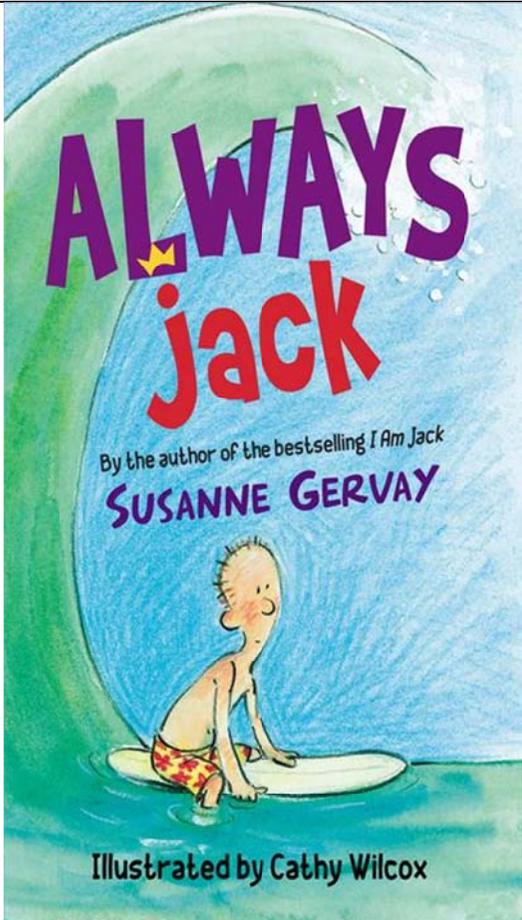


Connections Video Conferencing Excursion – Author Study - Susanne Gervay

Information for Teachers

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|  <p>ALWAYS Jack</p> <p>By the author of the bestselling <i>I Am Jack</i> SUSANNE GERVAY</p> <p>Illustrated by Cathy Wilcox</p> | Contents |
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Connections Video Conferencing Excursion – Author Study - Susanne Gervay

About The Author

Susanne Gervay is the daughter of post war Hungarian refugees. She has two children and is creative director of The Hughenden, a literary and arts hotel in Sydney's heritage area. An award winning writer, Susanne is passionate about writing and the power of words to create a better world. Her stories are published in numerous literary journals and anthologies. Her nationally and internationally recognised children's and young adult novels include her warm, funny and much loved JACK books:

'**I Am Jack**' is a rite-of-passage book on school bullying;

'**Super Jack**' is about blending families;

'**Always Jack**' makes it OK to talk about finding a new home, refugees, breast cancer, aging grandparents, blending families – it makes the world safe for kids and families. The Cancer Council has given its yellow daffodil to 'Always Jack', the first time the daffodil has been given to a children's book.

Susanne's books are endorsed by organizations including Room to Read (bringing literacy to the children of developing countries), the Children's Hospital (Westmead) Sydney, Life Education Australia, The Alannah & Madeline Foundation.

Her young adult novel, '**That's Why I Wrote This Song**', set against the background of youth music, is a unique combination of text and music where lyrics, songs and film are integrated into story. 'That's Why I Wrote This Song' is a collaboration with Susanne's song writer-singer daughter Tory, who wrote the music that drives the book.

Susanne is on the board of the NSW Writers Centre holding the youth portfolio, Chair of The Sydney Children's Writers & Illustrators Network at The Hughenden, Australia Day Ambassador, and co-head of Society of Children's Book Writers & Illustrators Australia & New Zealand. She has been awarded The Lady Cutler Award for Distinguished Services to Children's Literature and Professional Achievement Award for Literature from University of Technology Sydney.

