

Monkey Baa

Theatre for Young People Ltd

Teacher Resource Materials

I am Jack

*By Susanne Gervay
Adapted for the stage by
Monkey Baa*

Learning experiences
for
Stage 2 and 3 students



*This tour has been made possible
by the New South Wales
Government through Arts NSW.*



*Monkey Baa Theatre for Young People Ltd is
assisted by the Australian Government through
the Australia Council, its arts funding and
advisory body.*



Our Vision

Through the creation and presentation of Australian works of excellence, challenging and entertaining theatre experiences are shared to inspire, educate and excite young audiences both culturally and artistically.

Monkey Baa

Theatre for Young People Ltd

Monkey Baa is an exciting, innovative, non-profit company under the creative directorate of Eva Di Cesare, Sandra Eldridge and Tim McGarry. Based at the Seymour Centre in Sydney, our mission is to provide national and regional touring theatre programs that are unique and vital - empowering young people to become the authors, audience and artists of the future.

Monkey Baa's chief objectives are:

- To adapt existing Australian literature and create new work for the stage.
- To present high quality theatrical experiences on a national touring circuit, both regional and metropolitan centres.
- To develop and present theatre workshop programs accessible to young people throughout Australia.

Monkey Baa is committed to presenting outstanding professional theatre for young people. The creative rationale for all of our works is to use celebrated Australian literature as a platform to create theatrical experiences for young audiences – it is a formula we are now well recognized as excelling in.

Our previous work includes Wendy Harmer's **Pearlie in the Park**, Gillian Rubinstein's **The Fairy's Wings**, Tim Winton's **The Bugalugs Bum Thief**, Morris Gleitzman's **Worry Warts**, Andrew Daddo's **Sprung**, Alana Valentine's **The Prospectors** and Jackie French's **Hitler's Daughter**. Monkey Baa will tour **Milli Jack and the Dancing Cat** from May 2008 to theatres nationally.

Opportunities for children to experience quality live theatre, especially in the more remote areas of Australia are limited at best. Without companies like Monkey Baa those opportunities might be non-existent, and that would be tragic.

ANDREW DADDO

For more information check out our website www.monkeybaa.com.au

Prepared for Monkey Baa Theatre for Young People by
Rachel Perry (2007)

I AM JACK

Synopsis

Jack is smart and funny and eleven years old. Jack is also being bullied and needs help. Unfortunately, Jack's mother is too wrapped up in herself to see this and Jack's teacher, Mr. Angelou, is too busy to pay attention to the warning signs. But little does Jack know that help is close at hand.

This excellent book about bullying, told in the first person, focuses on the often overlooked insidious taunting and teasing that bullies are so adept at inflicting on their victims. The author succeeds in making this topic accessible to young readers by using humour and quirky illustrations to offset this heavy subject. It also recognizes the importance of family support and schools in the need to respond to this problem in a proactive way.

While acknowledging that children have different experiences in school, the lessons implied in I am Jack may encourage our youth to be empathic towards victims of bullying.

SUSANNE GERVAY

From the Author

I Am Jack was inspired by my wonderful, crazy family and the people I love. When you read this book, I am inviting you inside my home to meet fantastic characters - the Nanna who is obsessed with buying bargains, the step-Dad who is the best dish washer in the whole world, the sister who loves dogs, the Mum (me) who does the best star jumps possible and of course Jack.

I remember the time I was afraid to go to school because 'the gang' surrounded me and stole my lunch. No one played with me. It was lonely and scary. I didn't feel I could ask my parents for help. They were both working so hard and tired all the time, so how could I bother them? I love being an author because I can share my imagination, thoughts, experiment with words, create new meanings.

I used to be a teacher which I loved too. I absolutely love my kids, except when they are making a huge mess inside the house.

I wrote **I Am Jack** for my family, the people I care about and for you.

Monkey Baa developed one of my books into a cracker of a play, and as I travel around the country more than two years later, I'm still meeting kids in far flung areas for whom it was the theatrical experience of their lives.

MORRIS GLEITZMAN

Teacher Resource Materials

These teacher resources materials are aimed at supporting teachers of Stage 2 and Stage 3 students with pre and post performance activities. The learning experiences presented in these materials support an integrated approach to the use of theatre and drama in the classroom as well as a drama art form approach to appreciating and responding to performance.

