



Lift Off! Education Resources



33 Curriculum Activities

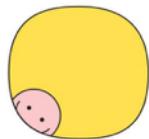
based on the

Lift Off TV Series



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Summary of *Lift Off!* Curriculum Activities

1. Lift Off! - A Good Sport! (P.11)

Encouraging students to discuss positive and negative behaviours in their relationships with peers, these activities focus on strategies for dealing with negative feelings and feelings of inadequacy.

Resource Description: Encouraging students to discuss positive and negative behaviours in their relationships with peers, these activities focus on strategies for dealing with negative feelings and feelings of inadequacy.

Year Level: [Early Childhood \(F-3\)](#) Themes: [relationships](#), [self](#)

2. Lift Off! - A Sense of Community (P.13)

Students explore the concept of community. The Munch Kids and other segments provide a discussion starter about what community means.

Resource Description: Students explore the concept of community. The Munch Kids and other segments provide a discussion starter about what community means.

Year Level: [Early Childhood \(F-3\)](#) Curriculum Study Areas: [Civics and Citizenship](#), [Humanities and Social Sciences](#)
Themes: [culture and traditions](#)

3. Lift Off! - Aboriginal Art (P.15)

Students explore aboriginal art by undertaking research in the school library, visiting an art gallery, listening to a speaker on the subject and trying out some of the art styles used by aborigines.

Resource Description: Students explore aboriginal art by undertaking research in the school library, visiting an art gallery, listening to a speaker on the subject and trying out some of the art styles used by aborigines.

Year Level: [Early Childhood \(F-3\)](#) Curriculum Study Areas: [Humanities and Social Sciences](#), [Visual Arts \(The Arts\)](#)
Themes: [culture and traditions](#)

4. Lift Off! - Aboriginal Dreaming Stories (P.17)

Students view some aboriginal dreamtime stories, research further stories, make costumes to act out a story and finally write or draw their own dreamtime stories.

Resource Description: Students view some aboriginal dreamtime stories, research further stories, make costumes to act out a story and finally write or draw their own dreamtime stories.



Year Level: [Early Childhood \(F-3\)](#) Curriculum Study Areas: [Humanities and Social Sciences](#) Themes: [culture and traditions](#)

5. Lift Off! - Aboriginal Families Today (P. 19)

Students view short films of indigenous outback children engaging in everyday activities. They then discuss contrasts in lifestyles of rural and city children, and of indigenous and other cultures.

Resource Description: Students view short films of indigenous outback children engaging in everyday activities. They then discuss contrasts in lifestyles of rural and city children, and of indigenous and other cultures.

Year Level: [Early Childhood \(F-3\)](#) Curriculum Study Areas: [English](#), [Humanities and Social Sciences](#)
Themes: [culture and traditions](#)

6. Lift Off! - About Death and Dying (P.21)

These activities explore how different cultures deal with death. Aboriginal dreaming stories feature prominently and students investigate the notions of 'living' and 'non living'.

Resource Description: These activities explore how different cultures deal with death. Aboriginal dreaming stories feature prominently and students investigate the notions of 'living' and 'non living'.

Year Level: [Early Childhood \(F-3\)](#) Curriculum Study Areas: [Humanities and Social Sciences](#)

7. Lift Off! – Advertising (P.23)

Students explore advertising in print and television including truth and fairness and emotive manipulation of the audience. They analyse the content and film language used to put the message across.

Resource Description: Students explore advertising in print and television including truth and fairness and emotive manipulation of the audience. They analyse the content and film language used to put the message across.

Year Level: [Middle Primary \(4-5\)](#) Curriculum Study Areas: [English](#), [Media Arts \(The Arts\)](#) Themes: [culture and traditions](#), [time](#)



8. Lift Off! - All Sorts of Families (P.27)

The Lift Off families provide models for a range of family groups including nuclear, single parent, extended and blended. Episodes of Lift Off provide a context for exploring the concept of family.

Resource Description: The Lift Off families provide models for a range of family groups including nuclear, single parent, extended and blended. Episodes of Lift Off provide a context for exploring the concept of family.

Year Level: [Early Childhood \(F-3\)](#) Curriculum Study Areas: [English](#), [Humanities and Social Sciences](#) Themes: [family](#)

9. Lift Off! - Animated Stories (P.29)

Students view some animated stories and discuss ways of telling and retelling stories. They create stories and compare animation and print as storytelling media.

Year Level: [Early Childhood \(F-3\)](#) Curriculum Study Areas: [English](#)

10. Lift Off! - Below the Surface (P. 35)

This lesson focuses on things happening beneath the surface.

Resource Description: This lesson focuses on things happening beneath the surface.

Year Level: [Early Childhood \(F-3\)](#) Curriculum Study Areas: [English](#)

11. Lift Off! - Caring for Pets (P. 39)

These activities provide an interesting and thoughtful introduction to the study of pets and the role they play in the children's lives.

Resource Description: These activities provide an interesting and thoughtful introduction to the study of pets and the role they play in the children's lives.

Year Level: [Early Childhood \(F-3\)](#) Curriculum Study Areas: [Mathematics](#), [Science](#) Themes: [time](#)

12. Lift Off! - Changing Environments (P. 41)

These activities introduce students to research as a way of finding out about the local environment and how people have impacted on local wildlife.

Resource Description: These activities introduce students to research as a way of finding out about the local environment and how people have impacted on local wildlife.



Year Level: [Early Childhood \(F-3\)](#) Curriculum Study Areas: [Humanities and Social Sciences](#)

13. Lift Off! – Clash (P. 43)

This episode of Lift Off deals with conflict resolution. Students view the stories in the episode, discuss the issues raised then explore conflict as a narrative device and create their own stories.

Resource Description: This episode of Lift Off deals with conflict resolution. Students view the stories in the episode, discuss the issues raised then explore conflict as a narrative device and create their own stories.

Year Level: [Early Childhood \(F-3\)](#) Curriculum Study Areas: [English](#), [Ethical Understanding](#), [Humanities and Social Sciences](#) Themes: [justice](#), [relationships](#), [self](#), [values](#), [war and conflict](#)

14. Lift Off! - Conflict Resolution (P. 45)

These activities focus on interpersonal relations, conflict resolution and dealing with teasing.

Resource Description: These activities focus on interpersonal relations, conflict resolution and dealing with teasing.

Year Level: [Early Childhood \(F-3\)](#) Curriculum Study Areas: [Humanities and Social Sciences](#) Themes: [relationships](#), [self](#)

15. Lift Off! - Designing a Cubby (P. 49)

During these activities, students learn how to read a house plan and design a plan for a cubby house. They create a model of the cubby then make a life-size model of a cubby house.

Resource Description: During these activities, students learn how to read a house plan and design a plan for a cubby house. They create a model of the cubby then make a life-size model of a cubby house.

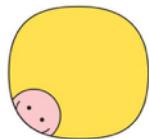
Year Level: [Early Childhood \(F-3\)](#)

16. Lift Off! - Developing A Film Script From A Book (P. 51)

These activities introduce students to the constraints and creative opportunities for writers converting their printed works for the screen.

Resource Description: These activities introduce students to the constraints and creative opportunities for writers converting their printed works for the screen.

Year Level: [Middle Years \(5-9\)](#) Curriculum Study Areas: [English](#)



17. Lift Off! – Faces (P. 57)

Students explore 'faces' - their similarities and differences, how and what they communicate, what they hide. Students make masks, a self portrait, design labels, research face painting and body art.

Resource Description: Students explore 'faces' - their similarities and differences, how and what they communicate, what they hide. Students make masks, a self portrait, design labels, research face painting and body art.

Year Level: [Early Childhood \(F-3\)](#) Curriculum Study Areas: [English](#), [Humanities and Social Sciences](#), [Media Arts \(The Arts\)](#), [Visual Arts \(The Arts\)](#)

18. Lift Off! - Feeling Connected (P. 61)

With these activities students explore feelings, particularly how feelings are expressed and the language of feelings.

Resource Description: With these activities students explore feelings, particularly how feelings are expressed and the language of feelings.

Curriculum Study Areas: [English](#), [Humanities and Social Sciences](#) Themes: [relationships](#), [self](#)

19. Lift Off! - Feeling Lost (P. 63)

These activities explore the concept of being 'lost' and protective behaviours to reduce the possibility of being lost in a physical space.

Resource Description: These activities explore the concept of being 'lost' and protective behaviours to reduce the possibility of being lost in a physical space.

Year Level: [Early Childhood \(F-3\)](#) Curriculum Study Areas: [English](#), [Humanities and Social Sciences](#)

20. Lift Off! - Fire Safety (P.65)

Students explore the concept of fire and develop strategies for dealing with a house fire.

Resource Description: Students explore the concept of fire and develop strategies for dealing with a house fire.

Year Level: [Early Childhood \(F-3\)](#) Curriculum Study Areas: [Humanities and Social Sciences](#)

21. Lift Off! – Friends (P. 67)

These activities focus on identifying what makes friends. Students engage in discussion, role play, deconstructing visual text, and making a visual display. They might also make a flip book animation.



Resource Description: These activities focus on identifying what makes friends. Students engage in discussion, role play, deconstructing visual text, and making a visual display. They might also make a flip book animation.

Year Level: [Early Childhood \(F-3\)](#) Curriculum Study Areas: [English](#), [Humanities and Social Sciences](#)
Themes: [relationships](#), [self](#)

22. Lift Off! - Giving Credit (P. 69)

These activities introduce aspects of teaching visual texts and provide students with opportunities to investigate and extend their prior knowledge of the construction of television as a text.

Resource Description: These activities introduce aspects of teaching visual texts and provide students with opportunities to investigate and extend their prior knowledge of the construction of television as a text.

Year Level: [Early Childhood \(F-3\)](#) Curriculum Study Areas: [English](#), [Media Arts \(The Arts\)](#)

23. Lift Off! - I Can Do It (P. 73)

Students discuss what they can and can't do; taking personal responsibility; setting goals and developing a plan to achieve them. The lesson also introduces symbols as a linguistic device.

Resource Description: Students discuss what they can and can't do; taking personal responsibility; setting goals and developing a plan to achieve them. The lesson also introduces symbols as a linguistic device.

Year Level: [Early Childhood \(F-3\)](#)

24. Lift Off! - Into the Unknown (P. 77)

These activities explore fear and the unknown and strategies for handling them.

Resource Description: These activities explore fear and the unknown and strategies for handling them.

Year Level: [Early Childhood \(F-3\)](#) Curriculum Study Areas: [English](#)

25. Lift Off! - It's A Good Story (P. 81)

These activities introduce aspects of teaching visual texts and provide students with opportunities to investigate and extend their prior knowledge of the construction of television as a text.

Resource Description: These activities introduce aspects of teaching visual texts and provide students with opportunities to investigate and extend their prior knowledge of the construction of television as a text.

Year Level: [Early Childhood \(F-3\)](#) Curriculum Study Areas: [English](#)



26. Lift Off! - It's About Time (P. 85)

These activities involve students in exploring the concept of time and how and why it is measured.

Resource Description: These activities involve students in exploring the concept of time and how and why it is measured.

Year Level: [Early Childhood \(F-3\)](#) Curriculum Study Areas: [English](#), [Mathematics](#), [Science](#) Themes: [time](#)

27. Lift Off! - Keeping Fit (P. 87)

These activities explore the notion of 'well-being' right into the older years. Students investigate what keeps people fit and then design a fitness machine and a fitness circuit for the school.

Resource Description: These activities explore the notion of 'well-being' right into the older years. Students investigate what keeps people fit and then design a fitness machine and a fitness circuit for the school.

Year Level: [Early Childhood \(F-3\)](#)

28. Lift Off! - Light and Shadows (P. 89)

In this episode of Lift Off Poss and Kim make shadow puppets. Students make their own shadow puppets and explore some of the properties of light through researching rainbows.

Resource Description: In this episode of Lift Off Poss and Kim make shadow puppets. Students make their own shadow puppets and explore some of the properties of light through researching rainbows.

Year Level: [Early Childhood \(F-3\)](#) Curriculum Study Areas: [Science](#)

29. Lift Off! - Lotis, The Word Factory (P. 91)

These activities engage students in the playfulness of the English language. They play with words while learning about word meanings.

Resource Description: These activities engage students in the playfulness of the English language. They play with words while learning about word meanings.

Year Level: [Early Childhood \(F-3\)](#) Curriculum Study Areas: [English](#)



30. Lift Off! - So, That's How It Works! (P. 93)

These activities present some ideas for using some Lift Off segments as stimulus to creative design.

Resource Description These activities present some ideas for using some Lift Off segments as stimulus to creative design.

Year Level: [Early Childhood \(F-3\)](#)

31. Lift Off! - That's Not Fair! (P. 97)

Resource Description: Students explore the concept of fairness. They view the program, write a poem in rap style, discuss issues about fairness and develop a code of conduct that's fair to all in the classroom.

Year Level: [Early Childhood \(F-3\)](#) Curriculum Study Areas: [English](#), [Humanities and Social Sciences](#)
Themes: [relationships](#), [self](#)

32. Lift Off! - The World of Backsaks (P. 101)

These activities use the delightful backsaks from Lift Off to explore language, storytelling, power and lack of it and to create a script and a backsak.

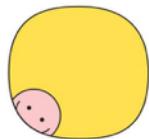
Resource Description: These activities use the delightful backsaks from Lift Off to explore language, storytelling, power and lack of it and to create a script and a backsak.

Year Level: [Early Childhood \(F-3\)](#) Curriculum Study Areas: [English](#), [Humanities and Social Sciences](#)

33. Lift Off! - What A Character! (P. 103)

Resource Description: These activities introduce aspects of teaching visual texts and provide students with opportunities to investigate and extend their prior knowledge of the construction of television as a text.

Curriculum Study Areas: [English](#), [Media Arts \(The Arts\)](#)



Lift Off! - A Good Sport!

Program:	Lift Off
Year Level:	Year 1 to Year 3
Curriculum Study Areas:	Health and Physical Education
Themes/Topics:	Self and Relationships; Growth and Development
Description:	Encouraging students to discuss positive and negative behaviours in their relationships with peers, these activities focus on strategies for dealing with negative feelings and feelings of inadequacy.
Resources:	In Your Shoes <i>Lift Off</i> ep 11B ACTF - It's sports day at school and Poss thinks Kim's new running shoes are the reason she wins races.

Lesson plan:

Prior to viewing

Talk about what being a good sport means before watching the episode. What might these be of examples of sports men and women not behaving appropriately on TV, newspapers etc

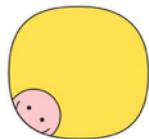
Develop student understanding of 'good sport'

Watch the episode with the students. Discuss what happens.

Watch it again and stop the episode at certain points to discuss what is happening with the children e.g.

- Kim tells Poss that the race is not about winning or losing, it's more important to feel good about yourself. Does Poss agree? What do the students think?
- EC claps at the end of the heat. How does Kim feel at this moment? How does Poss feel? How does Zoe feel?
- Kim tells Poss that at least Zoe is being a good sport. Poss replies that if she had new runners she'd be a good sport too. Do both girls mean the same thing by the term 'good sport'? Discuss.

Discuss the importance of participating and appreciating others' success as well as your own.



Extend the concept of the 'good sport' to other activities

Talk about all the different kinds of competitions there are in addition to athletics, e.g.: chess, mathematics, art, quizzes, dance. Find out which students are involved in such events in and out of school. List somewhere for display.

Discuss strategies for dealing with feelings of inadequacy

Mrs Stinson tells Kim, "*Poss isn't feeling too good about herself at the moment.*" She feels that she can't do lots of things, e.g.: climbing over the log. Encourage the children to talk about times when they have not felt confident and happy with themselves. Add your own story and emphasise that it is not realistic to always feel good about everything. It's how the students deal with it that matters. Discuss positive strategies that could be used to overcome these feelings. Make a book called I feel good when ... and add to the class library.