"Always Jack"

Jack's life is pretty good - he has brilliant friends, everyone loves his funny jokes and he's a great inventor. But things are getting complicated. Nanna's older and wobblier, and why does his face now go red when he sees his best friend Anna? And to top it off Mum and Rob's wedding seems to be taking over the world. Something really scary has also happened to his mum and it's going to take all of Jack's courage to deal with it.

www.sgervay.com <http://www.facebook.com/pages/Susanne-Gervay/43176954898>

K-6 English Syllabus Outcomes and Indicators

| TALKING & LISTENING | Early Stage 1 | Stage 1 | Stage 2 | Stage 3 |
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| Learning to Talk & Listen Talking & Listening | <p>TES1.1 Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics.</p> <p>Purpose <i>. expresses a personal opinion.</i></p> | <p>TS1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities.</p> <p>Purpose <i>. expresses a point of view about texts read, heard or viewed</i></p> <p>Audience, Subject Matter <i>. listens attentively and converses with others to share ideas or give information</i> <i>. listens to and shows respect for the contribution of another in group and class discussions</i> <i>. plans and performs a role-play for the class.</i></p> | <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>Purpose <i>. listens to more diverse literary texts read aloud, including in home language</i> <i>• offers opinions about films or stories read aloud</i></p> <p>Audience, Subject Matter <i>. engages in improvisation or role-play based on texts read, heard or viewed</i></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>Purpose <i>. listens to and notes key ideas and information from guest speakers, recordings, documentary videos, re-enactments</i></p> <p>Audience, Subject Matter <i>. identifies the main idea and supporting details of a spoken text and summarises it for others</i></p> |
| Learning to Talk & Listen Skills and Strategies | <p>TES1.2 Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness.</p> <p>Listening Skills <i>. demonstrates attentive</i></p> | <p>TS1.2 Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.</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>Listening Skills <i>. listens to spoken</i></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> <p>Listening Skills <i>. listens to oral</i></p> |

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| | <p><i>listening</i></p> <p>Interaction Skills <i>. with encouragement, contributes to class discussions</i></p> | <p>Interaction Skills <i>. uses turn-taking, questioning and other behaviours related to class discussions.</i></p> | <p><i>presentations and responds appropriately</i></p> <p>Interaction Skills <i>. responds to different viewpoints in a discussion</i></p> | <p><i>presentation and summarises main points</i> <i>. takes notes from a range of spoken texts, eg guest speaker,</i> Interaction Skills <i>. engages in informal and more formal conversation with a wide range of people</i></p> |
| READING OUTCOMES | | | | |
| <p>Learning to Read Reading & Viewing Texts</p> | | <p>RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts.</p> <p>Shared, Guided and Independent Reading <i>. speculates on the behaviour of characters in stories and discusses own behaviour in similar situations</i> <i>. participates in class/ group brainstorming activities to cluster and categorise ideas and facts following the reading of texts</i></p> <p>Responding to Texts <i>. follows simple written</i></p> | <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>Shared, Guided and Independent Reading <i>. contributes to a class summary after reading or viewing</i> <i>. makes some inferences about ideas implicit in a text</i> <i>. refers to the author and illustrator of a book or software title, commenting on other texts produced by them</i> <i>. shows empathy with characters in literary texts</i></p> <p>Responding to Texts <i>. identifies elements such</i></p> | <p>RS3.5 Reads independently an extensive range of texts with increasing content demands and responds to themes and issues.</p> <p>Shared, Guided and Independent Reading <i>. reads extended novels and informational texts for personal enjoyment, interest and research</i> <i>. interprets a variety of literary and factual texts</i></p> <p>Responding to Texts <i>. enjoys more lengthy and</i></p> |