All six key learning areas are targeted in the “I am Jack” resource materials – English, Creative Arts, Personal Development Health and Physical Education, Science and Technology, Human Society and Its Environment and Mathematics. The connections made within each Key Learning Area are purposeful and focused allowing for easy assessment opportunities.

These materials are designed to be ‘teacher-friendly’ guiding you through step by step learning experiences for your students. Relevant outcomes are listed throughout, with a summary provided at the end. Activities are suitable for all Stage 2 and 3 students, with adaptations included in the activity notes where necessary.

In addition, suggested classroom management strategies for doing drama in the classroom have been included to assist with the implementation of the dramatic activities in this resource kit.

Due to the emphasis on bullying, care should be taken with the implementation of these activities. Bullying is a sensitive issue in all schools and can have long-term effects on students. Please take care when implementing all activities that no students are being isolated or identified as either a bully or a victim.

Classroom Management Suggestions for Drama

Drama in the classroom can be used to support learning in a variety of key learning areas by giving students the opportunity to explore ideas and issues in a meaningful and realistic manner. Drama has been considered to assist with the development of self esteem, communication skills, problem-solving abilities and in the development of focus and team building through fun activities.

Incorporating drama in a primary school classroom presents a number of challenges for teachers, but reaps many rewards for all involved when attempted. The following suggestions are designed to provide some food for thought in relation to doing drama in the classroom and are intended as a guideline only.

When doing drama in the classroom ensure:

- a clear work space is available for the drama activity. If desks can not be moved in the classroom, try to use the hall or outside open area.
- you talk to the students about the creation of a 'safe space'. In this space students don't laugh at each other, but support and encourage (forming a circle at the beginning and end of a session or sitting with eyes closed are simple ways to focus students for a drama session)
- incorporate a reflection session at the end of every drama activity. This allows the students to consider what has been done and take more meaning away from the activity than it just being fun (which it will be!)
- be firm with the students. If a student does not follow instructions, they should be removed from the activity. This will allow the other students to see that you as the teacher are assisting in maintaining the safe space for them to work.
- always begin every drama session with a warm-up. This could include a focus activity, drama game or pure physical warm-up. There are good books and websites available with suggestions of warm-up activities and drama games.
- don't be afraid to participate in the activities yourself. The students like to see you as the teacher taking a role in an activity. This can also allow you to help any improvisations or role plays flow and move forward more easily. (Dorothy Heathcote's work on Mantle of the Expert and Teacher in Role discusses this in more detail)

Monkey Baa

I am Jack

By Susanne Gervay

Adapted for the stage by Monkey Baa Theatre for Young People

Activities for Stage 2 and Stage 3 Students

Themes:

Bullying, Family relationships, Friendship

These activities provide suggestions only and teachers are strongly encouraged to adapt or alter suggestions to suit their schools and individual classrooms. Each group of activities should be completed together, however the order of activities within the notes can be altered. Adaptation (where required) for Stage 3 students is included. These adaptations would also be appropriate as an extension to the more experience Stage 2 students.

Pre Performance

Introduction to 'I am Jack'

<i>Topic/Theme</i>	<i>Learning Experiences</i>	<i>Curriculum Area</i>	<i>Outcome Stage 2</i>	<i>Outcome Stage 3</i>
Introduction to 'I am Jack'	<i>If students have not read the novel</i> 1. Discuss the title 'I am Jack'. Brainstorm what the play may be about. Identify the key themes: bullying, family relationships and friendship. Compile a list of ideas to be used later for comparison post-performance.	English (Talking & Listening)	TS2.1	TS3.1
	<i>If students have read the novel</i> 1. Discuss with students the key elements of the story they believe would be important for including in a theatre production of the novel. 2. Consider expectations e.g. how much of the novel could be portrayed, what special effects may be necessary etc.	English (Reading)	R2.5	RS3.5
	<i>For both groups</i> 3. Look at examples of play scripts with students and consider how 'I am Jack' may be represented as a script. Attempt to put some scene headings into order to have in mind when seeing the performance. <i>(These can be referred back to later).</i>	English (Writing)	WS2.9	WS3.9

Introduction to Performance (Drama)