Feeling good

Kim told Poss that if you feel good about yourself you'll do great things. Was she right? Talk about how it feels to help someone and how it feels to hurt someone. Discuss name calling and 'put downs' with the children. Do they make anyone feel good?

Related resources

Lift Off to personal growth. In Part C 'I can', four different story segments explore aspects of positive thinking and trying to achieve a goal.



Lift Off! - A Sense of Community

Program:	Lift Off
Year Level:	Kindergarten/Preschool to Year 2
Curriculum Study Areas:	Humanities and Social Sciences
Themes/Topics:	Cultural Studies; Civics and Citizenship
Description:	Students explore the concept of community. The Munch Kids and other segments provide a discussion starter about what community means.
Resources:	Community in part B of <i>Lift Off to Language and Culture ACTF</i> Remember <i>Lift Off 1 ep 13A ACTF</i> - The children want to give a surprise gift to the Andrettis for their wedding anniversary. On a visit to the cemetery they remember how Mrs Hammie taught them to press flowers. They make a picture frame decorated with pressed flowers as a gift and present it at a surprise party. <i>For Sale Lift Off 1 ep 15A ACTF</i> - The children have turned an old warehouse into their own Zipzap Theatre. They are dismayed when they realise it's going to be sold by Kim's mother. So they put on a play "Moon for sale" which is about the value of things that money can't buy. <i>Brand New Lift Off 2 ep 01A and 01B ACTF</i> - The Pontis move into the neighbourhood and James Jordan makes a ramp for Marco's wheel chair. The families arrange a barbecue to welcome the Ponti family into the community

Lesson plan:

Make a concept map

Watch the Munch Kids segment in Part B Community and continue the discussion. Based on the students' discussion and knowledge, develop a concept map about what makes a community.

Make a community map

List all the community groups in the local area that the students and their family are involved in. Make a large map of the area surrounding the school. Go on a walk and note them down on a map. Mark on any significant sites, e.g.: halls, churches, sporting facilities that are not already mentioned.



View a *Lift Off* episode

Watch one of the episodes and focus on aspects of community. Discuss them with the students. Ask the following questions:

- How do people make others feel part of the community?
- What action do people take to build a sense of community?
- Who cares for places and spaces in the Lift Off community?
- What are shared roles and responsibilities?
- Are any community services shown?

Make a collage

Ask students to work in groups of three and describe their community.

Students could draw and collect pictures and use a collage technique to make a visual representation of their sense of community.



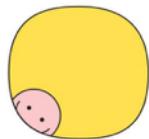
Lift Off! - Aboriginal Art

Program:	Lift Off
Year Level:	Kindergarten/Preschool to Year 4
Curriculum Study Areas:	Humanities and Social Sciences; The Arts
Themes/Topics:	Indigenous Issues; Cultural Studies
Description:	Students explore Aboriginal art by undertaking research in the school library, visiting an art gallery, listening to a speaker on the subject and trying out some of the art styles used by Aborigines.
Resources:	<p>Give and Take Lift Off ep 06B ACTF See also: Into the Unknown Lift Off ep 06A ACTF This story was adapted from book form (Magabala Books, Broome WA 1990)- Animated feature story Bip the snapping bungaroo. This is an Aboriginal bush tale about a turtle and incorporates some of the Yidin language, the language of the author's father's people. Written by Narelle McRobbie, the animation by Grace Fielding is rich and traditional.</p> <p>Face Lift Off ep 16B ACTF -Aboriginal children painting each other's faces.</p> <p>All Together Now Lift Off ep 26B ACTF-Aboriginal children being painted and decorated by adults for the emu dance.</p> <p>Would I Lie? Lift Off 2 ep 05B ACTF-Yolngu Aboriginal boys having their faces and bodies painted and dancing on the beach.</p> <p>In Your Shoes Lift Off 2 ep 11B ACTF -Yolngu Aboriginal children making rock paste, painting their bodies and performing a ceremony.</p>

Lesson plan:**View the episode**

Aunt Joyce, who comes to stay with James, Paul and Aku in this episode, is an artist. She demonstrates several traditional Aboriginal art techniques. Study a variety of Aboriginal art/artists with traditional and contemporary styles and techniques.

Make a display



Have students find books about Aboriginal art, including rock paintings and body painting and display them in the classroom. Include some books illustrated in an Aboriginal style, e.g.: Sally Morgan's My Place.

Visit an art gallery

Focus on the works by Aboriginal artists. Ask a speaker from the gallery to discuss the works of art with the students. Find out about different styles such as cross-hatching and dot painting.

Research an artist

Study one Aboriginal artist in depth (individual or class research) and report findings in a book, multimedia presentation or a newsletter article.

Do some art work in an aboriginal style

Encourage the students to have a go using a range of natural materials. Use different techniques like cross hatching and dot painting to fill in animal outlines. Experiment with body painting using ochre or clay. Try painting a depiction of an event on bark.

Explore statistics

Have a class vote about the students' favourite artist and/or piece of art. List all the Aboriginal artists that the class found out about along with an example of their work. Ask the students to vote for their favourite/s. Display the results and conduct some analysis of them, e.g.: most popular, most liked by girls/boys, teacher's choice.

Related lesson ideas

[Aboriginal dreaming stories – Lift Off](#)

[Aboriginal families today – Lift Off](#)



Lift Off! - Aboriginal Dreaming Stories

Program:	Lift Off
Year Level:	Kindergarten/Preschool to Year 4
Curriculum Study Areas:	Humanities and Social Sciences
Themes/Topics:	Indigenous Issues; Cultural Studies
Description:	Students view some aboriginal dreamtime stories, research further stories, make costumes to act out a story and finally write or draw their own dreamtime stories. .
Resources:	<i>Lost Lift Off ep. 21A ACTF</i> Also found in <i>Lift Off to Language and Culture Curriculum Corporation</i> Related segment: Into the unknown ep. 06A <i>LIFT OFF 1</i> ACTF Adapted from book form (Magabala Books, Broome WA 1990).

Lesson plan:

View and discuss

Watch the whole episode with the students and allow time for discussion about the storyline. Focus on the segment when Windaru, the Aboriginal woodcarver, talks about the Dream Time. He says "*The time when the Spirit ancestors made all the hills and rocks, trees and rivers. Made everything. In Aboriginal dreaming time all sorts of things happened. A giant snake might have turned into a mountain range. Some people say an emu's egg turned into the sun. Lighting up the whole earth. Or a big fish might have created a river.*" As Windaru speaks he draws the object in the sawdust and EC visualises the changes. Discuss this with the students.

Re-view How the birds got their colour

This is the animated feature story of this episode. It is an Aboriginal dreaming story told by May Albert of the Bardi people in Western Australia. The illustrator Pamela Tufts uses original paintings by children from St Mary's School, Broome. This is also available in picture book form (Ashton Scholastic 1992) and is one in a series.

Act out the story

Talk about the story and its message. Discuss how this story is relevant for today. Make simple face masks and capes for costumes and act out the story. Present the performance at a school assembly or to a parent group or video an upload on to school's intranet. The



students might use percussion sticks to accompany this. Always acknowledge the source of the story and emphasise that different Aboriginal groups have different stories.

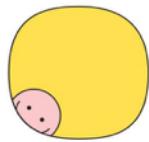
Research other dreaming stories

Ask the students if they know any other dreaming stories. Visit the school or local library and collect some examples of dreaming stories to read to the class.

Write some stories

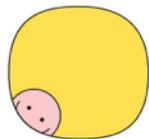
As a group, have a go at writing a story in this genre. Younger students could draw their stories as a storyboard. Remember that the story should relate to the immediate surroundings, that is, include local birds and animals, geographic features. Make the story into a book and display in the library.

Animated feature story Bip the snapping bungaroo. This is an Aboriginal bush tale about a turtle and incorporates some of the Yidin language, the language of the author's father's people. Written by Narelle McRobbie, the animation by Grace Fielding is rich and traditional.



Lift Off! - Aboriginal Families Today

Program:	Lift Off
Year Level:	Kindergarten/Preschool to Year 4
Curriculum Study Areas:	English; Humanities and Social Sciences
Themes/Topics:	Cultural Studies; Indigenous Issues
Description:	Students view short films of indigenous outback children engaging in everyday activities. They then discuss contrasts in lifestyles of rural and city children, and of indigenous and other cultures.
Resources:	<p>Give and Take <i>Lift Off ep 06B ACTF</i> - Pirili, who lives in the country, arrives to stay with her city cousins, Aku and Paul. She finds that life in the city is quite different and difficult at first.</p> <p>See also: A Load of Old Rubbish <i>Lift Off ep 01B ACTF</i> - Aboriginal children somersault and cartwheel down very large, red sand dunes.</p> <p>The Wheel Turns <i>Lift Off ep 09B ACTF</i> - Aboriginal children catch turtles and snakes in wetlands.</p> <p>Face <i>Lift Off ep 16B ACTF</i> - Aboriginal children paint each other's faces.</p> <p>Threads <i>Lift Off ep 25B ACTF</i> - Aboriginal children swim and play in water.</p> <p>All Together Now <i>Lift Off ep 26B ACTF</i> - Aboriginal children are painted and decorated by adults for the emu dance.</p> <p>Would I Lie? <i>Lift Off ep 05B ACTF</i> - Yolgnu Aboriginal boys have their faces and bodies painted and dance on the beach.</p> <p>Give and Take <i>Lift Off 2 ep 06B ACTF</i> - Aboriginal children look for yams in the bush, dig them up, roast them on an open fire and enjoy eating them.</p> <p>Heroes <i>Lift Off 2 ep 10A ACTF</i> - Yolgnu Aboriginal children hunt for rock oysters, make a fire and cook and eat them.</p> <p>In Your Shoes <i>Lift Off 2 ep 11B ACTF</i> - Yolgnu Aboriginal children make rock paste, paint their bodies and perform a ceremony.</p> <p>We're Not Alone <i>Lift Off 2 ep 12A ACTF</i> - Yolgnu Aboriginal children spear fish in a tidal river.</p> <p>We're Not Alone <i>Lift Off 2 ep 12B ACTF</i> - Yolgnu Aboriginal children chop mangrove tree branches, dig out worms and eat them.</p> <p>First Day ACTF - First Day shows 11 children across Australia as they prepare for and begin school. Gurrupiya, of the Gumatj clan, is shown in her home setting and starting school at Yirrkala School, Arnhem Land. This is an example of two-way schooling.</p>



Lesson plan:

View Give and Take

Watch the part A of this episode and focus on the similarities and differences between city and country life in Australia. List them on the board. Perhaps explore perceived advantages/disadvantages.

View and discuss

The **Lift Off** segments listed at left show examples of non-urban Aboriginal children's skills and activities. View as many of them as possible. Discuss what is similar and different to the games your students play.

If the students raise the issue of schooling in non-urban settings it may be useful to show excerpts from the ACTF documentary First Day. Contrast the experience of Gurrupiya with Paul and Aku's school setting in a metropolitan setting.

Watch part B of this **Lift Off** episode, especially Uncle Henry, the animated feature story. The story is recounted as Johnno writes letters home describing his stay with relatives in the country. At first apprehensive, his change of attitude is portrayed subtly and he ends up staying an extra week. Discuss Johnno's feelings and how they change. What is different about life with his relatives in the country and his life in the city?

Compare this to how Pirili felt when she says that "*It's not friendly at all*" in the city. Does she change her mind too?

Read some stories

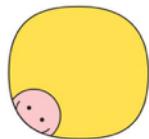
Include some picture books about contemporary Aboriginal families living in both the city and the country in the class library and for reading aloud to groups of students.

Make a large wall mural Make a mural that shows everything the children know about the Jordan family in **Lift Off** and their surroundings. Contrast with a mural showing what Pirili's country home and family may be like.

Related lesson ideas

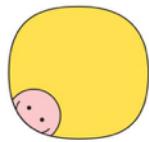
Aboriginal art – Lift Off

Aboriginal dreaming stories – Lift Off



Lift Off! - About Death and Dying

Program:	Lift Off
Year Level:	Kindergarten/Preschool to Year 4
Curriculum Study Areas:	Humanities and Social Sciences; Health and Physical Education
Themes/Topics:	Growth and Development
Description:	These activities explore how different cultures deal with death. Aboriginal dreaming stories feature prominently and students investigate the notions of 'living' and 'non living'.
Resources:	<p>Out of This World <i>Lift Off 2 ep 08A ACTF</i></p> <p>Other relevant segments from <i>Lift Off</i> :</p> <p>Grandma's knee <i>Lift Off</i> to social learning and living <i>ACTF</i></p> <p>The feature story is about a little girl who is dealing with her feelings on the death of her grandmother.</p> <p>A load of old rubbish <i>ep 01B Lift Off 1 ACTF</i></p> <p>Watch the Munch Kids segment in which the Munch Kids talk about life and death. The Munch Kids segments are great examples of young children discussing 'big' ideas. Why not set up a debate/discussion about an issue that the students raise in relation to death/dying?</p> <p>Destroy <i>ep 02B Lift Off 1 ACTF</i></p> <p>Munch Kids talk about life and death.</p> <p>Real friends <i>ep 20A Lift Off 1 ACTF</i></p> <p>The Wakadoo Cafe story is called Gone and explores loss and grief. It is about how the characters feel and react to Cook leaving Wakadoo Cafe. Even Boss is upset! Watch the story with the students and discuss how they have felt when a friend or relative has moved away. Talk about the range of ways of keeping in touch, e.g. telephone, visits, writing letters, sending e-mail messages.</p> <p>Threads <i>ep 25B Lift Off 1</i></p> <p>The feature story 'Grandma's knee' is about a little girl who is dealing with her feelings on the death of her grandmother. It is a gentle story with a constructive message. Watch the story and discuss. Analyse the form and structure of the animated story. Look at choice of colour, movement and sound. This feature story is also available as a book by Penny Robenstone Harris, William Heinemann, Melbourne 1992.</p>



Lesson plan:

View Out of This World

View the episode and focus on the different ceremonies and beliefs about death (e.g.: Ancient Egyptian, Viking, Indian, Aboriginal). Stop the tape at each one and find out what the students know about each one. What are other beliefs about death that students know about and can share? What are some of the different customs and rituals surrounding death, now and in the past? Students could do research, and share their findings with the class.

Read dreaming stories

Read some Aboriginal dreaming stories that highlight the belief stated by James that '*a lot of Aboriginal people believe that when you die your spirit goes into another living thing - a fish, a tree, a bird*'.

Listen to a storyteller

Invite an Aboriginal education worker or story teller to visit your class and share their stories with you.

Discuss 'remembering'

Talk about the ways your community remembers people who have died. Consider photographs, memories, tombstones, statues, street/suburb names, etc. Go for a walk around the local community and highlight anything that is a memorial.

Investigate 'living and non-living'

Lotis describes 'death' for her as having her power turned off. Is this the same for Herbie? Collect a range of pictures of objects and allow the students to sort and classify them as both living and non-living. Include some pictures of objects that may encourage debate, e.g.: seeds, machines, the puppet Backsaks. Talk about the criteria for deciding whether something is living or not.

Related Picture Books on 'Death and Dying'

Wild, Margaret 'Old Pig' (1994) Allen & Unwin

Wagner, Jenny 'John Brown, Rose and the Midnight Cat' (1980) Penguin, Melbourne



Lift Off! - Advertising

Program:	Lift Off
Year Level:	Year 3 to Year 5
Curriculum Study Areas:	English (Persuasive writing)
Themes/Topics:	Our Place in Space and Time; Cultural Studies; Advertising
Description:	Students explore advertising in print and television including truth and fairness and emotive manipulation of the audience. They analyse the content and film language used to put the message across.
Resources:	That's Not Fair! <i>Lift Off ep 04B ACTF</i> - Live action story Part B: Poss wants to win a pony through the BONZA eating competition. Ted and Jenny aren't enthusiastic. Poss fights with Kim but realises her hopes are unrealistic. She finds a solution that all the family enjoy together.