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| | | <i>instructions, eg a short recipe</i> | <i>as main characters, setting and events in a variety of literary texts</i> | <i>challenging stories and poems . identifies and interprets ideas, themes and issues in literary texts.</i> |
| Learning about Reading Context and Text | | <p>RS1.7 Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.</p> <p>Purpose . selects texts that tell stories, texts that have information, texts that tell how to do things and texts that persuade</p> <p>Audience • predicts from the cover and title the target audience of a text.</p> <p>Subject Matter . talks about the topic of a text based on its title and illustrations</p> <p>Responding to Texts . makes inferences and expresses an opinion about a character's actions, qualities, characteristics and motives in texts read or view</p> | <p>RS2.7 Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes.</p> <p>Purpose . recognises and describes the purpose of a narrative, recount, procedure, information report</p> <p>Audience . recognises different styles of favourite authors . identifies writer's intended audience.</p> <p>Responding to Texts • offers an opinion about a story or aspects of it</p> | <p>RS3.7 Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience.</p> <p>Purpose . explains how the structure of a text is related to its purpose.</p> <p>Audience . recognises reader response expected by the author</p> <p>Responding to Texts . reports on different interpretations of a text after a group discussion or interviewing . justifies opinions about the motives and feelings of characters in literary texts</p> |

PDHPE OUTCOMES AND INDICATORS

| | Early Stage 1 | Stage 1 | Stage 2 | Stage 3 |
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| Values and Attitudes | V3 <i>enjoys a sense of belonging</i> V4 <i>increasingly accepts responsibility for personal and community health</i> | | | |
| Interacting | | INS1.3 Develops positive relationships with peers and other people. <ul style="list-style-type: none"> • <i>shows concern for the wellbeing of others, eg sends a get well card, demonstrates care for a child who requires asthma medication</i> | | NS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations. <ul style="list-style-type: none"> • <i>engages in community action, eg fundraising to support others</i> |
| Communicating | | COS1.1 Communicates appropriately in a variety of ways. <ul style="list-style-type: none"> • <i>actively listens to others talk about their families</i> • <i>talks about why they need friends</i> • <i>writes and sends simple questions to determine health advice using e-mail</i> | COS2.1 Uses a variety of ways to communicate with and within groups. <ul style="list-style-type: none"> • <i>shares ideas, feelings and opinions with others about issues such as bullying, passive smoking, cancer</i> | COS3.1 Communicates confidently in a variety of situations. <ul style="list-style-type: none"> • <i>designs and produces a multimedia presentation detailing group findings about a health issue, eg effects of alcohol or tobacco, cancer</i> |
| Interpersonal Relationships | IRES1.11 Identifies how individuals care for each other. <ul style="list-style-type: none"> • <i>talks about their family and who cares for them</i> • <i>talks about feelings experienced in particular situations, eg sad, happy, frightened</i> | IRS1.11 Identifies the ways in which they communicate, cooperate and care for others. <ul style="list-style-type: none"> • <i>demonstrates ways to help encourage and care for others</i> | IRS2.11 Describes how relationships with a range of people enhance wellbeing. <ul style="list-style-type: none"> • <i>discusses how trust is developed in relationships</i> | IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships. <ul style="list-style-type: none"> • <i>models behaviour that reflects sensitivity to the needs, rights, feelings of others</i> |

Suggested Activities

Prior to your Virtual Excursion with Susanne:

1. Visit <http://www.sgervay.com/articles/author-visiting.php> "So You Have an Author Visiting".
 - a. Discuss with your students what a children's author is and why he/she might write books for children
 - b. Briefly discuss what it means for books to be published
2. You might like to look at some questions other students have asked Susanne <http://www.sgervay.com/articles/questions-with-susanne-gervay.php> and for some more insight into Susanne's compulsion to write, read <http://www.sgervay.com/docs/articles/uts-writers-on-writing-article.pdf>
3. More information on the National Breast and Ovarian Cancer Centre can be found on <http://www.sgervay.com/docs/national-breast-and-ovarian-cancer-centre-always-jack.pdf>
4. The document 'Always Jack' Teaching Notes has a range of suggested English and PDHPE Outcomes and Indicators Early Stage 1 to Stage 3 for you to checklist the learning experiences most suited to your class
5. In participating in this Connections video conferencing excursion you are also able "to monitor the development of students' knowledge, skills and understandings when using different technologies" (p.5 K-6 English Syllabus)
6. In preparation for the excursion, part of the focus of the talking and listening activities may be discussing and role-playing 'What makes a good listener?' The class might discuss appropriate questioning techniques and use of language.
7. The students might brainstorm and list questions and type them on a word processor to refer to during the guest speaker's presentation.
8. Chapter 1 of 'Always Jack' can be found on <http://www.sgervay.com/chapters/always-jack-chapter1.php> . Having your students read this chapter prior to the Connections excursion may assist your students in achieving outcomes English RS2.6 – RS3.6.