<i>Topic/Theme</i>	<i>Learning Experiences</i>	<i>Drama Area</i>	<i>Outcome Stage 2</i>	<i>Outcome Stage 3</i>
Introduction to performance	1. Elicit from students their past experiences of theatre performances. Discuss expectations in relation to being an audience member in this style of professional performance.	General		
	2. Brainstorm with students the differences between 'drama' they would do in their classroom and the 'drama' that is viewed as theatre performance. Also consider the difference to what they think theatre performance is versus the television they may watch at home.	Theatre		

	3. Discuss the link between theatre and storytelling – that live theatre provides another medium for telling a story. Brainstorm other ways that stories can be told (books, radio, television, face to face etc)	Storytelling
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Post Performance

Evaluation & Response

<i>Topic/Theme</i>	<i>Learning Experiences</i>	<i>Curriculum Area</i>	<i>Outcome Stage 2</i>	<i>Outcome Stage 3</i>
Evaluation & Response	1. Students discuss response to the performance considering themes, issues and personal impact.	Drama (Appreciating)	DRAS2.4	DRAS3.4
	2. Students to write a review of the performance with language and structure appropriate to publishing in a newspaper. It would be important to discuss the style of writing appropriate for newspapers and provide students with some examples of theatre reviews as a model for their work.	English (Writing)	WS2.9 WS2.10	WS3.9, WS3.10
	3. Publish the written reviews. Consider placing best reviews in the school newsletter or submitting them to the local paper. Students could also submit their reviews on the Monkey Baa website (www.monkeybaa.com.au) in the 'Your Say' section	English (Writing)	WS2.12	WS3.12
Physical response to performance	1. Establish a 'safe space' where the following activities will take place. Ensure all students understand the importance of respecting all interpretations by their peers during these activities.	Dance (Composing)	DAS2.2	DAS3.2
	2. Conduct physical warm-up with students. (<i>Refer 'Classroom Management Strategies' at the beginning of these notes</i>)			
	3. Ask students to move freely around allocated space. When teacher calls out the name of a character or event, students are to freeze in a position they feel embodies that character or event for them. <i>NB Due to the nature of the topic (bullying), this activity could provide examples for an interesting discussion on the stereotypical attitude to how a bully/victim behaves.</i>			

Theatre Design

<i>Topic/Theme</i>	<i>Learning Experiences</i>	<i>Curriculum Area</i>	<i>Outcome Stage 2</i>	<i>Outcome Stage 3</i>
Theatre Design	1. Discuss with students the set used for the performance of 'I am Jack'. Consider scene changes (transitions), use of specialised equipment, lighting and props. Brainstorm a list of ideas regarding important aspects of set design e.g. Realistic space for actors to work in, appropriate design for storyline, suitable for space available.	Drama (Theatre)		
	2. Students to select a favourite scene from the performance. They need to consider any special or unusual effects required for that scene. Students are to design a set for the selected scene. (<i>Encourage students to create their own and not reproduce the set from the production</i>).	Science & Technology (Design & Make)	DMS 2.8	DMS3.8
	3. Students to make a model (using an open box as the theatre) for their designed set. Students should explain their design to the class justifying their choices and describing how they have overcome issues within the selected scene (this can be a small group activity).	Visual Arts (Making) English (Talking & Listening)	VAS 2.2 TS2.1	VAS3.2 TS 3.1 TS3.2

Visual Representations

<i>Topic/Theme</i>	<i>Learning Experiences</i>	<i>Curriculum Area</i>		<i>Outcome</i>
Visual Representations	1. Students to discuss their reaction to the performance and decide on the character in which they are most interested.	Drama (Appreciating)	DRAS2.4	DRAS3.4
	2. Students to create an artwork representing a critical event in 'I am Jack' for their chosen character. <i>NB Students should be encouraged to plan their work (design) and use multi-media material where possible</i>	Visual Arts (Making) Science & Technology	VAS2.2 DMS2.8 UTS2.9	VAS3.2 DMS3.8 UTS3.9
	3. Students to explain their artwork to the class justifying their choice of material and style <i>NB Having examples of a variety of artworks in various styles would assist students in exploring various media an techniques for their artworks</i>	Visual Arts (Appreciating)	VAS2.3	VAS3.4