Lesson plan:

Discuss print advertising

Make a collection of advertising posters, magazines and newspaper advertisements. Students can explore these advertisements looking at the types of images portrayed and the messages and products. Discuss using questions such as:

- What are these advertisements selling?
- What sorts of things are they telling us about their products?
- What sort of words are they using?
- What sorts of images are they using?
- What are the mothers like?
- What are the fathers like?
- What are the children like?
- Are these real images of real people?
- Is this real life?

Discuss how the purposes of advertising and how it aims to influence our choice of goods and services.

Discuss TV advertising

Ask students to list their favourite television advertisements and their least liked ones. Discuss these responses considering questions such as: What makes an ad a good one?



What makes it an unpopular one? What kinds of words/language are used? Such as superlatives – best, most efficient etc.

View That's Not Fair!

Watch the BONZA scene in Part B of **That's Not Fair!**. Look closely at the way this story is told and how it is made. As part of the story, the advertisement moves from the production studio into the lounge room, specifically targeting the children watching. Ask students to think about why the advertisement actually comes off the TV and appears in the lounge room. What does this mean?

Analyse the BONZA scene

Re-watch the scene closely and encourage students to look for detail under headings such as the:

- message and appeal of the jingle
- music/sounds
- characters
- costumes
- rhythm.

Discuss the information collected. Ask students: does anything on the lists surprise you? Why/why not? Is there anything you think is missing?

Discuss selected TV ads

Show students a number of pre-recorded television advertisements aimed at children the same age as the students. Discuss these advertisements using questions such as:

- What do these advertisements show about the way members of the family are supposed to behave?
- What types of families/family members are not included?
- How do the advertisers use images, sound and words to convey the messages?

Explore the desire for success

Explore how images of material success are important in TV advertisements. For example: what sort of clothes do the people wear? What sort of houses do we see? What sort of furniture and toys do people in advertisements have? What do the people in advertisements look like? Look at cars in advertisements. What would happen if the new Mercedes Benz was replaced with an old Datsun?



Is advertising fair?

Ask students in small groups to reflect on the information they have gathered about advertising and discuss the question: is advertising fair?

Groups can report back on their discussion to the class with key points raised recorded on the board.

With the whole class, highlight and further explore some of the issues raised. Questions could include:

- Is advertising truthful or not?
- Should advertising be truthful?
- Is it supposed to be truthful?

Make a class list of guidelines that advertisers should stand by when creating their ads.

Design an advertising campaign

Assist students to plan an advertising campaign around a product in the school canteen, or the local milkbar. Select a product or products that may not sell particularly well (carrot sticks perhaps) and record the current sales figures. As a class, plan a series of print and radio-style ads with the aim to increase sales of this product.

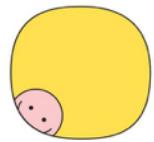
Conduct a survey

At the end of the specified time frame, arrange for students to survey the canteen or milkbar to compare with the original sales figures to see if any difference in sales figures has been noted.

Further teaching and learning ideas related to this story and focusing on advertising are available in *Lift Off to Language Curriculum Corporation* 1992.

Related lesson ideas

Needs and wants – Lift Off



**ACTF
EDUCATION**





Lift Off! - All Sorts of Families

Program:	Lift Off
Year Level:	Kindergarten/Preschool to Year 2
Curriculum Study Areas:	English; Humanities and Social Sciences; Health and Physical Education
Themes/Topics:	Families
Description:	The Lift Off families provide models for a range of family groups including nuclear, single parent, extended and blended. Episodes of Lift Off provide a context for exploring the concept of family.
Resources:	A Load of Old Rubbish <i>Lift Off ep 01A ACTF</i> - This episode includes members of all the Lift Off families in series 1. Which One? <i>Lift Off ep 03B ACTF</i> - Kim and Poss make a video interviewing parents about why they have children. The experience helps Kim to work out her own feelings for her adoptive parents. Brand New <i>Lift Off ep 01B ACTF</i> - This episode includes members of all the Lift Off families in series 2.

Lesson plan:

Make a concept map

Discuss what students know and understand about families. Note down all the information that students give you. This could be developed into a concept map about families.

View *Lift Off* and discuss

Watch a *Lift Off* episode and talk about the Lift Off families. In small groups ask the students to draw the Lift Off families. Label them by name and role, e.g.: Jenny Burke - mother. Now make some observations and comparisons, eg: number of adults, children, males and females. Display the Lift Off families and all of the information the students know about them.

Compare families

Compare the Lift Off families with those of the students in the class. Are there any that have the same number of members or number of children?



Make family trees

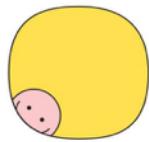
Discuss the students' own families. Ask the children to draw and cut out each of the people who live in their house. Talk about the concept of a family tree. Use the cut out figures to construct a family tree for each of the students.

Define 'the family'

As a final evaluation activity, ask the students to define what they think makes a family.

Related lesson ideas

[Aboriginal families today – Lift Off](#)



Lift Off! - Animated Stories

Program:	Lift Off
Year Level:	Kindergarten/Preschool to Year 4
Curriculum Study Areas:	English
Themes/Topics:	Narrative Structure; Film Language
Description:	Students view some animated stories and discuss ways of telling and retelling stories. They create stories and compare animation and print as storytelling media.
Resources:	<p>Any available <i>Lift Off</i> episode. Each <i>Lift Off</i> episode includes a self-contained three-minute Animated feature story. Each animated story is different and a wide range of animation and narrative styles are used.</p> <p>Suggested episodes:</p> <p>Hunting the not fair from <i>That's Not Fair Lift Off 1 ep 04A ACTF</i></p> <p>Grandma's knee from <i>Threads LIFT OFF 1 ep 25A ACTF</i></p> <p>Baby from <i>Under Pressure Lift Off 2 ep 02A ACTF</i></p> <p>Mrs Talkalot from <i>In Your Shoes Lift Off 2 ep 11A ACTF</i></p> <p>Animated in <i>Real Friends Lift Off 1 ep 20A ACTF</i></p> <p>Animated in <i>Lost Lift Off 1 ep 21A ACTF</i></p> <p>See also these segments in the <i>Lift Off</i> education resource packs:</p> <p>Upwardly mobile frogs and Chuck, the rock in <i>Lift Off to the environment</i></p> <p>Burping baby and Hunting the not fair in <i>Lift Off to language</i></p> <p>Freckles and The outsider in <i>Lift Off to personal growth</i></p> <p>Beach cleaner in <i>Lift Off to play</i></p> <p>Grandma's knee in <i>Lift Off to social learning and living</i></p> <p>Ice flowers in <i>Lift Off to science and technology</i></p> <p>Other: <i>Felix and Alexander</i> by Terry Denton OUP Melbourne 1985</p> <p><i>How the bird got its colours</i> by May Albert Ashton Scholastic Sydney 1992</p>



Lesson plan:

View an animated feature story from *Lift Off*

Watch the story without any sound and predict what the story will be about, who will be telling the story and what it will sound like. Think of words that could describe the story, e.g. sad, funny, noisy, eventful, slow-moving. Watch the story and see how close the predictions were. Talk about the use of sound effects to illustrate the mood of the story. Classify the sound of the story using words like fast, soft, slow, repetitive, etc.

Discuss the story

Discuss what happened in the story. Make a timeline of events. Students could illustrate this and display as a wall frieze. Consider some of the following techniques to encourage students to retell the story:

- plan a television news report about the story and present it to the class
- design a poster about the story much like an advertisement for a film
- develop a storyboard for the story using six to eight segments
- make puppets and develop a play based on the story
- re-tell the story on audiotape for a class of younger students.

Do some creative writing

List the main characters. Students select a character from the story and write a day in the life of ... or a letter from this character to a relative or a wanted poster or design a new wardrobe.

Compare two stories

Compare and contrast two quite different feature stories, e.g. **Hunting the not fair** from **That's not fair** and **Grandma's knee** from **Threads** or **Baby** from **Under pressure** and **Mrs Talkalot** from **In your shoes**. List all the differences, e.g. use of colour, sound, camera movement, narration, topic.

Describe the choice of animation style. Why was it chosen? What else might have been appropriate? Have a go at depicting a favourite scene from the story using the animator's style.

Talk about the work of animators and the choices they make in animating a story. Watch two animated feature stories and compare and contrast animation styles. List three reasons why the students think the animation style was chosen.



Compare with the book

Choose one of the stories that is available in book form to read to the class and compare with the animation e.g.

- **Felix and Alexander** by Terry Denton and animated in **Real friends**, or
- **How the bird got its colours** by May Albert and animated in **Lost**

Compare the two different media (book, animation). Discuss the similarities and differences in presentation. Have a vote of which medium the students thought worked best and why.

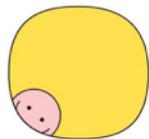
Create the next chapter in the story

Discuss students' reactions to the story. How did they feel and why? What did the writer and illustrator do to evoke their feelings? Does the mood change? As a class plan the next chapter of this story. Write down the main storyline and plot main events. This could be developed into a class book.

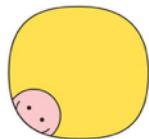
The animated feature story titles are:

(Note: The numbering system used below, e.g. A load of old rubbish 1:1A refers to 'Title ... **Lift Off Series 1 ep 1 Part A**').

Lift Off episode	Story Title
A load of rubbish 1:1A	*Snookle
Destroy 1:2A	Jason becomes a giant
Which one? 1:3A	Ruff, ruff
That's not fair! 1:4A	#Hunting the not fair
Because it feels good 1:5A	Wolfman
Into the unknown 1:6A	*Bip, the snapping bungaroo
Once I grew 1:7A	#Ice flowers
Something tells me 1:8A	*Teacher eater
The wheel turns 1:9A	#Burping baby



Out of order 1:10A	Chuck, the rock
Above and beyond 1:11A	Fair swap
I can! 1:12A	#Looloobelle the lizard (titled The Outsider in the episode)
Remember 1:13A	Beach cleaner
Clash 1:14A	Alphonse, the independent atom
For sale 1:15A	#Dancing pants
Face 1:16A	#Freckles
Going under 1:17A	#Frogs on the run (titled Upwardly Mobile Frogs in the episode)
Illusion is all 1:18A	The beast with a thousand eyes
Beneath the skin 1:19A	Cheeze
Real friends 1:20A	*Felix and Alexander
Lost 1:21A	*How the birds got their colours
Funday 1:22A	#Molly's sock
No entry 1:23A	*Murgatroyd's garden
Wanting 1:24A	Fred, the wonder dog
Threads 1:25A	#Grandma's knee
All together now 1:26A	Home is a sailor
Brand new 2:1A	The magic potty
Under pressure 2:2A	Baby
What's missing? 2:3A	Oscar the orange ocelot



My world 2:4A	Tree Beard
Would I lie? 2:5A	The lie that kept growing
Give and take 2:6A	Uncle Henry
Far out 2:7A	Snagged
Out of this world 2:8A	Rainbow
The shape I'm in 2:9A	Smelly the clown
Heroes 2:10A	Fly Boy
In your shoes 2:11A	Mrs Talkalot
We're not alone 2:12A	A nightmare in my cupboard
From where I stand 2:13A	Beeze

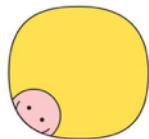
* Adapted from an existing book

Made into a picture book from *Lift Off* series



**ACTF
EDUCATION**





Lift Off! - Below the Surface

Program:	Lift Off
Year Level:	Year 2 to Year 4
Curriculum Study Areas:	English; Health and Physical Education
Themes/Topics:	Growth and Development
Description:	This lesson focuses on things happening beneath the surface.
Resources:	<p>Going Under <i>Lift Off</i> ep 17A and 17B ACTF</p> <p>The live action and Lotis video segments explore human feelings and emotions while the Beverley and Rocky fantasy segments look at frogs and animals exploring and burrowing underground. The documentary segment shows children diving.</p> <p>Live action story Part A: Poss, Nipper and Max visit Grandma and Grandpa's farm. They go on a treasure hunt and eat Grandpa's cherry pie. Nipper gets a tummy ache from eating too many cherries.</p> <p>Live action story Part B: Kim and Poss are enjoying swimming in the Stinsons' pool until Kim is pushed under. Kim comes to terms with her fears with Lotis' help and learns to dive under water.</p>

Lesson plan:

Develop a concept map

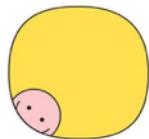
Talk about the title of this episode Going Under. Brainstorm all the meanings it may have from the very literal e.g. animals who live underground, to the broader conceptual notion of being overcome or submerged. Develop a concept map to categorise the ideas.

View and discuss the video

Now watch the Beverley segment in Part A of the episode Going Under, which shows animals exploring and burrowing underground; the Lotis segment where, with the help of Nipper, she tries to understand what are feelings and emotions; and all of Part B.

Make lists

Ask students to list all the things that went 'under' in this episode. Remind them to look beyond the literal or really obvious meaning.



Compare lists at the conclusion of viewing and note any interesting or unusual observations. Ask the students compare their ideas about Going Under from their concept map, with those of the writers of the Lift Off story. Try and match up examples where the writers have included an idea from the students' brainstorm.

Discuss the song

Listen carefully again to the lyrics of the Going Under song sung by the characters Jenny and Ted Burke at the beginning of Parts A and B. Discuss the meaning of this song and reasons why it is included in this episode. What is its purpose?

Going Under Lyrics by Denny Lawrence and Jan Preston

When you may not show it, but you're hurting deep inside. When you are frightened and you want to run and hide.

When your darkest fears are brought on in silent tears.

Here's a way to go when you are low.

Going under. Going under.

Down to what you really feel.

All the world is full of wonder that your feelings can reveal.

Feelings are funny things, everybody has them, even cats and kings.

Hurt and anger, fear and apprehension

are emotions needing your attention.

Going under. Going under.

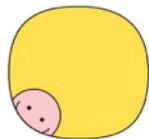
Down to where you really feel,

Yes you'll find a world of wonder down to what you really feel.

What you feel.

Handling Fear

Watch and discuss the swimming incident between Poss and Kim in Part B of this episode. Ask questions such as: What is the problem? How do you think Kim feels? How do you think Poss feels? What is the possible cause for their reactions?



Discuss the story from Kim's point of view. Ask students to reflect on how they know Kim is afraid of going under water.

- Why do you think Kim is afraid of going under water?
- How does Kim feel about her problem?
- Why do you think Kim reacts in such a way?

Talk about the special effects (sound and light) used to create this feeling.

Make a list and discuss fear

Allow time for your students to list all of the things they used to be scared of but are not scared of any more. Discuss why these things don't scare them now. Ask students to indicate what makes them feel scared now. Focus on identifying feelings and discussing why they feel this way.

Discuss feelings

Talk about teasing. How does it make people feel? Look back at the story and consider both the person doing it (Poss) as well as the person being teased (Kim). If Poss was able to explain her behaviour what do you think she might say?

Try a role play

Make a list of the ways Poss could help Kim overcome her fears instead of fighting with her. Students can then develop and role-play some of the different ways Kim and Poss might deal with this situation.

Discuss reading Feelings

In Part A, Lotis and Nipper clarify the meaning of the word 'emotion' and discuss different feelings. They practise reading people's emotions through facial expressions and body language. Brainstorm with your class the range of different emotions that people experience.

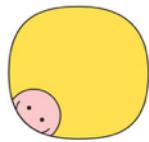
Make a chart that lists the categories of emotions with some indication of degree of feeling e.g. upset, annoyed, angry, outraged. Talk about the physical reactions people have to strong emotions. Illustrate the list with pictures from magazines or student drawings.