During your Virtual Excursion with Susanne:

1. The class will listen to Susanne Gervay read a short excerpt from 'Always Jack'. During the presentation the students listen to Susanne as she talks about her books and what motivated her to write "Always Jack". They might, in groups or individually, record three points made by the author.
2. Students will be invited to ask Susanne questions about her books.

After your Virtual Excursion with Susanne:

1. Make Jack's Banana Cake, then have students work in pairs to jointly construct a procedural recount. The Banana Cakes made by the class might be suitable for a fund raising activity (PDHPE outcome NS3.3) such as the Cancer Council's Biggest Morning Tea.
2. During the presentation the students have listened to the guest speaker. They might then, in groups, record three points made by the author during the presentation. They might then come together as a class and share their responses.

3. The students had been engaged in a variety of English learning experiences in the unit 'Author Study — Susanne Gervay'. One such activity might be the completion of a dictagloss activity, using the text *Always Jack*. Dictagloss is an activity that works with many short texts/passages. It seems to motivate and "work" because there is a built in task — the task of reconstructing the original text.
4. Let students listen to you read a passage of selected text. (don't make it too long- it depends on your class but no more than 3 min. listening).It might even be a dialogue from 'Always Jack'.
 - a. Next, tell the students to listen again, this time taking notes, drawing pictures or however they want to record the information. You might even give them a graphic organizer or chart to help categorize information.
 - b. The students then get in groups and try to recreate the exact text from memory. After some trying, the teacher might even reread the passage to help them.
 - c. The students could then share with other students their passage and note the differences.
5. The students may work in pairs or small groups to make Jack's Banana Cake and then engage in community action, eg fundraising to support others

N.B.1 "Always Jack" includes characters and events that will assist teachers to address some of the HSIE Change and Continuity, and Cultures Outcomes,

N.B.2 The Learning to Write – Skills and Strategies WES1.10 – WS3.10, WES1.11 – WS3.11 and WES1.12 – WS3.12 outcomes have not been included in this unit "Author Study – Susanne Gervay". They are addressed in a follow up unit of work based on an author visit to your school- see <http://www.youngaus.com.au/storytelling/jack.html> or phone "Young Australia Workshop" on 1800 227 095; email gleitch@ozemail.com.au

"Always Jack" – Book Reviews

'Susanne Gervay has written another cracker. Her prose is tight, funny and engaging. Written in the present tense, the story has an immediacy that transports the reader right into the room with Jack. Gervay has a track record for tackling some difficult subject matters. This time around she delves into cancer, blended families and the Vietnam War. She does so, however with alacrity and sensitivity, drawing the reader in to Jack's internal world, to experience his emotional ups and downs with him.

The book deals with loss, death, ageing, fears, friendship, community and hope. It is about pulling together and resilience in the face of doubt. Susanne writes about ordinary life with humour and a freshness that makes this book a delight to read.' - Carole Pousite, MAGPIES Vol 25.

There were so many things I loved about Susanne Gervay's new book, Always Jack. - Kids Books Capers

Beautiful, sad, funny – Always Jack will make you laugh and make you cry. Guaranteed.- Sun Herald

I am a great fan of Susanne Gervay's books ... I love them because they're wonderful stories that grab the reader from the first page. - Book Chook, Susan Stephenson <http://www.sgervay.com/reviews/always-jack-reviews.php>