Character Development

<i>Topic/Theme</i>	<i>Learning Experiences</i>	<i>Curriculum Area</i>		<i>Outcome</i>
Character Development	1. Students to be allocated a character from the play (<i>important to ensure all characters are included</i>). Students are to design and make a mask that they feel represents the chosen character. Consideration should be given to choice of colour and line as well as decoration for each mask. Students to be encouraged to plan their mask as a design before constructing the original.	Science & Technology (Design & Make) Visual Arts (Making)	DMS2.8 VAS2.1	DMS3.8 VAS3.1
	2. Students to physically explore the way the mask they created may move. Consideration should be given to the age of the character and their mood. Once students are confident with their character, they should start to respond while moving around to the other masked characters in which they come into contact. e.g. Jack/Anna – friendly, Jack/George – not friendly <i>Stage 3 Adaptation: For Stage 3 students (or to extend the more experienced in Stage 2), students can be asked to recreate and perform their favourite scenes in mime using the masked characters.</i>	Drama (Making) Drama (Performing)	DRAS2.1 DRAS2.2 n/a	DRAS3.1 DRAS3.2 DRAS3.3
	3. Students to consider a critical event in the play for the masked character they created. Students are to develop, practice and perform a character monologue discussing this event with the audience. <i>Stage 3 Adaptation: Students should write the monologue down as an English activity</i>	Drama (Making & Performing) English (Writing)	DRAS2.1 DRAS2.2 DRAS2.3 n/a	DRAS3.1 DRAS3.2 DRAS3.3 WS3.9

Social Groupings

<i>Topic/Theme</i>	<i>Learning Experiences</i>	<i>Curriculum Area</i>	<i>Outcome Stage 2</i>	<i>Outcome Stage 3</i>
Social Groupings	1. Discuss with students what would be meant by the term ‘social groupings’. 2. Elicit from students the various social groupings present in the play e.g. family, friends (school and out of school).	English (Talking & Listening)	TS2.1	TS3.1

	<p>Family <i>NB It is recommended that teachers use their discretion when conducting this activity and to skip it if a discussion of these groupings may be embarrassing or distressing to any students.</i></p> <p>3. As a whole class consider different family types and composition e.g. both parents, single parents (mother or father), single children, siblings</p> <p>4. Students to consider their own family members and allocate each a colour. Using multimedia, students to create a collage of these colours they feel represents their family and its composition.</p> <p>Stage 3 Adaptation: <i>Students should research family groupings from different cultures. This can be done in the library or on the internet. Students should discuss the different colours selected for their families and how they might be different if the grouping structure had been changed.</i></p>	<p>HSIE (Time & Change)</p> <p>Visual Arts (Making)</p> <p>HSIE (Identities)</p>	<p>CCS2.2</p> <p>VAS2.1 VAS2.2</p> <p>n/a</p>	<p>n/a</p> <p>VAS3.1 VAS3.2</p> <p>CUS3.3</p>
	<p>Friends</p> <p>1. Students to work in groups to develop a list of potential friendship groupings to tally. E.g. playground friends, classroom friends, family friends, sporting team, dance class</p> <p>2. Revise the procedure for tallying with Stage 3 students and discuss how to tally with Stage 2.</p> <p>3. Students to interview classmates and build tally (<i>if possible, interviewing students in a different class would be helpful to increase group numbers and vary results</i>)</p> <p>4. Model the translation of the tallied numbers into a column graph. Students to then create their own graph to depict the various friendship groups represented by the students they interviewed.</p> <p>Stage 3 Adaptation: <i>Stage 3 students picture, line, bar or pie graph depending on experience level</i></p> <p>5. Groups to report their results to the class.</p>	<p>Mathematics (Data)</p> <p>English (Talking & Listening)</p>	<p>DS2.1</p> <p>TS2.2</p>	<p>DS3.1</p> <p>TS3.2</p>

The following activities focus specifically on the area of bullying. To prepare your students for these activities it would be helpful to prompt students that you will be talking about bullying and that a couple of ground rules apply. E.g. All students have the right to sit out of any activity; all students need to respect each other and that no-one is going to make anyone else feel bad – it is a safe place; everyone has their own ideas about bullying and these will be respected. (Adapted from ‘Sticks and Stones’ by Katherine Burke, 2005)