In pairs, ask the students to mime these emotions - first using face only, and then face and body. Discuss the different responses people may have to the same situation e.g. to a roller coaster ride, going to a new class, doing an exam.

Extension activity

There have been many picture books that deal with strong feelings. Discuss students' responses to reading such books and if they can relate to them. Talk about choosing to feel in certain ways and making different choices.

Some *picture books* that deal with feelings and emotions:



Hiawyn Oram, Angry Arthur
Maurice Sendak, Where the Wild Things Are
Aliki, Feelings
Anthony Browne, Willy the Wimp
Robert Munsch, The Paperbag Princess
Steven Kellogg, There's a nightmare in my cupboard
P Borgeois, Franklin who was afraid of the dark
Eric Carle, The bad tempered ladybird
Margaret Wild, Rosie and Tortoise
Anthony Browne, Silly Billy
Anthony Browne, The Tunnel
Tohby Riddle, The Singing Hat



Lift Off! - Caring for Pets

Program:	Lift Off
Year Level:	Kindergarten/Preschool to Year 2
Curriculum Study Areas:	Mathematics; Science
Themes/Topics:	Environment; Our Place in Space and Time
Description:	These activities provide an interesting and thoughtful introduction to the study of pets and the role they play in the children's lives.
Resources:	Out of This World Lift Off 2 ep 08A ACTF - Aku's goldfish Herbie dies but is not forgotten by the children. Under Pressure Lift Off 2 ep 02A ACTF -Nipper finds an injured tortoise and is able to keep it as a pet

Lesson plan:

View the program segment

Aku shows that she is responsible in caring for her pet. List the ways she demonstrates this. Talk about the students' pets and how they are cared for. List the basic needs of all pets.

Arrange an excursion

Arrange a visit to the local veterinarian or pet shop owner to find out about their jobs. Discuss pets' needs, eg: shelter, food, exercise. Groups of students could make posters about how to care for different sorts of pets to display in the vet surgery or pet shop or post these on the school intranet.

Discuss Thrash

The animated stories of Thrash that are in part A of each episode in Lift Off series 2 show some amazing adventures and scraps about this zany pet. Tell the story of Thrash. Imagine the owner, why Thrash is always in trouble, what else could happen. As a group write a story about Thrash.

Make a picturegraph

Students draw all their family pets on a small square piece of paper of uniform size - one pet per piece. Sort them into types, eg: dogs, fish, birds. Paste them on a large piece of cardboard to make a picture graph. Now the students can extract all sorts of information from the data on the graph, eg: most popular pet, most colourful, most unusual, least common.



OUR PETS

bird	fish	dog	cat	guineapig	mouse	rabbit	other

Create a pet centre

Have a pet in your centre or school. Collect some books about pets and encourage the students to find out what you will need to know about caring for pets and what equipment you will need to buy. Talk about which ones may be possible and why. Decide on the best choice for your situation. Go shopping with the students and purchase all that you will need. Take photographs of the whole process and students can then sequence them and write about the process. Make a class book about the experience.



Lift Off! - Changing Environments

Program:	Lift Off
Year Level:	Kindergarten/Preschool to Year 2
Curriculum Study Areas:	Humanities and Social Sciences
Themes/Topics:	Environment; Change
Description:	These activities introduce students to research as a way of finding out about the local environment and how people have impacted on local wildlife.
Resources:	<i>Lost Lift Off</i> ep 21A

Lesson plan:

Class discussion about research methods

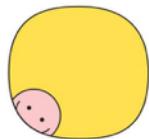
Paul was really keen to find out about the strange bird he saw in the park. Talk about the variety of ways that Paul uses to find out about ibis. Make your own display about what Paul and Max found out about ibis - what they eat, where they live, how they behave. Identify any areas near the school where ibis might live. Or, visit the zoo and note the ecosystem that has been established for ibis.

Research local ecology

Imagine what the area around your school looked like before the school and surrounding area was developed. What sort of wildlife do you think may have lived there? Note down the aspects of the environment, eg: hilly, wetlands, near the sea, very hot. Encourage the students to think of ways that they may check out their ideas. Find out what plants and animals are native to the area or may have been before the area was developed. Make a list of the animals and birds that may have been there.

Make a collage

Now develop students' ideas into a picture collage of the local area before it was developed. Go for a walk around the school. Note the background, i.e.: hills, rivers, large old trees and paint it onto a large sheet of paper. Now let each student draw a plant and/or animal, cut it out and add it to build up the picture.



Discuss impact of society on the environment

The numbers of ibis in Paul's area have diminished because of the housing development. Ask the students to think of ways that wildlife could be cared for when such an area is developed.

Strategies for protecting wildlife species

There are some simple activities that students could do to cater for the wildlife in the area. You could plan and plant a native bird garden, find out what the native birds in your area eat and make a bird feeder, leave some areas in the school grounds with fallen logs and large branches as shelter for insects and small animals. Ask a local vet or park ranger to come and talk to the students to discuss other possibilities in your area.

Find out what you can provide in your birdfeeder such as grains, pumpkin seeds to attract native birds.

Other resources

Lift Off to the environment. Two animated feature stories from *Lift Off!* episodes explore the issues involved in changing environments.

Out of order ep 10A *Lift Off 1 ACTF*. Chuck, the rock.

Chuck is a rock who has sat in a dark, gloomy spot next to a small pond for ever. Chuck is rude and condescending to all around him until one day he is sent to the bottom of the pond by a child passing by. This story is written and animated by Bruce Currie with an animation style that uses live footage, animation and special effects.

Going under ep 17A *Lift Off 1 ACTF*. Upwardly mobile frogs.

When a pond is bulldozed to make way for new housing development, three frogs go in search of a new home. After many dangerous adventures they find a comfortable and safe home - or is it?



Lift Off! - Clash

Program:	Lift Off
Year Level:	Kindergarten/Preschool to Year 2
Curriculum Study Areas:	English; Humanities and Social Sciences; Health and Physical Education
Themes/Topics:	Self and Relationships; Ethics, Values, Justice; War and Conflict
Description:	Self and Relationships; Ethics, Values, Justice; War and Conflict
Resources:	<p>Clash <i>Lift Off 1 ep 14A and 14B ACTF</i> - Live action story</p> <p>Part A: Arguing over EC's role in a game, Poss and Kim pull the doll apart. Nipper tries to fix EC but to no avail. Jenny suggests that Ricardo could help. With EC fixed, the children play but ban Poss and Kim until they learn to play cooperatively.</p> <p>Live action story Part B: Ted gives Poss a treasured concertina which becomes the centre of an argument with her classmates.</p>

Lesson plan:

Identify and clarify the problem

Watch Clash and discuss the story with the students. This story has a standard narrative structure. At the beginning there is a problem, this reaches a climax and there is resolution of the conflict. Pose these questions:

- What is the problem?
- How did it begin?
- What happens?
- How is the problem resolved?

Ask your students to work in pairs or small groups to draw a picture in response to each question. Place their depiction of events on a time graph or scale that identifies the lead in, the climax and the resolution. In this episode, the climax is very early and a long time is taken to resolve the problem. Discuss why.

Explore the problem

As a class, make a list of the personal characteristics of both Poss and Kim. What do we know about them? How do we know? Using this list, discuss how Poss and Kim's personalities contribute to the escalation of the problem.



Discuss conflict resolution

Discuss the rules (often unwritten) about getting on with others, that Poss and Kim do not follow in this episode.

Discuss how the other friends feel and how they contribute to the resolution of the problem. Talk about the sorts of behaviour that help resolve conflicts and those that hinder it.

List people's rights on one side of a page, e.g. respecting other people's property, being safe from harassment etc. Now list the responsibilities that go with each right. Discuss why it is important to be able to resolve conflict. This activity could result in a poster displaying actions which contribute to the type of classroom that students want, e.g. We all want to feel safe and valued therefore we.... .

View and discuss revenge and retaliation

Watch the Wakadoo Cafe story Sweet revenge in part A again. The story is about retaliation. Talk about what this is and ask the students to give some examples from their own experience. Discuss what happens at the beginning of the story that leads Zelda and Nearly to play tricks on each other.

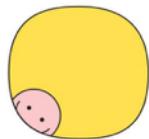
Encourage students to imagine alternative responses, e.g. what if Zelda had acknowledged that what happened with Nearly was an accident?

The retaliatory actions continue until Wolf intervenes. What might have happened if no one had intervened?

Wolf has one solution to the problem. Ask the students to pose alternative solutions. Students could act out alternative endings to the story.

Discuss the conflict in storytelling

Discuss the use of conflict as the key element of both the Wakadoo Cafe story and the drama between Poss and Kim in the live action story. What does conflict contribute to these stories?



View and discuss rules in a community

Show Part B of this episode. Discuss the situation that develops at Poss's school. Ask students to describe and defend the actions of the students involved.

Revisit class and school rules and discuss what happens and why. Talk about why we have rules and how they help communities to work together.

Setting mood and creating atmosphere

Beverley's view of the natural world in Part B shows stormy and windy weather. Ask your students why the film-makers chose to show such scenes in this episode. List how the weather reflects the actions and feelings in the story in both Parts A and B.

Collect examples

Allow the students some time in the school library to collect other examples of the use of weather to reflect mood. Discuss words we use to describe nature, e.g. fierce and destructive, and how these may also be applicable to human behaviour. You might like to list some of the common phrases that do this, e.g. black as thunder, running like the wind, a rocky relationship. Ask students to design a poster that illustrates one of the sayings.

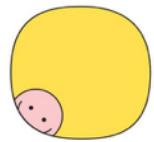
Further discuss conflict resolution

Discuss questions such as What do people disagree about? What happens when people disagree? How do people show disagreement? Watch the Munch Kids segment in Part B in which the Munch Kids deal with difference, clash of opinions and what is right and wrong. Students discuss their thinking about this topic. Explore some of the differences of opinion that are raised in the Munch Kids discussion and in the classroom. Try not to have right and wrong answers rather explore the results of different responses. Focus on reading other people's responses as much as expressing ones own feelings. Ask questions such as these:

- When do you get annoyed?
- How do you show you are angry?
- How do other people you know show anger?
- How do you stop being angry?
- How do you know someone else is not happy?
- What does their face/body language look like?

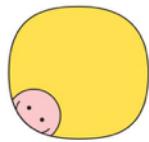
Resolving a problem - create your own story

Stories show how problems begin and how they are solved (e.g. Wakadoo Cafe story, Kim and Poss, EC's ripped leg, lost accordion). Encourage your students to pose a problem between two friends and make up a story in which the conflict is resolved. Ask them to present a plan in small groups with group members giving feedback about one thing they like about the story and one thing that might improve it. Your students may then choose to write, draw or act out their story.



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Lift Off! - Conflict Resolution

Program:	Lift Off
Year Level:	Kindergarten/Preschool to Year 2
Curriculum Study Areas:	Humanities and Social Sciences
Themes/Topics:	Self and Relationships; War and Conflict
Description:	These activities focus on interpersonal relations, conflict resolution and dealing with teasing.
Resources:	Going Under <i>Lift Off</i> 1 ep 17B ACTF - Kim and Poss are enjoying swimming in the Stinsons' pool until Poss pulls Kim under water. When Poss teases Kim about being afraid she pushes Poss over. Lotis helps Kim to confront her fears. The conflict is resolved when the two girls take responsibility for their actions and apologise to each other. Lift Off to social learning and living also contains the relevant section.

Lesson plan:

View and discuss

Watch this episode until Poss pulls Kim under water and they argue about the incident. Ask the students to talk about what happened from Poss' point of view and what happened from Kim's point of view. How did Kim react to Poss pushing her under the water? Was Poss right to do it? Was Kim right to hit back? Ask the students to predict what might happen next.

Watch the rest of the episode. As a class use a storyline to describe what happens.

Do role plays

Form groups of 3-4 and give each a scenario to role play what happens in the pool. They can act out different endings to the scenario, e.g.: Kim is assertive and clear about stating that she is frightened of going under and Poss apologises; Mr. Stinson intervenes and encourages the girls to talk about what happened; Kim pushes Poss back.

Discuss teasing

Talk about teasing. Develop a Y chart about teasing, i.e.: what it



sounds like

looks like  feels like

Discuss whether it is ever OK to tease people.

Develop conflict resolution strategies

Now list positive behaviours that students might use in playing with friends, e.g.: encouraging, discussing, listening, negotiating. Work out some simple steps to work through a conflict and make into a display chart. Encourage students to practise these steps and use them in the classroom and in the yard when a conflict arises.

Other video resources

Lift Off to social learning and living. Wakadoo Cafe story "Sweet revenge"

Clash ep 14A *Lift Off 1*. Arguing over EC's role in a game, Poss and Kim pull the doll apart. Nipper tries to fix EC but to no avail. Nipper takes EC to Ricardo Garcia who is able to fix the doll but Poss and Kim are banned from playing until they show that they can play together. We're not alone ep 12A *Lift Off 2*. When Marco and Aku find they cannot share EC Marco makes his own doll. Marco finds that his new doll does not have the magic of EC but then EC does not have any magic anymore either. It is only when Marco and Aku decide to share EC does the magic return.



Lift Off! - Designing a Cubby

Program:	Lift Off
Year Level:	Kindergarten/Preschool to Year 2
Curriculum Study Areas:	Technology
Themes/Topics:	Growth and development
Description:	During these activities, students learn how to read a house plan and design a plan for a cubby house. They create a model of the cubby then make a life-size model of a cubby house.
Resources:	From Where I Stand <i>Lift Off</i> 2 ep 13A ACTF - Aku and Nipper design and build a cubby. Annie is banned from the cubby until she stops biting. Other: sample house plans; bits and pieces for making a model cubby e.g. boxes, lids, cylinders, paper.

Lesson plan:

View the **Lift Off** segment and discuss

Watch this episode with the students. Focus on the cubby. Ask the students to list all the characteristics of the cubby that they notice. Watch the video again and list the materials that were used to make the cubby.

Draw a model house plan

Display some house plans (floor and elevations) and discuss them with the children. As a class, have a go at drawing a plan of the **Lift Off** cubby to model the process of drawing a plan.

Students draw a house plan

Ask the students to work in groups and to draw a plan for a miniature cubby house/home corner using a prescribed list of readily available objects, e.g.: cylinder, lids, a box. Encourage students to think about how someone could move through the cubby and play in it as well as the finishing touches like painting and decorating the outside of the cubby.

Student presentations

The plans are then presented to the whole group for comment and evaluation.



Students make their cubbies

Once the plans have been 'approved', the groups go ahead and make their miniature cubby houses or home corners.

Make a life-size cubby

Have a go at adapting one of the cubby houses or home corners into a life-size model for the students to enjoy!



Lift Off! - Developing a Film Script from a Book

Program:	Round the Twist
Year Level:	Year 4 to Year 8
Curriculum Study Areas:	English
Themes/Topics:	Narrative Structure; Film Language
Description:	These activities introduce students to the constraints and creative opportunities for writers converting their printed works for the screen.
Resources:	Books: Any Paul Jennings short story or other dramatised books (see list at end of activities). DVD: Nails, ep 5 vol 4 <i>Round the Twist</i> 2 Materials: Magazines, brochures, newspapers; large sheets of cartridge paper; paste; paper for speech bubbles. Computers: A computer and multimedia software tools eg Powerpoint, KidPix, Flickr, Kahootz and sites for images/diagrams For background information read the <u>Live Action Teaching Kit</u> unit on script writing.

Lesson plan:

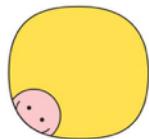
1. Explain the constraints of filming rather than writing a book

As a starting point identify the 'constants' in the ***Round the Twist*** stories - for example, the same major characters in every episode, identical settings, continuous relationships - Dad/Miss James, Pete/Fiona, Pete vs. Junior Gribble and so on.

Share the following background information with students to give the adaptation process some context.

