognise the vocabulary of learning area topics

AC9HS1S04 - discuss perspectives related to objects, people, places and events

AC9E1LE05 - orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools

YEAR TWO

English, Humanities and Social Science

AC9E2LA01 - investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions

AC9E2LA03 - identify how texts across the curriculum are organised differently and use language features depending on purposes

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AC9E2LE05 - create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools

AC9E2LA02 - explore how language can be used for appreciating texts and providing reasons for preferences

AC9E2LE03 - discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways

AC9E2LY01 - identify how similar topics and information are presented in different types of texts

AC9HS2S04 - discuss perspectives related to objects, people, places and events

YEAR THREE

English, Humanities and Social Science

AC9E3LE01 - discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators

AC9E3LY02 - use interaction skills to contribute to conversations and discussions to share information and ideas

AC9E3LY01 - recognise how texts can be created for similar purposes but different audiences

AC9E3LE02 - discuss connections between personal experiences and character experiences in literary texts and share personal preferences

AC9HS4K09 - diversity of cultural, religious and/or social groups to which they and others in the community belong, and their importance to identity

AC9HS3S07 - present descriptions and explanations, using ideas from sources and relevant subject-specific terms

AC9HS3S05 - draw conclusions based on analysis of information

TEACHING POINTS AND ACTIVITIES

This book may be used in whole class, small group or independent learning activities in schools.

Please note, the following suggestions and activities are suited to a variety of year levels spanning Foundation to Year 6 primary aged children. Some activities may be applicable to early secondary school students, as well.

KNOWLEDGE AND LITERAL UNDERSTANDING

PRE-READING QUESTIONS

1. Show the cover to the class and ask the students what they think the book might be about.
2. Read the back cover blurb. Does this give them more of an idea of what the book could be about?
3. Ask students if they can recognise the setting of this story from the cover image.

AFTER-READING QUESTIONS

1. Ask students what is their first impression of Bronte.
2. Ask students what they might do if faced with a pollution problem at the beach.
3. Have you ever found yourself with a problem you can't solve?
4. What lesson does Bronte need to learn?
5. When was a time you felt overwhelmed?

DISCUSSION QUESTIONS

ENVIRONMENT

- What made Bronte realise there was a problem with litter at the beach?
- Why is it important to keep the beach clean?
- Can you think of ways you help the environment at school or home?
- What are some items we use every day that could be replaced with eco-friendly alternatives?
- How did Bronte use recycled or natural materials in a creative way?

FRIENDSHIP

- How did Bronte's friends help her with the litter problem?
- What do good friends do when someone is struggling?
- How do you think Amy, Jasmine, Emily, and Matilda felt when Bronte got too tired?
- Have you ever worked with your friends to solve a problem? What happened?
- Why is it important to ask for help from friends sometimes?

CREATIVITY

- What was Bronte's creative idea to help clean up the beach?
- What materials might she have used to make her items?
- Have you ever made something creative from things you found or recycled?
- How can creativity help solve real-world problems?
- Can you think of another creative way to stop people from littering?

ACHIEVING GOALS

- What goal did Bronte set for herself?
- How did she feel when her plan worked?
- Why is it important to keep trying, even when something is hard?
- What is a goal you've set for yourself?
- How can working together with others help you reach a goal?

DEALING WITH PRESSURE

- What happened when Bronte's project became too popular?
- Why is it not good to try to do everything on your own?
- How did Bronte learn to deal with being overwhelmed?

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- What are some signs that you might be doing too much?
 - Who can you talk to if you're feeling stressed or pressured?

ACTIVITIES

DESIGN A POSTER

Create posters to encourage beachgoers not to litter.

- Prompt: What would you want people at the beach to see and remember?
- Use catchy slogans and drawings. Try to make it engaging and inspiring!

GOAL TREE

Each student writes a goal on a paper “leaf” and attaches it to a class “tree” on the wall.

Follow-up: Revisit in a few weeks to check progress and celebrate small achievements.

TOO MUCH ON MY PLATE!

Use paper plates and add tokens (representing tasks).

Students try to balance them and reflect on how too much can overwhelm them.

ECO-INVENTION STATION

Be inspired by Bronte! Students design their own eco-friendly product using drawings and recycled materials.

RESEARCH THE IMPACT OF LITTER

Talk about students' latest trip to the beach. Did they see litter? What can that mean for the environment?

What effect does litter and rubbish have on the environment? Do some research. Consider the impact on the growth of coral reefs, the harm to animals, and how plastic in the water might affect everyone.

Further resources can always be found on our website.