Types of bullying

Topic/Theme	Learning Experiences	Curriculum Area	Outcome Stage 2	Outcome Stage 3
Types of bullying	1. Discuss with students the way in which George and his friends bullied Jack during the play. 2. As a group consider the different ways in which students can be bullied e.g. verbally (direct or indirect), by an individual or group, cyber bullying, sms bullying, physical bullying 3. Discuss the impact of the different types of bullying on students – are any better or worse than others?	PDHPE (Interpersonal Relationships)	IRS2.11	IRS3.11
	3. Elicit from students the varying reactions by friends in ‘I am Jack’. Focus on Anna’s reaction (worry and help) versus Christopher and Paul (abandonment). 4. As a class, work on the synopsis of an imagined scene which outlines a conversation between Anna, Christopher and Paul in regard to Jack being bullied. The scene should focus on what they as Jack’s friends could do so assist him. Focus questions could be used to guide the discussion: - In what ways is Jack being bullied? - What do they see Jack doing about it? - How have they responded to Jack being bullied so far? - What are their fears if they try to support Jack? - Who could they talk to to help Jack?	English (Talking & Listening) English (Writing)	TS2.1 WS2.9	TS3.1 WS3.9

	<p>1. Students to work in groups to develop a soundscape to accompany the synopsis. This soundscape could include scripted voice as well as sound effects. A variety of percussion instruments could be used (<i>when available</i>), students should also be encourage to be exploratory with their use of sound including body percussion and the adaptation of everyday items. Each piece should be recorded (<i>where possible</i>) and be no more than 30 seconds long. The aim is for the sounds to bring the read synopsis alive.</p> <p><i>NB The soundscape should include an introduction, building to a climax and resolution One group member to read the synopsis while the soundscape is presented..</i></p>	Music (Organises Sound)	MUS2.2	MUS3.2
	<p>4. In their groups, students to ‘perform’ their synopsis and soundscape for the class. 5. At the conclusion of all performances, students should reflect on the differences between interpretations and what this means for performance more generally</p>	Music (Performing)	MUS2.1	MUS3.1

Changing the Outcome

<i>Topic/Theme</i>	<i>Learning Experiences</i>	<i>Curriculum Area</i>	<i>Outcome Stage 2</i>	<i>Outcome Stage 3</i>
Changing the outcome	<p>1. As a class identify at least 3 scenes in the play in which Jack was bullied. Organise students into groups of 3-4 and allocate one of the identified scenes. 2. Groups are to discuss and report on what the main issue within the scene is – aim to elicit from students the concept of actions having positive or negative consequences</p>	Drama (Appreciating)	DRAS2.4	DRAS3.4
	<p>3. In their groups students to discuss how the scene could be changed to have a positive outcome. Students to devise 3 frozen images (tableaux) to depict the progression of the scene – groups to perform to the class on a voluntary basis. NB Modelling an example of a frozen tableaux would be beneficial. <i>Adaptation:</i> <i>If students have had some experience with improvisation, they could be encouraged to re-do the scene using improvisation rather than tableaux</i></p>	Drama (Making, Performing)	DRAS2.1 DRAS2.2 DRAS2.3	DRAS3.1 DRAS3.2 DRAS3.3
	<p>4. As a class discuss the relationship between action and consequence. Students should be encouraged to think about what this means in their own life (personal and school).</p>	PDHPE (Decision-making)	DMS2.2	DMS3.2

	5. Students are to write a story (narrative) in which actions and their consequences are experienced. These can be either a positive or negative consequences. This activity should incorporate a revision of the narrative structure.	English (Writing)	WS2.9 WS2.10	WS3.9 WS3.10
	5. Students are to publish these stories using technology.	English (Writing)	WS2.12	WS3.12