Esben Storm, co-script writer and director of the two ***Round the Twist*** series describes some of this process:

With Round the Twist we started off with the quirky short stories. Each featured different characters, settings and styles. So we had to create a context into which we could incorporate the basic plots and twists of the short stories. It became apparent that we needed three kids, two of



whom were twins, a single father and a seaside home. They became the Twist family...

From *A Television Comedy Study Guide, 1996 ACTF* (p.10).

Paul Jennings said:

*When I started to write **Round the Twist** I had to think of a setting, somewhere for the family to live. I wanted it to be unusual. In the end, I thought of a lighthouse. It would be terrific to live in a lighthouse. I rang up the big bosses - Dr Patricia Edgar [Executive Producer] and Antonia Barnard [Producer]. They told me they would think about it. Making the interior - the inside of the set, would be very expensive...In the end the phone call came back. Yes. You can have your lighthouse. I was rapt.*

Paul Jennings, *Round The Twist*, (1990) Puffin Books (p.6)

1. Class discussion

Distribute copies of, or write on the board, this very simple Guide to Writers which has been adapted from actual instructions given to writers of an old TV family cowboy series **Bonanza**.

GUIDE TO WRITERS

- Definitely no fires.
- No floods.
- No deaths of major characters.
- No major characters are to commit a crime.
- No major character to be seen drinking alcohol.
- No bathroom scenes.

Discuss the possible reasons behind each of these instructions to the writers.

3. Individual writing

Ask students to prepare a Guide to Writers for *Round the Twist*.



4. Class discussion comparing student responses

Compare the lists and ask students to justify the reasons for such rules.

Considerations could include: characters, locations, the requirements of the continuing narratives, and the age of the target audience.

5. Explain the purpose of a storyline

Explain to students that writing a script for a television episode begins with writing a brief storyline which outlines the entire story in one page or less. A storyline does not include any dialogue. It is a brief overview of the main story and characters.

Here is a short synopsis from a ***Round the Twist*** episode.

Spaghetti Pig Out, ep 5 vol.1, *Round the Twist* 2, ACTF

A bolt of lightning hits the video remote control at the lighthouse and suddenly it works on people. The PAUSE button freezes everyone. The FAST FORWARD gives real meaning to an instant meal. But it is the REWIND that causes the most trouble, especially when Gibble pigs out in a spaghetti-eating competition and feels a little sick as a result.

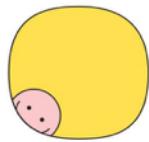
6. In pairs

Working in pairs or small groups, students can select one of Paul Jennings short stories to write a short ***Round the Twist*** television series storyline.

Students can brainstorm ideas for their own ***Round the Twist*** version of the new story. Remind students that they will need to consider the ***Round the Twist*** setting, characters and plot to determine who will do what and where and consider the magic and fantasy devices that are a feature of the television series.

7. Class discussion about dialogue

Compare the difference between the amount of dialogue in the print version of a story and the television version. Discuss the ways in which dialogue in a television/film text contributes to telling the story before beginning the following activity, which focuses on the importance of the dialogue in communicating a story to an audience.



8. Students create dialogue

Give students the materials described above, or a multimedia software tool, and these instructions.

1. Choose and cut out large photographs of two or three different people.
2. Arrange the photographs on a sheet of paper.
3. Draw and cut out a set of blank speech bubbles.
4. Place a speech bubble coming from the mouth of each character.
5. Using the speech bubbles, create and write a conversation between them. Make the dialogue simple and direct, using inverted commas.

9. Students tell their stories

Ask students to tell the class how this conversation, combined with how the selected characters appear (dress, body language etc) of the selected characters, creates a story. Speech bubbles can be changed to lengthen the exchange or to change the tenor. Students can read each others comic 'stories' in small groups. Reflect on this process, discussing and listing the types of dialogue which worked best in communicating the story to others.

10. Students write the script

Explain to students that the next step in the process is to write the script which describes what happens in the story, what characters say, where the action is set and the time of day.

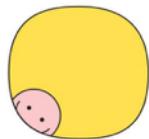
Students can now write a very short script for a possible scene from their ***Round the Twist*** synopsis, with only two key characters. They need to include dialogue between the characters and instructions explaining who is doing what, when and how. This also needs to include the characters' reactions and expressions - for example, 'Bronson has a scared look on his face as he approaches the dunny in the dark'. Any ideas for music and sound effect instructions should also be added.

11. Students perform the script

Students can present the new scenes by:

- script reading (*Readers' Theatre*),
- dramatisation of the scene,
- a visual comic strip version of the scene.

Compare the ways different groups respond to the original stories, especially if some groups have worked on the same stories.



12. View a film clip

Discuss how some scenarios work better in film, others in book form. **Nails**, ep 5, vol. 4 **Round the Twist 2**, has some examples such as the hilarious kiss scene which is only included in the television version of the story.

View the scene and discuss why it is only found in this television version and not in the original short story. What are the elements that make it so funny? Would these work in a written version? For comparison, ask students to find some examples of stories in books which they think might not translate to the screen very well. Encourage them to give reasons why.

Which scene?

Video Clip: Nails, ep 5 Vol.4, Round the Twist 2, ACTF

Scene: Play audition in school hall.

Begins: Exterior of school. Gloved hand appears at door as Andrew enters.

Ends: Rabbit says, 'Yeah, lose the gloves'.

Dur: 3'30"

Other books dramatised in ACTF television series

Bip The Snapping Bungaroo, Narelle McRobbie, illustrated by Grace Fielding (1990), Magabala Books --> **Into The Unknown, Lift Off Series 1, ep6**.

Felix and Alexander, Terry Denton, (1986) Oxford -->**Real Friends, Lift Off Series 1, ep20**.

How The Birds Got Their Colours, as told by Mary Talbot, retold and illustrated by Pamela Lofts (1983) Ashton Scholastic --> **Lost, Lift Off Series 1, ep21**.

Snookle, a short story from **Unbelievable**, Paul Jennings (1986), Penguin Puffin **A Load of Old Rubbish, Lift Off Series 1, ep1**.

Noah & Saskia

Mortified

Lockie Leonard 2 (Tim Winton)

My Place 2 (Nadia Wheatley & Donna Rawlins)



**ACTF
EDUCATION**





Lift Off! - Faces

Program:	Lift Off
Year Level:	Kindergarten/Preschool to Year 2
Curriculum Study Areas:	Technology; The Arts; English; Health and Physical Education
Themes/Topics:	Growth and Development; Narrative Structure
Description:	Students explore 'faces' - their similarities and differences, how and what they communicate, what they hide. Students make masks, a self portrait, design labels, research face painting and body art.
Resources:	<p>Face Lift Off 1 ep 16A and 16B ACTF</p> <p>Live action story Part A: Poss's cousin, Jemma, comes to stay. Poss and Jemma look identical and play a trick on Mr Fish. However, while they look the same they are certainly different underneath.</p> <p>Live action story Part B: Paul takes on the job of looking after Mr Clark's cockatoo, Tiny. Tiny escapes causing Paul some anxious moments. When Mr Clark arrives to pick up Tiny, there are two cockatoos. Which one is Tiny?</p> <p>Other: photos of children from different cultures; photos of portraits; stationery.</p>

Lesson plan:

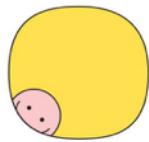
View Face

The animated feature story in Part A of Face is called **Freckles** and is about a girl who wishes her freckles would go away, only to find that when her wish is granted no one recognises her without them.

Discuss faces

Ask the students to discuss what this story is about. What is the main message? Talk with students about what they like and don't like about their faces. Discuss what the students believe makes someone attractive. Students can individually make a list of points. Share and discuss with a partner. What is similar? Are there any differences? Does everyone agree?

Discuss cultural differences and similarities



Look at a wide range of photographs of children around the world and describe the characteristics of different faces. (There are some great books available and Community Aid Abroad puts out a calendar each year.) Talk about cultural differences and similarities.

Play the face game

Ask the students to form two circles, one inside the other, with students facing each other. Make sure there are equal numbers and join in if necessary to even up numbers. Give an instruction to the facing pairs e.g. describe your partner's hair using three words.

Now rotate the inside circle three moves to the left. Give a different instruction e.g. finish the sentence, I really like your...

Move the outside circle one step to the right and give another instruction e.g. we both have...

Move one circle again and ask students to finish the sentence, you have the same hair (eye, skin) colour as.... You can repeat instructions because the pairs are constantly changing. Emphasise appropriate behaviour and highlight creative, positive responses.

View The Munch Kids

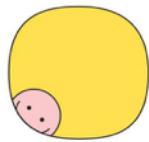
The **Munch Kids** segment in Part B talk about emotions and facial expressions. View the three minute animated segment

Discuss facial communication

Talk about how facial expressions are used to communicate feelings. Ask the students to work in pairs and role-play expressing strong feelings, e.g. surprise, fear, anger, hurt, disappointment. Collect pictures of faces from magazines and display in categories according to expression. Discuss the findings including the most common expression, the differences of opinion about feelings being expressed, and gender differences.

Create a character

Talk about character stereotypes in visual texts. Discuss known animated television characters and their characteristics. Make a list of characters e.g. Bart Simpson, ***Li'l Elvis***, and their key characteristics. Ask students to draw a face to represent different characteristics e.g. old, clever, devious, rich, silly, artistic, good, bad, funny, strong, weak. Discuss the results. Are they fair and accurate representations? Who is advantaged/disadvantaged by the portrayals? Do all clever people wear glasses? Did students draw male or females?



Make some masks

View Beverley's segment in Part B which shows a range of animal faces

Discuss the basic shape of their faces e.g. round (owl, cat) cone-shaped (crocodile, kangaroo), triangular-shaped (lizard, elephant).

The Lift Off children make and wear masks. Discuss the purpose of masks.

Students can design an animal face mask to wear. The design must list materials to be used, describe how the mask will stay on the face and allow the wearer to be able to see.

Put students in groups of three or four to discuss their ideas and get feedback on their plans.

Collect the materials the students need and let them make their masks. Students could present their masks at assembly, make up short plays or act out familiar animal songs or stories.

Design masks/labels

In the Rocky segment at the end of Part B, Rocky is confused about what is happening at the food processing plant and decides that the two-footers (humans) pack food in cans with strange masks on them so they know what's inside. Ask students to design a mask/label for their own personal 'people can'. Discuss the sorts of information that this label could have on it and the best ways in which to communicate the information. For example, what is the name of the can? Is it your own name or another descriptive name? What images will be included? What extra information could be put on the back and on the front? The teacher can model the process creating a 'Teacher Can'.

Research face painting and body art

The Documentary skills segment in Part B shows Aboriginal face and body painting.

Research this topic. Ask students to write all that they know about the topic and one thing that they would like to find out. Make a display of books, documentaries, posters etc that demonstrate and describe purposes of face painting in a range of cultures and countries allowing time for students to read and view them. Ask an Aboriginal education worker or resource teacher to visit the class to answer questions about the topic and if appropriate paint the students' faces using natural products like clay or ochre. Students can add their findings to the class display.

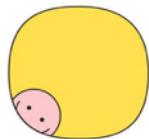
Explore portrait painting

Discuss portrait painting with students using examples like Van Gogh's self portrait, Picasso's faces, Frieda Kahlo's paintings, Brett Whitely's self portraits. There are many more styles and artists from which to choose. Discuss the style, technique, painting medium, use of colour, realism etc. Compare and contrast two artists' work.



Create a self portrait

Ask the students to do a self portrait using one of the styles discussed. Provide the students with the appropriate equipment to draw in a particular style. Students will need mirrors if doing self portraits. Students can start by sketching their plan first. Encourage them to discuss their plans in pairs or small groups. Display the final product alongside examples of the chosen artistic style.



Lift Off! - Feeling Connected

Program:	Lift Off
Year Level:	Kindergarten/Preschool to Year 2
Curriculum Study Areas:	English; Humanities and Social Sciences; The Arts; Health and Physical Education
Themes/Topics:	Growth and Development; Self and Relationships
Description:	With these activities students explore feelings, particularly how feelings are expressed and the language of feelings.
Resources:	<p>Threads <i>Lift Off 1 ep 25A ACTF</i></p> <p>Live action story Part A: Turbo returns from overseas with a poncho, a gift from a girl. While Turbo is fixing a merry-go-round, the poncho catches and unravels. Max feels left out as everyone fusses over Turbo. He then realises how upset Turbo is and suggests they all work together to make Turbo a new poncho.</p> <p>Animated feature: Grandma's knee is about a little girl who wakes up to find that her grandmother has died. She copes with her feelings when she sits on Grandma's chair.</p> <p>Other: taped compilation of two or three different pieces of music; woolen threads.</p>

Lesson plan:

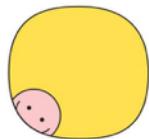
Explore feelings

Before watching Part A of **Threads** with your class, talk about situations which make them feel happy and sad and what they do when feeling this way. Talk about what makes you happy or sad.

View Threads

Now watch the episode and discuss how the characters Max and Turbo feel. Questions that may help with your discussion could include:

- What does Max do when Turbo comes home and gets all the attention?
- How does Max feel?
- Why does Max feel this way?
- What will make Max feel better?



Use these as starting points to talk about a time that students felt left out, upset or sad. Ask questions such as: what happened? How did you feel? What did you do about it? What could you have done about it?

View Grandma's knee and discuss

Watch the Animated feature story **Grandma's knee** again. Discuss the story and how it makes students feel. Allow time to discuss personal responses. Talk about ways students cope when they feel very sad. List ways that people hold on to memories of family members who have moved away or have died. Look at the death notices in the paper and discuss what they tell us about the families.

Express feelings

Analyse the use of colour, movement and sound in expressing the feelings of grief and loss in the animated story. Talk about how feelings can be described using colour e.g. I'm feeling blue, he saw red, she was in a black mood, I'm green with envy. Ask students to paint a 'feeling picture' depicting an actual event that happened to them, or a favourite event from a story or television program.

Respond to music

Prepare a taped compilation of two or three different pieces of music. Play it to the class. Give students paper and crayons. Now play it again asking the students to respond to each piece of music using shape and colour. Discuss and compare the responses. You might also ask students to match the feelings with a picture book that conveys similar feelings.

Connect the threads

Discuss the title of this episode. Talk about why the poncho is important to Turbo. What is the poncho used as a symbol for in this story? Ask the students to draw a picture of themselves in the middle of a large sheet of paper. Then encourage them to draw the people in their lives, e.g. family, friends, others. Using different coloured thread or wool, students can then connect the people to themselves to show the relationships, and how we are connected to so many different people in our lives. Display the posters and look for connections between different students, e.g. same doctor, friends, relations.



Lift Off! - Feeling Lost

Program:

Lift Off

Year Level:

Kindergarten/Preschool to Year 2

Curriculum Study Areas:

English; Humanities and Social Sciences; Health and Physical Education

Themes/Topics:

Growth and Development

Description:

These activities explore the concept of being 'lost' and protective behaviours to reduce the possibility of being lost in a physical space.

Resources:

Munch Kids segment of Lost *Lift Off 1 ep 21B ACTF* - In the segment Lost, the children explore what it is to be lost and the point at which someone becomes lost. The children tell stories about their own experiences to explore different ways of being lost. The animation style is naive drawings using soft colours. Speed of movement is sometimes used to demonstrate change of feelings

Who are the Munch Kids?

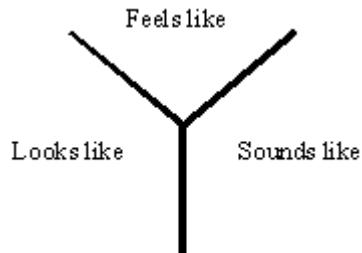
The Munch Kids are real children recorded discussing real issues and big questions like what makes rubbish rubbish?; when are you lost?; what makes a community? As the Munch Kids explore the questions, their unscripted insights become alive and dynamic in an animated form.

Lesson plan:

View and discuss

View the **Munch Kids** segment with the group. List the students' comments/questions for further discussion. Encourage the use of responses that begin with I wonder about, I thought that, I agreed/disagreed with ...

Discuss times when students have felt lost. Use a Y chart to record students' own views of i.e.:



Read

Read some picture books that explore different ideas of being lost. There are any number of picture books that present the different perspectives of being lost. Ask a librarian for a selection, eg: **Felix and Alexander** by Terry Denton OUP 1986 which is also available as an animated feature story in **Real friends ep 20A Lift Off1 ACTF**.

Discuss

Discuss strategies people use to avoid becoming lost. This could lead to an exploration of signs in the neighbourhood, using simple maps, safety houses.

Make a route map

Make a map of the school yard, the route to the local shop (an excursion), or how students travel to school marking in landmarks, using simple symbols to identify features.

Discuss the film techniques

Consider the animation style, i.e.: use of style, colour, movement, sound. Discuss the choices made. Would it had been as powerful if detailed, sophisticated drawings had been used?

Related *Lift Off* segments.

Remember ep 13A *Lift Off 1* The song called Lost is performed by Cook, Nearly, Zelda and Boss.

Real friends ep 20A *Lift Off 1* The animated feature story Felix and Alexander.

My world ep 04B *Lift Off 2* Raph and Annie wander off from home while being looked after by Mr. Fish



Lift Off! - Fire Safety

Program:

Lift Off

Year Level:

Kindergarten/Preschool to Year 2

Curriculum Study Areas:

Humanities and Social Sciences; Health and Physical Education

Themes/Topics:

Environment

Description:

Students explore the concept of fire and develop strategies for dealing with a house fire.

Resources:

Heroes *Lift Off ep 10B ACTF* -

Live action story part B: This story explores the theme of heroes. Nipper becomes jealous because Marco's dad is a fire fighter and is seen to be a hero because he saves lives. Eventually Nipper realises that everyone is special and his dad who is a musician is important too. In this episode, Nipper and Marco's class visits a fire station, rehearses fire safety procedures, develops a plan for escaping a fire at school and home and finds out how smoke detectors work.

Other relevant video resources: *Lift Off to fire safety*, ACTF

Lesson plan:

(adapted from the *Lift Off to fire safety* booklet):

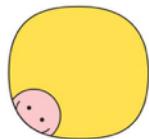
View Heroes

Discuss the concept of 'fire'

Introduction to fire. Discuss the uses of fire in our lives, eg: warmth, cooking, manufacturing, clearing scrub. Emphasise the safe handling of fire. Discuss with students that matches and lighters are not toys but tools.

Conduct a role play

Role play what could happen if students played with matches, stressing positive strategies like handing lighters to adults if found, dissuading others from playing with matches. This episode focuses on fire in the city areas. Talk about the risk and results of bush fires and ways of keeping safe in them.



Discuss firefighters and protective clothing

Firefighters help us. Talk about the firefighters seen in this episode. What are they wearing? Breathing apparatus can look and sound scary. It is important that young children are not afraid of it. Visit a local fire station or invite a firefighter to visit. Have the students study the various aspects of the uniform and breathing apparatus. Try some items on. Discuss why it is necessary for firefighters to wear such things.

Invite someone from the MFB or CFA to bring their truck and gear for the class to view, touch and discuss.

Develop a strategy

Imagine the students discover a fire. Work out strategies to let adults know about it, eg: dial 000. Plan your escape. In this episode we see Marco, Nipper and Poss drawing a plan of escape for from their home in case of fire. Encourage students to develop an escape plan for their family and to practice it. Work out the safety rules, e.g.: never go back into a burning house. Revise the class/group escape plan and practice safe ways of carrying it out. Role play various situations.

Practice safe ways of behaving in a fire. There are two strategies demonstrated in this episode. Discuss why they are necessary. Watch the Lift Off children demonstrate them and allow regular times for students to practice them so they become skilled responses.

1. Stay down low and go, go, go (to escape from a smoke-filled environment).
2. Stop, drop and roll (to put out clothing on fire).



Lift Off! - Friends

Program:	Lift Off
Year Level:	Kindergarten/Preschool to Year 2
Curriculum Study Areas:	English; Humanities and Social Sciences; Health and Physical Education
Themes/Topics:	Self and Relationships
Description:	These activities focus on identifying what makes friends. Students engage in discussion, role play, deconstructing visual text, and making a visual display. They might also make a flip book animation.
Resources:	<p>Real Friends <i>Lift Off ep 20B ACTF</i> Also found in <i>Lift Off to wondering and thinking</i> part B. Excerpts from Munch Kids: 'Real friends' Other: magazines, newspapers, photos of children in groups and crowds, Flickr, Creative Commons</p> <p>Who are the Munch Kids? The Munch Kids are real children recorded discussing real issues and big questions like What makes rubbish rubbish?; When are you lost?; What makes a community? As the Munch Kids explore the questions, their unscripted insights become alive and dynamic in an animated form. In the segment Real Friends the children share their thoughts about what friendship is. They question and reflect upon what is important about being a friend. Pets are discussed as being 'friends'. The animation style is simple line drawings with restricted use of colour.</p>

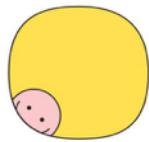
Lesson plan:

Discuss making friends

Friendship is very important to young children. It is a topic that is raised often by students in classrooms. Discuss what being friendly looks, feels and sounds like. Consider actions/body language as well as words.

Role play different ways of behaving in a range of situations that shows someone being friendly/unfriendly.

Talk about what friends do together and what makes someone a friend. List the characteristics and activities that students mention.



Make a visual display

Ask the students to display their ideas in a visual form. Make a display of their work.

Collect samples

Students collect an assortment of pictures and posters showing children together. They look at them to see if the children featured might be friends, ie: deconstructing a viewed text. For example, if there is a group playing soccer in the park they probably are friends, whereas children in a crowd may not be.

An extension activity

Making animations

The basic animation style lends itself to experimentation with young students. Try making flip books or thaumatrope with some of the symbols shown in the **Munch Kids** segment, eg: heart being broken and mended, holding hands, children playing together. For further details see **Teachers Guide to Lift Off Curriculum Corporation** 1993 p 59.



Lift Off! - Giving Credit

Program:	Lift Off
Year Level:	Kindergarten/Preschool to Year 2
Curriculum Study Areas:	English; The Arts
Themes/Topics:	Narrative Structure; Film Language
Description:	These activities introduce aspects of teaching visual texts and provide students with opportunities to investigate and extend their prior knowledge of the construction of television as a text.
Resources:	any three of the animated segments from <i>Lift Off</i> episodes. In <i>Lift Off</i> series 1, there is an animated feature story in Part A of each episode, and an animation segment called the Munch Kids in Part B. In <i>Lift Off</i> series 2, there is a short, ongoing animation segment about a dog named Thrash in Part A, and an animated feature story in Part B of each episode.

Lesson plan:

Discuss Is TV real?

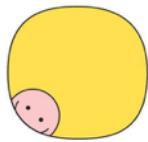
Ask children to think about all the different television programs they like to watch. Make a class list. Discuss '*How real is television?*' View a range of the three minute animated segments from *Lift Off* episodes. Discuss in what ways cartoons are real. Do the characters seem real? What makes them real?

View the live action story in Part A of the selected episode of *Lift Off*.

Discuss what is real about the main characters e.g. Poss, Kim, Nipper, Aku. What makes them real? In what ways are people like them in real life? Are they like people you know?

Discuss characterisation

View the end of an episode. Look at the credits and identify the names of the actors who play different human characters in *Lift Off*. Students should focus on the concept that these people are not real families and they don't really live together all the time. In fact, they are actors who may not have known each other until brought together to make the film. Students may consider the following questions: where do the actors really live? What is their family situation in real life? (See Lesson Idea *What a character!* for more exploration of actors.)



Explore how television happens?

Replay Part A of the *Lift Off* episode and pause the tape at strategic points e.g. a line of dialogue, a character performing an action, a close-up, a transition between scenes. Ask the students to identify who is most likely to be responsible for what they are seeing or hearing.

Who decides what the character is saying? Who decides to use a close-up? Who has joined one shot to the next?

Introduce these terms: script writer, director, cinematographer, editor. Briefly explain the function of each person, for example:

script writer - writes the story and the words the characters will say;

director - tells the actors what to do and how to say their lines;

cinematographer - positions the camera and films the action;

editor joins the shots together to make the story.

Consider inviting someone to your school who works in television production to help answer students' questions.

View Part B of the same *Lift Off* episode.

Ask students to consider the people involved in making the show. Ask questions like: how do the characters know what to say? Where does the music come from? Who makes the Backsaks talk? Compile a list of questions about the making of *Lift Off*.

Replay the credit sequence at the end of the episode and count the type of people involved in putting it together e.g. cast, writers, puppeteers. Freeze frame each credit and count the numbers of people who are listed. Discuss what the students think credits are for. What do they tell you about the program being viewed? Who reads them, and why? Talk about the people involved in putting a *Lift Off* episode together e.g. cast, writers, puppeteers.

Compare the credit list for *Lift Off* with that of another program e.g. Playschool, Neighbours. Which program has the greater number of people involved? What are the reasons for the difference? What does Lift Off need that Playschool or Neighbours does not?

Discuss documentaries - Beverley is the pot with the eye on the environment.

View several examples of Beverley's documentaries, one in Part A and one in Part B of each *Lift Off* episode. Discuss the content of the documentaries. Discuss the difference between the documentaries and the live action story. Talk about the difference between fact and fantasy. Talk about what is seen in each Beverley documentary and where and when it might have been filmed. Talk about where the camera might have been and who filmed the footage.

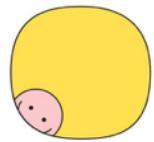
Create a photographic display



The class will make a photographic display of the school to promote it to the local community.

Discuss the reasons for the project with students. If the aim is to promote the school, what messages should be presented? Brainstorm the possible aspects to be photographed and what they might want to promote about their school eg. certain learning activities, kitchen garden etc. Are there any areas that you would not want to draw attention to? Discuss. Sort the suggestions into categories and discuss the range of shots necessary to give a reasonable description of the school. Students can plan how they would photograph the canteen, garden, resource centre, classrooms, playground, teachers, clubs, etc.

Use the plans as a guide and allow groups of students to photograph the aspects. Review the photographs with the students and discuss what else needs to be added (titles, captions, credits). Make up a poster display or photograph album with credits acknowledging the work of the students.



**ACTF
EDUCATION**





Lift Off! - I Can Do It

Program:	Lift Off
Year Level:	Kindergarten/Preschool to Year 3
Curriculum Study Areas:	Health and Physical Education
Themes/Topics:	Growth and Development
Description:	Students discuss what they can and can't do; taking personal responsibility; setting goals and developing a plan to achieve them. The lesson also introduces symbols as a linguistic device.
Resources:	<p>I Can <i>Lift Off</i> 1 ep 12A and 12B ACTF</p> <p>I can part A: Poss tries to dive but she is too scared. The others tease her and she gets very upset with her family and Kim. Lotis assures Poss that she can do it and Poss finally plucks up the courage to take her first dive.</p> <p>I can part B: Turbo tells Nipper about his billycart record - all the way down the hill and past the special tree stump. Nipper decides to beat the record. But first, they have to rebuild Turbo's old billycart. This means asking for help from their legendary and terrifying neighbour, Mr. Peck. Nipper is determined to succeed; he does.</p> <p>Animated story: An outsider, Looloobelle the lizard, who is very small and teased by other lizards. She trains for a big race in Bendigo and becomes the star when she wins it in amazing circumstances.</p> <p>Munch Kids segment: Munch Kids explore degrees of ability, limits of ability, physical/mental/imaginary.</p>

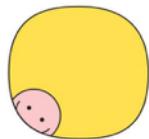
Lesson plan:

View I can

Watch Part A of **I can** and encourage your class to think and talk about the different and special things that each of the main **Lift Off** characters (human and non-human) can do. Consider what Lotis, EC, Beverley, Snap, Poss, Paul are good at doing.

Create symbols (icons)

Ask the students to think of ways of representing these characters' skills and abilities. Students may choose to design some icons for various abilities e.g. musical instrument for music skills, a hand for fixing things, pen and paper for drawing, a smile for supporting



others etc. Develop a comprehensive range of icons. Make posters of the *Lift Off* characters and use the icons to show their skills and abilities.

This activity could be extended by asking students to match the students in the class with an icon. This could be done as a group activity where the group (sensitively) agrees on the most appropriate icon for each class member.

Can I do anything?

Ask students to discuss the following questions, firstly as a class and then in small groups. Encourage them to give reasons to justify their answers.

If you wanted to could you:

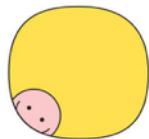
- Lift up a car by yourself?
- Become the next Prime Minister of Australia?
- Learn how to fly?
- Be more helpful around the house?
- Are there things you can do today that you couldn't do last week/last year? Think back and make a list.
- Are there things you could do but you shouldn't do? If so what stops you? Discuss.

Fast forward the video to Part B and locate the **Munch Kids** segment. Watch with the class and afterwards discuss the issues raised by these children.

What can I do well?

Discuss the range of skills and abilities that people have including physical, intellectual, social, spiritual and artistic skills. Ask your students to build a web of things they do well using words, drawings, cut out pictures or a combination of them. The students may like to use a photo or draw a picture of themselves to put in the centre of the web. Focus on those things that contribute to the health and well being of themselves and others.

Make an 'I Can' Cube. Ask each student to make a net for a six sided figure. On each side, students can record in some way (eg draw, write, paste, photograph) one of the special things that they can do to keep healthy. Students then make up the cube. Hang them in the classroom as a display or design a game with students taking turns to guess who matches each box.



Whose fault?

Often we blame our lack of success on other people, things or events. In this story, "I can - Part A", Poss says that the diving board doesn't work. Talk with your class about whether this is the case. Think about a time when you might have made an untrue excuse like this and share the story with the class. Ask students to recall when they may have done this. Students can make up a humorous play or tell a story that demonstrates this situation.

Review the Poss story in Part A and discuss with students the way the film-maker has told the story from Poss's point of view. Freeze frame the video on some of the diving scenes and look carefully at how the story is built up and the tension and feeling is created. How do we, the audience know how Poss is feeling? What do we hear and see?

Can dreams come true?

The feature story in Part A is called **The outsider**. This animated poem in a comic style tells of Looloobelle the Lizard, who is very small and rejected by her brothers and sisters. Her dream of winning the big race at Bendigo is realised, but not before she overcomes several obstacles. Watch the feature story with the class.

Talk about what it was that made Looloobelle a success. Ask questions such as: being small looked like a disadvantage for Looloobelle, but was it? With your students talk about how a person know when they are a success. Ask students to try to explain how it feels. Does there have to be an audience or a crowd to make you successful?

Discuss the moral of the story and draw a comparison between this and the fable of The Hare and the Tortoise (i.e. being slow and methodical looked like a disadvantage). Ask your librarian for other books that portray how the human spirit is able to overcome hardship and incredible odds. Consider reading one novel as a class serial.

I can do it

Watch the **Wakadoo Cafe** story in Part A again and discuss how the waiter Nearly deals with the situation when he has to cook 44 Tutti Fruiti Clafoutis when Cook takes a day off. Discuss Cook's advice to Nearly.

'You can do it. If you struggle, persist. Refuse to fail.'

What does it mean? Does it help Nearly?

Nearly keeps saying to himself: *'I can do it. I can do it.'* Discuss how this may have helped him. Is this the only thing he needed to do to succeed?

Discuss Boss's role in this story. (She has no faith in Nearly's ability to achieve the task.) What does she do? What did this do to Nearly? How could Boss have helped Nearly? Does this happen in real life? Think of some examples and discuss.