Summary of Outcomes

Creative Arts

<i>Focus Area</i>	<i>Stage 2</i>	<i>Stage 3</i>
<i>Drama</i>	<p>DRAS2.1 Take on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations. (<i>Making</i>)</p> <p>DRAS2.2 Builds the action of the drama by using the elements of drama, movement and voice skills. (<i>Making</i>)</p> <p>DRAS 2.3 Sequences the action of the drama to create meaning for an audience (<i>Performing</i>)</p> <p>DRAS2.4 Responds to, and interprets drama experiences and performances (<i>Appreciating</i>)</p>	<p>DRAS3.1 Develops a range of in-depth and sustained roles (<i>Making</i>)</p> <p>DRAS3.2 Interprets and conveys dramatic meaning by using elements of drama and a range of movements and voice skills in a variety of drama forms (<i>Making</i>)</p> <p>DRAS3.3 Devises, acts and rehearses drama for performance to an audience (<i>Performing</i>)</p> <p>DRAS3.4 Responds critically to a range of drama works and performance styles. (<i>Appreciating</i>)</p>
<i>Dance</i>	<p>DAS2.2 Explores, selects and combines movement using the elements of dance to communicate ideas, feelings or moods. (<i>Composing</i>)</p>	<p>DAS3.2 Explores, selects, organises and refines movement, using the elements of dance to communicate intent. (<i>Composing</i>)</p>
<i>Visual Arts</i>	<p>VAS2.1 Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter. (<i>Making</i>)</p> <p>VAS 2.2 Uses the forms to suggest the qualities of subject matter. (<i>Making</i>)</p>	<p>VAS3.1 Investigates subject matter in an attempt to represent likenesses of things in the world (<i>Making</i>)</p> <p>VAS3.2 Makes artworks for different audiences, assembling materials in a variety of ways. (<i>Making</i>)</p> <p>VAS3.4 Communicates about the ways in which subject matter is represented in artworks. (<i>Appreciating</i>)</p>
<i>Music</i>	<p>MUS2.1 Sings, plays and moves to a range of music, demonstrating a basic knowledge of musical concepts. (<i>Performing</i>)</p> <p>MUS2.2 Improvises musical phrases, organises sounds and explains reasons for choices. (<i>Organising Sound</i>)</p>	<p>MUS3.1 Sings, plays and moves to a range of music, individually and in groups, demonstrating a knowledge of musical concepts. (<i>Performing</i>)</p> <p>MUS3.2 Improvises, experiments, selects, combines and orders sound using musical concepts (<i>Organising Sound</i>).</p>

English

Focus Area	Stage 2	Stage 3
<i>Talking and Listening</i>	<p>TS2.1 Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum</p> <p>TS2.2 Interacts effectively in groups and pairs, adopting a range of roles, uses a variety of media and uses various listening strategies for different situations</p>	<p>TS3.1 Communicates effectively for a range of purposes and with a variety of audiences to express well-developed, well-organised ideas dealing with more challenging topics.</p> <p>TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.</p>
<i>Reading</i>	<p>RS2.5 Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events.</p>	<p>RS3.5 Reads independently an extensive range of texts with increasing content demands and responds to themes and issues..</p>
<i>Writing</i>	<p>WS2.9 Drafts revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features</p> <p>WS2.10 Produces texts clearly, effectively and accurately, using the sentence structure, grammatical features and punctuation conventions of the text type</p>	<p>WS3.9 Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.</p> <p>WS3.10 Uses knowledge of sentence structure, grammar and punctuation to edit own writing</p> <p>WS3.12 Produces texts in a fluent and legible style and uses computer technology to present these effectively in a variety of ways.</p>

Personal Development, Health and Physical Education

Focus Area	Stage 2	Stage 3
<i>Decision Making</i>	<p>DMS2.2 Makes decisions as an individual and as a group member</p>	<p>DMS3.2 Makes informed decisions and accepts responsibility for consequences</p>
<i>Interpersonal Relationships</i>	<p>IRS2.11 Describes how relationships with a range of people enhance well-being</p>	<p>IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships.</p>

Science and Technology

<i>Focus Area</i>	<i>Stage 2</i>	<i>Stage 3</i>
<i>Designing and Making</i>	DMS2.8 Develops, implements and evaluates ideas using drawings, models and prototypes at appropriate stages of the design process	DMS3.8 Develops and resolves a design task by planning, implementing, managing and evaluating design processes
<i>Using Technology</i>	UTS2.9 Selects and uses a range of equipment, computer-based technology, materials and other resources with developing skill to enhance investigation and design tasks	UTS3.9 Evaluates, selects and uses a range of equipment, computer-based technology, materials and other resources to meet the requirements and constraints of investigation and design tasks.

Mathematics

<i>Focus Area</i>	<i>Stage 2</i>	<i>Stage 3</i>
<i>Data</i>	DS2.1 Gathers and organises data, displays data using tables and graphs and interprets the results.	DS3.1 Displays and interprets data in graphs with scales of many-to-one correspondence.

Human Society and Its Environment

<i>Focus Area</i>	<i>Stage 2</i>	<i>Stage 3</i>
<i>Time and Change</i>	CCS2.2 Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and environments	n/a
<i>Identities</i>	n/a	CUS3.2 Describes different cultural influences and their contribution to Australian identities.