Learning something new

Watch Part B of I can. Nipper sets himself a goal and sets out to achieve it. Discuss all the things Nipper goes through to achieve his goal. What helps him? What makes it difficult?

Ask students to think about something that they have recently learnt to do successfully e.g. rollerblading, swimming, a computer program. Talk about where they started and what were the steps they went through to achieve the goal. Students can make a list of things that helped and things that made it difficult.

Allow time for students to draw a story map (five boxes) which shows them learning this new skill from start to finish. Ask them to draw a face under each picture of the story map to show how they felt at each step of the way. Highlight the supportive role that others may have played in the learning process.

Ask students to think about something that they would like to learn to do well this term. You might like to restrict the goal to a physical one e.g. learning three new skipping steps, learning to handball a football left and right handed etc. Ask them to create a picture in their minds of themselves being successful at the new skill.

Talk about the steps you need to take to be successful. Ask each student to work out a plan of how they will go about achieving their goal and how they will know if they have been successful. Students should then share their plan with a friend and you, the teacher to discuss whether it is realistic and achievable. Plans can then be revised if necessary. Time is given in class to practising and developing the new skill. Don't forget to celebrate the success of everyone at the end of the term.

Related Picture Books

Rosie and Tortoise, Margaret Wild (illus. Ron Brooks) Allen & Unwin, Sydney 1998



Lift Off! - Into the Unknown

Program:	Lift Off
Year Level:	Kindergarten/Preschool to Year 3
Curriculum Study Areas:	English; The Arts; Health and Physical Education
Themes/Topics:	Growth and Development
Description:	These activities explore fear and the unknown and strategies for handling them.
Resources:	<p>Into the Unknown <i>Lift Off 1 ep 06A and 06B ACTF</i></p> <p>Live action Part A: Max works at learning rollerblading but he keeps having spills. At school he knocks over the caretaker and the art teacher's sculpture. Paul, Turbo and Max surprise the teachers by putting together something that works</p> <p>Live action Part B: Harry and Stella take Kim and Poss on an overnight bushwalk. They get lost and camp out in a hut. Without Poss, they would have been in even more trouble.</p>

Lesson plan:

View Wakadoo Cafe

Watch the Wakadoo Cafe story called The mirror in Part A of Into the Unknown. This story is about Nearly's fear of the dark.

Discuss Nearly's fear

Discuss the story with the students looking at what happens from Nearly's point of view. Ask questions such as: why do you think Nearly is afraid of the dark? How does Nearly feel about his problem? How do you think he feels about the pigs teasing him? Make a list of the ways that Nearly's friends could help him overcome his fears.

Talk about the special effects (sound and light) used to create the storm in the Wakadoo Cafe segment. Ask students to experiment with making storm sounds using a range of implements. Can they make the sounds of a storm beginning, building up and fading away? Record the range of students' feelings during the storm. Discuss why, when and whether people should feel frightened during storms. Animals such as pet dogs and cats often react to storms too. What kinds of things do they do?

View the live action story in part A



Discuss what happens as Max learns to rollerblade. Discuss why Max continues to try for his goal even though it is hard for him. Look at other segments of the episode dealing with this theme - in particular, where Beverley shows baby animals making their first moves.

Ask the students to think of something that they learned to do successfully e.g. swimming, rollerblading, riding a bike, using a computer program. Talk about where they started and what were the steps they went through to achieve the goal. Identify who/what helped them, and what kept them from giving up.

Ask students to draw a story map (five boxes) which shows them learning something new from start to finish. They can draw a face under each picture of their story map to show how they felt at each step of the way. Highlight the supportive role that others may have played in the learning process.

Create a sculpture

Working in collaborative groups of three, ask your students to create a sculpture using an array of junk objects and materials. Pose the task as a problem, e.g. the sculpture must have moving parts, be no taller than 30 cm, be a collaborative effort. Ask the students to report on how they worked together. (Each group can fill out a report sheet reflecting on how well they worked together on this task. For example, how they organised it, who did what tasks, and what worked well). Take a photograph of the sculptures or ask students to draw a picture of their sculpture to display in the classroom, the library or the school foyer.

View part B

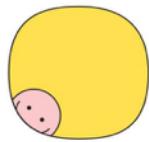
Watch Part B of **Into The Unknown**, and discuss what happens in the story. Talk with your students about what they think would be needed when going bush walking and why. List the things Kim's family took with them. Talk with your students about precautions and what to pack before going into the bush, the beach, parks etc. With the class compile a checklist for ready reference to be used before going on class excursions, picnics or camps.

Discuss family activities

Discuss the special things families do together. Ask students to list the physical activities they enjoy doing most with their families. Discuss why they enjoy them.

Make a graph

Tally the results to demonstrate which activities are most popular, unique etc.



Plan a family activity

Ask each student to plan a family activity. Consider time and day, food, transport, safety needs, activities. Students could present this information in a variety of ways, e.g. procedural writing, a mind map, an annotated drawing of the event.

Discuss how to handle an emergency

Discuss what students would do if lost in a shopping centre, at the park, at the beach, at the showgrounds, and how to get help. Talk with your students about what to do in an emergency situation (e.g. a fire, being lost). Students can formulate emergency plans for the class in emergency situations around the school or before going on camp or excursions.

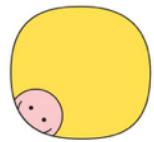
These situations could be acted out as role-plays with students assessing the suitability of the plans and actions.

Create a community map

With your students, draw a map of your local community. Mark important features on it such as special buildings, pathways, geographical features. Mark in safe places e.g. Safety Houses, schools, police stations.

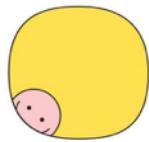
Analyse the map

Identify any problem areas. Discuss any suggestions for improving the safety features of the local district. Write letters to appropriate authorities e.g. the school council, the school planning group, the local council to inform them of your findings and suggestions.



**ACTF
EDUCATION**





It's A Good Story

Program:	Lift Off
Year Level:	Kindergarten/Preschool to Year 3
Curriculum Study Areas:	English
Themes/Topics:	Narrative Structure; Film Language
Description:	These activities introduce aspects of teaching visual texts and provide students with opportunities to investigate and extend their prior knowledge of the construction of television as a text.
Resources:	any available <i>Lift Off</i> episode. Recommended is: Grandma's knee in <i>Threads Lift Off 1 ep 25A ACTF</i> . Also in <i>Lift Off to social learning and living</i> . Other: picture, storybook, or poster. A sample of stories told in different media e.g. The Lion King, Beauty and the Beast, Snow White Film posters or video covers

Lesson plan:

Explore visual language

Ask students to look at a picture, or a picture storybook page, or a poster and tell the story. List what evidence students use to back up their assumptions, for example written words, colour, prior knowledge. Introduce the term Storybusters and explain that they are the things that give the audience important clues to 'reading' a viewed text. Begin a class list of Storybusters. Add to it as students find more examples.

View and discuss an animated segment of *Lift Off*

Non-verbal language plays a very important role in television story telling. Play a self-contained complete segment of *Lift Off* (such as **Grandma's Knee** or another three-minute animated feature story) with no sound and ask the students to imagine what the storyline is about and what it might sound like. Discuss why students think it is so e.g. acting, colour, movement.

Play **Grandma's Knee** without sound until the image of the empty chair. Pause on this image and ask students to try and work out what the story is about, what sort of story it is, and who it is about. Ask them to use Storybusters to give reasons for their answers. For example they may say that the story is about someone missing because of the empty chair,



that it is sad because of the people's faces and the doll left on the stairs etc. Encourage them to look for as many clues as possible in the text



Look again at the image of the empty chair. Discuss the imagery. What do the students see? What does it make them feel?

View the segment with sound and compare

Following the discussion, show the clip again this time with sound and all the way through. Compare the story to the students predictions and discuss.

Compare different media

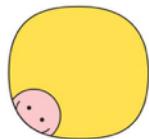
Explain to students that a story can be told in many different ways. Compare different ways of telling the same story, choosing a story that is readily available in a number of mediums e.g. well known story/films such as The Lion King, Beauty and the Beast, Snow White. These are available as picture books, chapter books, cartoons, comics and feature films.

Let students experience the story through at least two different mediums and encourage them to make comparisons and judgments about the different versions. Which was better? Why? What was different? Why? Focus on changes to the storyline, to the number and types of characters, changes to the length of the story, to draw out the possibilities and limitations of each medium.

Some **Lift Off 1** animated feature stories are also available as picture books for comparison with the animated version.

Bip, the snapping bungaroo, written by Narelle McRobbie, illustrated by Grace Fielding, Magabala Books.1990. (**Into the unknown ep 6A Lift Off 1 ACTF**)

Felix and Alexander, written and illustrated by Terry Denton, Oxford, 1986. (**Real Friends ep 20A Lift Off 1 ACTF**)



How the birds got their colours Ashton Scholastic 1983. (**Lost ep 21A Lift Off ACTF**)

Let the students experience one of these stories in the two different mediums. Encourage them to make comparisons and judgements about the different versions. Focus on any changes to storylines, characters, the length of stories, etc. in order to draw out the possibilities and limitations of each medium.

What makes a good story?

Discuss with the students what they think makes a 'good' story. What are the elements that make them want to watch a television program? Think about characters, plot, context or setting, structure and audience appeal. Talk about their favourite television shows. List them with their points of appeal. Compare these with the main elements of a Lift Off program. If you want to explore plot or character in more detail go to the related Learning Activities, What's the plot? and What a character! In the Learning Centre.

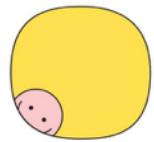
Analyse how stories are promoted

Look at some film posters or video covers and discuss the characteristics. Identify the information contained on them. Consider the use of visuals, photographs, labels, signs and words.

After viewing a **Lift Off** episode ask the students to identify information that could be included to advertise the episode. Students could then design their own poster or video cover that conveys the story to entice someone to watch it.

OR

Tell the students that **Lift Off** is shown in other countries around the world. Have them design a poster which could be used to advertise **Lift Off** to younger children in an English speaking country - you could also choose the 'languages other than English' country that the students are studying.



**ACTF
EDUCATION**





Lift Off! - It's About Time

Program:	Lift Off
Year Level:	Kindergarten/Preschool to Year 4
Curriculum Study Areas:	English; Mathematics; Science
Themes/Topics:	Our Place in Space and Time
Description:	These activities involve students in exploring the concept of time and how and why it is measured.
Resources:	The Wheel Turns <i>Lift Off ep 09B ACTF</i>

Lesson plan:

The Munch Kids

The Munch Kids are real children recorded discussing real issues and big questions like what makes rubbish rubbish? When are you lost? What makes a community? As the Munch Kids explore the questions, their unscripted insights become alive and dynamic in an animated form. In this episode, The wheel turns, the Munch Kids debate the meaning and measurement of time and debate ideas about now and when time began. The animation style is a mix, using actual footage, line drawings and three-dimensional models.

Make a display about time

Make a display of a range of tools that measure time. Include calendars, egg timers, a range of clocks. Encourage students to add to the display with objects they may have at home.

Discuss the students' understanding of time. List the main points, the issues and points of discussion that occur during the discussion.

Show the **Munch Kids** segment. Talk about the images as well as the dialogue. You may want to replay parts or sections and freeze on any images that have provoked reference or discussion.

Refer to issues raised for comparison, further discussion of questions raised by the students and/or by the Munch Kids.



Discuss the influence of time

Talk about how time is used in our life and living. Make a display of the influence of measuring time, e.g.: influence of times of day, months, seasons.

Make instruments for measuring time

Make your own models and time measures with the students. The use of a light and world globe illustrating the light/dark of day/night is particularly popular and a practical way of demonstrating this phenomenon. Class calendars could be made and used to count the days to an excursion.

Set the task of making a clock for each student. Supply materials for construction, e.g.: paper plates, boxes, strips of paper, paper fasteners. This could be used as an assessment activity to gauge students' understanding of the measurement of time.

Other resources

Lift Off to wondering and thinking. See the About time section. Segments include Beverley with time lapse photography showing a seed growing into a plant, Rocky reporting on kerlocks and The wheel turns sung by Snap.

The wheel turns ep 09B Lift Off 1 focusses on measuring time with Lotis describing the passing of time, night and day and the seasons. She also shows Poss and Nipper a sundial. Mr Fish tries to measure time using an arbitrary measure, ie: one elephant, two elephants...

Far out ep 07A Lift Off 2 . is about an eclipse. The children want to view it and James Jordan makes them a simple camera so that they can watch it safely. Other references to time in this episode include Mr. Fish's night-time song, Marco putting the clock back and Raph putting it forward.



Lift Off! - Keeping Fit

Program:	Lift Off
Year Level:	Kindergarten/Preschool to Year 2
Curriculum Study Areas:	Health and Physical Education
Themes/Topics:	Growth and Development
Description:	These activities explore the notion of 'well-being' right into the older years. Students investigate what keeps people fit and then design a fitness machine and a fitness circuit for the school.
Resources:	Shape I'm In <i>Lift Off 2 ep 09A ACTF</i> - Nipper is worried about Gran's health, until he spends a day trying to keep up with her.

Lesson plan:

View the segment from *Lift Off*

Nipper is exhausted trying to keep up with Gran. Ask the students if they know what physical activities their parents/grandparents do every day, over a week?

Do some research

Design a simple questionnaire with the students to find out. The students will need to think of ways of finding and recording the information. Consider two or three questions, e.g.: What do you do every day? What keeps you fit? What do you really like to do?

Discuss the notion of well-being

Discuss what is meant by physical and emotional well-being. Why do we need to exercise? What else do we need to be fit and healthy? Highlight what the students do at school to be fit and healthy, e.g.: nutritious food in canteen, safety rules in playground, physical education, supporting and caring for each other. Research ways being fit and well can be measured, e.g.: James demonstration of a heart monitor.

List to Mr. Fish

Listen to Mr. Fish's song in which he sings "*The world is full of different shapes. Any one can do. Shapes don't really matter, it's what's inside of you.*" Discuss what this means. Collect pictures of a range of people involved in a variety of sporting and fitness activities, eg: swimming, dance, weight lifting, football, athletics, gymnastics, volley ball, table tennis. Discuss the different physical requirements for each sport/activity.



Design a fitness machine

Marco designs a weight lifting machine on the computer and then makes it. Discuss Marco's design. How does it work? Use the design, make and appraise process that is described in the Technology statement for **Australian schools Curriculum Corporation (1993)**.

Students could design their own fitness machine using a labeled drawing/plan, make a working model of it and then evaluate its feasibility with the class. (You might need to make some model people with pipe cleaners to indicate scale of the models to be made.) Display all models as a fitness circuit.

Design a fitness circuit

Groups of students could be responsible for designing a fitness circuit around the school for the class to use for daily fitness for one week. Work out some guidelines for the groups to consider, e.g.: consideration of safety rules, a range of types of exercises to exercise different body parts, i.e.: upper body, arms, legs, and ways to measure improved fitness, e.g.: ability to do more exercises, complete the circuit in better time. This could be a regular feature of your program with students really taking responsibility for their own learning and assessment.



Lift Off! - Light and Shadows

Program:	Lift Off
Year Level:	Kindergarten/Preschool to Year 2
Curriculum Study Areas:	Science
Themes/Topics:	Environment
Description:	In this episode of <i>Lift Off</i> Poss and Kim make shadow puppets. Students make their own shadow puppets and explore some of the properties of light through researching rainbows.
Resources:	Out of this World <i>Lift Off 2 ep 08B ACTF</i> - The contents of a mysterious crate set the imaginations of the <i>Lift Off</i> children running wild. Other: Indonesian shadow puppets, or make your own

Lesson plan:

View the segment Out of this world Make shadow puppets

Shadow puppetry is demonstrated by Poss and Kim who use their hands to make animal shadows. Set up a light in your class and encourage students to have a go at making shadows. Collect some books from the library that demonstrate different hand shadows and displays.

Fun with shadows

Use an overhead projector to do some portraits of the students in the class by drawing their profile shadow onto black paper. Display without students' names and have a guessing competition. Discuss what gives us clues and how we are able to recognise slight differences in facial features.

Make shadow puppets

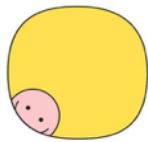
The last scene of this episode is a dragon shadow puppet. Try to get hold of some Indonesian shadow puppets (contact Multicultural resource centres, Indonesian language teachers) and show the students how they are operated? Give the students some sticks, tape and cardboard and let them make their own. Put on a show for another class.



Research rainbows

Annie and Raph change the appearance of their Gran's room by creating patterns of light. The animated feature story in this episode called Rainbow is a delightful story about a young girl who captures a rainbow. Rainbows need light to exist. Research with the students how rainbows are formed. Collect objects that reflect light, eg: prisms, glass spheres, oil in puddles and make your own!

Other cultures enjoy shadow puppet activities eg. Balinese.



Lift Off! - Lotis, the Word Factory

Program:	Lift Off
Year Level:	Kindergarten/Preschool to Year 2
Curriculum Study Areas:	English
Themes/Topics:	Narrative Structure
Description:	These activities engage students in the playfulness of the English language. They play with words while learning about word meanings.
Resources:	<p>Any Lotis segment in <i>Lift Off</i>. <i>Lotis</i> is in every episode of <i>Lift Off</i>. <i>Lotis</i> is the lift in the apartment building and when the <i>Lift Off</i> children, unaccompanied by adults, enter the lift her screen lights up and she communicates with them. She is able to work like a dictionary, encyclopedia and thesaurus. Her screen illustrates her thinking visually. She is always learning from the children as well as she grapples with concepts like love, metaphors like raining cats and dogs and feelings. She reveals the wit and complexity of words and language. Also: <i>Lift Off to language</i> has a selection of <i>Lotis</i> segments. <i>Lift Off to personal growth</i> contains Learning with <i>Lotis</i>. Other: a large packing box</p>

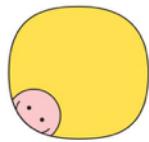
Lesson plan:

Analyse Lotis

Discuss the various roles that **Lotis** performs for the ***Lift Off*** children, i.e.: thesaurus, dictionary, encyclopedia, rhyming words, jokes, word families. Imagine what it would be like to have *Lotis* in the classroom.

Create some jokes

Lotis loves "knock, knock" jokes. Analyse the structure of "knock, knock" jokes and, as a class group, make up your own. This could be done in small groups with students giving feedback and working to develop each other's ideas. If the students find this difficult at first it may be useful to give them some starters, i.e.: all but the last line of a "knock, knock" joke.



Create a Lotis

Set up a '**Lotis**' in the room. A big, strong packing box would be ideal. Peg up a class-made dictionary, thesaurus or use commercial ones. It may be possible to set up a computer so that the screen is visible through the wall. Load some spelling and word games on the computer for the students to use. Add word lists that are developed for activities, e.g.: words for a science topic. Change the resources regularly. Monitor the use of Lotis.

Students each make a **Lotis** book and develop word banks, eg: opposites, commonly-used words, family names, action words

Fun with words

Ask the students to think of as many descriptions for an object as possible, e.g.: when **Lotis** first sees a spider she describes it as a land octopus, two very small animals.

Individual activity

Students select two objects to illustrate. Display the illustrations on the wall.

Confuse Lotis

List all the phrases that the students know that could confuse **Lotis**, e.g.: '*What a cool idea!*', '*It's a nice day, not!*' Students then explain what the sayings actually mean.



Lift Off! - So, That's How It Works!

Program:	Lift Off
Year Level:	Kindergarten/Preschool to Year 2
Curriculum Study Areas:	Technology
Themes/Topics:	Growth and Development
Description:	These activities present some ideas for using some Lift Off segments as stimulus to creative design.
Resources:	<p>Any available <i>Lift Off</i> episode. Some examples:</p> <p><i>Lift Off to science and technology</i> Segments show Snap and Turbo examining a steam engine, electrical fuses, a thermostat and the fun park.</p> <p>Which one? <i>Lift Off 1 ep 03A</i>. Snap and Turbo replace the fuse in Lotis and explain to the children how an electrical circuit works.</p> <p>Real friends <i>Lift Off 1 ep 20A</i>. Snap and Turbo describe how the tin phone that the children have made works.</p> <p>Wanting <i>Lift Off 1 ep 24A</i>. Snap and Turbo describe how a vacuum cleaner works.</p> <p>Brand new <i>Lift Off 2 ep 01A</i>. James Jordan is building a ramp for Marco's wheelchair. He demonstrates how two pieces of metal are melted and joined together by using a blow torch.</p> <p>Far out <i>Lift Off 2 ep 07B</i>. James Jordan makes a pinhole camera and explains how it works in order to show the children the eclipse without looking at the sun.</p>

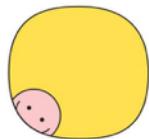
Lesson plan:

Encourage tinkering

Set up a tinkering table with proper tools and machines that can be taken apart and put back together again, e.g.: clocks, mechanical toys. Review safety procedures to encourage students to work carefully. Ask the students to record their findings using simple drawings.

Introduce new ideas

Introduce a new construction set to the students. Encourage all students to develop the skills needed to be successful in using the materials. Allow time and space for the students to continue working on their projects over a number of days. Ask the students to label and write about the process and display their work.



Plan an excursion

Plan to visit a local science or technology centre such as 'Scienceworks'. Find out what displays are featured before the visit and work out a series of relevant activities and focused observations for your class to do at the centre.

Appoint Fix-it monitors

Class monitors could be appointed weekly to be the fix-it people in the room. Their role would be to note anything that is not working and work out ways of fixing it. In addition, they could note any system in the room that is not working so well (e.g.: storage of scrap paper) and make recommendations in class meetings about ways things could be improved. Students could design a badge for the monitors to wear so that they are easily identifiable.

View The wheel turns

After viewing, look at:

- How a range of toys work, e.g.: sticky bats/balls, hoops, yoyos. Categorise a selection of toys into the way they work. Students could then plan and design a new toy. As a class, appraise the designs looking at criteria set up by the students. It may be possible to make some of the toys if the materials are available.
- Various devices used to measure time. Make a shadow clock using an object in the outdoor setting. Take a clock apart and work out how it operates. Experiment with candle clocks.

View Brand New

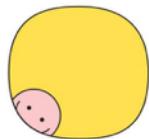
Identify a range of materials and discuss how they can be joined together. For example, paper has a range of ways i.e. paper clip, stapler, sticky tape, glues, recycled paper. Discuss the pros and cons of various ways of joining materials using categories like strength, durability, permanence.

Further activities

The wheel turns *Lift Off 1 ep 09A*. Annie breaks one of Nipper's toys and Poss makes a pinball machine for him to cheer Nipper up.

Look at how a range of toys work, eg: sticky bats/balls, hoops, yoyos. Categorise a selection of toys into the way they work. Students could then plan and design a new toy. As a class, appraise the designs looking at criteria set up by the students. It may be possible to make some of the toys if the materials are available.

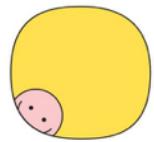
The wheel turns *Lift Off 1 ep 09A*. Snap and Turbo fix a town hall clock. The Lift Off children also find a sun clock in this episode.



Explore the various devices that are used to measure time. Make a shadow clock using an object in the outdoor setting. Take a clock apart and work out how it operates. Experiment with candle clocks.

Brand New *Lift Off* 2 ep 01A. James Jordan, who is building a ramp for Marco's wheelchair, demonstrates how a blow torch is used to melt metal to join two pieces of pipe.

Identify a range of materials and discuss how they can be joined together. For example, paper has a range of ways ie paper clip, stapler, sticky tape, glues, recycled paper. Discuss the pros and cons of various ways of joining materials using categories like strength, durability, permanence.



**ACTF
EDUCATION**





Lift Off! - That's Not Fair!



Lift Off

Year Level: Kindergarten/Preschool to Year 2

Curriculum Study Areas: English; SOSE; Health and Physical Education

Themes & Topics: Self and Relationships

Description:

Students explore the concept of fairness. They view the program, write a poem in rap style, discuss issues about fairness and develop a code of conduct that's fair to all in the classroom.

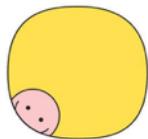
Resources:

Video: [That's Not Fair! Lift Off 1 ep 04A and 04B ACTF](#)

Live action story Part A: Nipper wants to play soccer with the other kids but bossy Snot says Nipper's a weed. Nipper is dejected but persists. When he is asked to join the team, he kicks a goal.

Live action story Part B: Poss wants to win a pony through the BONZA eating competition. Ted and Jenny aren't enthusiastic. Poss fights with Kim but realises her hopes are unrealistic. She finds a solution that the family enjoy together.

Animated story: Hunting the not fair is a fast-moving story told in rhyming verse by Billy Blair who decides to capture the 'not fair' in his life. The characters are made of plasticine.



The Munch Kids: Munch Kids explore fairness, including animal rights, what is fair and who decides.

See [Education Catalogue](#) for details.

Lesson plan:

[View Part A of That's not fair!](#)

Ask the class to focus on Nipper and record their thoughts in writing as they watch the story.

Discuss the story

Ask students to look back at their notes. Using the following format, ask students to list all the things they thought were unfair during Nipper's story.

I think it was unfair when.....because.....

Ask students to think about a time when they felt they were unfairly treated. Ask them about how they felt. Write down all the words that describe your feelings at the time. Now students can reflect on how Nipper feels when he is successful, despite all the opposition. Ask them to make a list of words describing these feelings.

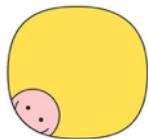
[View Hunting The Not Fair](#)

Re-watch the Animated feature story **Hunting the Not Fair** in Part A. It is a rap style poem about Billy Blair who tracks down the 'Not Fair' in his life. The characters are made of plasticine and set against a stylised background.

Discuss responses to the 'not fair'

Talk about the poem and some of the incidents that afflict Billy Blair e.g. his computer blows up, his skateboard breaks, he gets nits in his hair. Sort events into those which were avoidable, easily fixed, or irreversible. Discuss the consequences of the behaviour of the different characters in these situations. What could Billy, his family and friends do differently that would make him feel positive and confident?

Write a rap poem



Study the structure of the poem **Hunting the Not Fair**. Develop a style guide for poetry writers who want to write rap style poetry. Make up a class rap poem about school life in the style of the poem about Billy Blair. Model the process with the whole class by developing the chorus. Groups of students could then work on verses. The focus should be on replicating the structure of **Hunting the Not Fair** and using humour well without demeaning or putting anyone down. Perform the final works for another class, at a school assembly, or publish in the school newsletter.

Listen to It's not fair!

Look and listen to the song It's not fair at the beginning of Part A or B of the episode. The lyrics are sung by the Backsaks. They complain about the things that happen to them, such as being tossed around and thrown to the ground, crammed and pushed aside.

Encourage students to talk about times when they have felt like this e.g. in a crowd, trying to learn a new task. Develop a set of rules for owners of Backsaks, rules that might support the Backsaks in valued and positive ways.

How do you choose fairly?

Discuss the following examples with students to assist them get a better understanding of the concept of fairness. Ask them to explain how they would make their decisions.

- You have given each of your five friends a lolly and you now have two left. How do you decide who to give the last ones to?
- You are starting a new game of chasey. How do you decide who is going to be it?

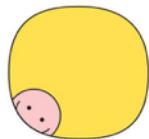
Discuss what's fair?

Discuss the following questions very briefly with whole class before students continue in pairs:

- Could something be fair to me and yet be unfair to you?
- Could someone be naughty but still be fair?
- Can the same thing be fair today and unfair tomorrow?
- How do we decide what is fair?

View Part B of That's not fair

Discuss with students what they might do when they want something. Allow time for the students to discuss what happens. In this story Poss desperately wants a pony. A television advertisement promises to make her dream come true and Poss believes she can win her dream pony.



Talk about the students' reactions to Poss, Kim and Poss's parents in the story. Who acts fairly? Talk about the solution to the problem. Does Poss give up her goal? What could be other solutions to the problem?

Make or choose your own adventure story

Groups of students could develop different endings to the story much like a 'choose your own adventure'. They could then role-play these scenarios for the whole class. Discuss the pros and cons of each scenario. For example what might happen if Poss won the pony?

View the Munch Kids segment

View the **Munch Kids** segment again in Part B. Allow students time to think about what they have seen and heard in this discussion about fairness and to write down one or two interesting questions or ideas raised by the **Munch Kids**. Make a class list and discuss.

Resolve a conflict

Discuss a school situation where a problem was solved by reaching an agreement with no one really losing out. Talk about the role a Student Council could or does have in problem posing and solving. Ask the students to consider the features that lead to effective decision making and the development of consensus, e.g. all stakeholders participate in discussion, information about the issue is available, time is given to debate. Work with the students to develop a charter or code of conduct for decision making in the classroom. Review the process regularly allowing students to reflect on the effectiveness of the process.



Lift Off! - The World of Backsaks

Program:	Lift Off
Year Level:	Kindergarten/Preschool to Year 4
Curriculum Study Areas:	English; Humanities and Social Sciences
Themes/Topics:	Narrative Structure
Description:	These activities use the delightful backsaks from Lift Off to explore language, storytelling, power and lack of it and to create a script and a backsak.
Resources:	<p>Any available <i>Lift Off</i> episode. Some examples: <i>That's Not Fair Lift Off 1 ep 04A</i> (theme song) <i>Clash LIFT OFF 1 ep 14A</i> (Backsak solidarity song) <i>Shape I'm In LIFT OFF 2 ep 09A</i> (theme song)</p> <p>And the resource pack: <i>Lift Off to language and culture</i> (part D: The World of Backsaks) includes 5 minutes of Backsaks segments</p> <p>What are the backsaks? The Backsaks are a set of puppet backpacks belonging to the children in the series. They are only able to communicate with each other. Preoccupied with their surroundings, the places where they may end up, what is inside them and how they are treated, they have a language all of their own. Often their sentences are inverted, reflecting their backwards view of life. Each Backsak has a name which denotes a distinctive personality.</p>

Lesson plan:

View some Backsak segments of *Lift Off*

Get to know the Backsaks. Make an identification chart with accurate, coloured illustrations and add to it as more information is uncovered, e.g.: likes/dislikes, owner, description of features. See other *Lift Off* characters for information.

Play with language

The Backsaks see the world backwards and often talk using reversals, eg: Raining it is. Wet I am!! Try speaking backwards talk for a time. Think about rhyme, rhythm and use of vocabulary. Write a speech for a favourite sak.



Develop a dictionary

Think up some more words that Backsaks would use to describe their environment. Consider the ones they already use, e.g.: crammers, spikeys, tramps. Develop a dictionary of Backsak words. Include inversions, e.g.: scotch-hop.

Create a script

As a class, develop some **Lift Off** scripts for some incidents involving the Backsaks. Consider setting, characters, language and actions. Use this to model the way plays are written down.

Discuss power and lack of power

Discuss the issue of powerlessness. Why don't the Backsaks feel powerful? When do children feel powerful/powerless?

Explore tall storytelling

The Backsaks sometimes try to outdo each other by telling tall stories. Exaggerated language, telling tall stories, is it lying? Ask the students to have a go at telling their own tall stories.

Design a backsak

Each student could design their own backsak. Use the technology design, make and appraise process. Invent a name and character for each one and display them in the classroom or corridor near the students' backsaks.



Lift Off! - What a Character!

Lift Off character profile

Describe your favorite character

LIFT OFF character profile

Name:

Age:

Address:

Female or Male?

Physical characteristics:

Words to describe the character:

Likes/ dislikes:

Any other comments: