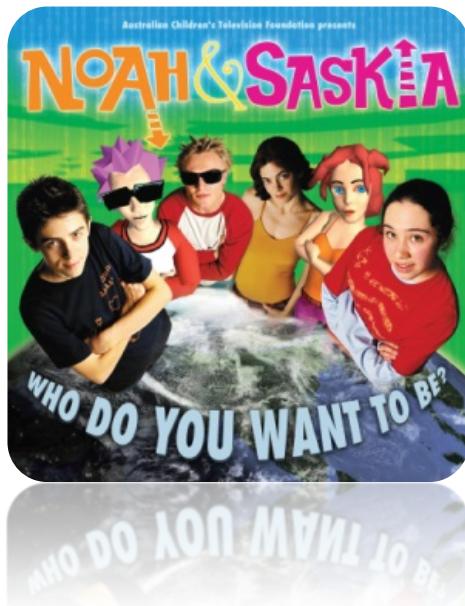


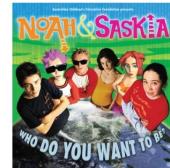
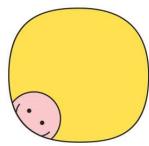


## *Noah & Saskia*

### Education Resources

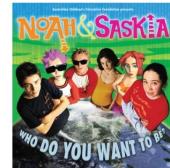
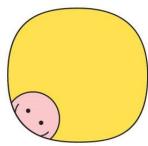


**10 Curriculum Activities**  
based on the  
*Noah & Saskia* TV Series



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## Summary of *Noah & Saskia* Curriculum Activities

### 1. Adolescent Issues, Attitudes and Values (P.7)

Students discuss what issues are important to them and how they can form positive relationships with others.

Year Level: [Middle Years \(5-9\)](#) Curriculum Study Areas: [English](#), [Ethical Understanding](#), [Humanities and Social Sciences](#), [Media Arts \(The Arts\)](#) Themes: [adolescence](#), [justice](#), [values](#)

### 2. Analysing Personas (P.15)

*Resource Description*

Students consider characters' use of personas.

Year Level: [Middle Years \(5-9\)](#) Curriculum Study Areas: [English](#), [Media Arts \(The Arts\)](#), [Personal and Social Capability](#) Themes: [relationships](#), [self](#)

### 3. Character Stereotypes and Signatures (P.17)

*Resource Description*

Students explore the distinguishing 'signatures' authors/scriptwriters use to make characters memorable.

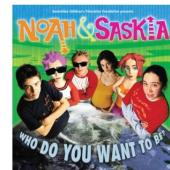
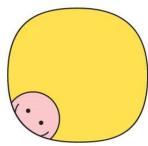
Year Level: [Middle Years \(5-9\)](#) Curriculum Study Areas: [English](#), [Media Arts \(The Arts\)](#)

### 4. Constructing a Chat Scene (P.23)

*Resource Description*

Students develop a 2D concept for a chat room interaction and translate that concept to 3D.

Year Level: [Middle Years \(5-9\)](#) Curriculum Study Areas: [English](#), [Media Arts \(The Arts\)](#), [Personal and Social Capability](#)



## 5. I've Seen/Heard That One Somewhere Before (P. 27)

### *Resource Description*

Students identify the creative interplay of various texts by the filmmakers and the characters.

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

## 6. Identity: Who Do You Want To Be? (P.29)

### *Resource Description*

Students explore the concept of identity and the effects of interactions between family, friends and other people and the perceptions of others on the development of identity. Activities help students to consider the idea of different personas and concepts of reality, honesty and being true to oneself.

Year Level: [Middle Years \(5-9\)](#) Curriculum Study Areas: [English](#), [Ethical Understanding](#), [Humanities and Social Sciences](#), [Media Arts \(The Arts\)](#), [Personal and Social Capability](#) Themes: [adolescence](#), [justice](#), [relationships](#), [self](#), [values](#)

## 7. Information, Communication and Creative Technologies (ICCT) (P.39)

### *Resource Description*

Students identify and examine a range of uses and users of ICCT and the sorts of attitudes we have towards them.

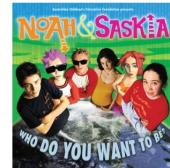
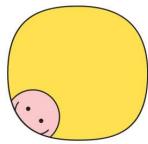
Year Level: [Middle Years \(5-9\)](#) Curriculum Study Areas: [English](#) Themes: [culture and traditions](#), [relationships](#), [self](#)

## 8. Using the Internet Safely (P.41)

### *Resource Description*

The activities in this lesson encourage students to consider issues of friendship and how personal safety can be managed when 'chatting' to friends using the Internet.

Year Level: [Middle Years \(5-9\)](#) Curriculum Study Areas: [English](#), [Ethical Understanding](#), [Humanities and Social Sciences](#), [Media Arts \(The Arts\)](#) Themes: [adolescence](#), [justice](#), [relationships](#), [self](#), [values](#)



## 9. Virtual and 'Real' Relationships (P.51)

### *Resource Description*

Students explore the advantages and disadvantages of 'real time' and virtual relationships and consider the barriers characters face in sharing their authentic 'selves'.

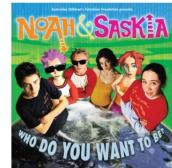
Year Level: [Middle Years \(5-9\)](#) Curriculum Study Areas: [English](#), [Humanities and Social Sciences](#), [Media Arts \(The Arts\)](#) Themes: [relationships](#), [self](#)

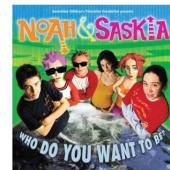
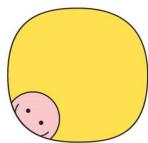
## 10. Whose Point of View? (P.57)

### *Resource Description*

Students explore issues of point of view, both within and behind the scenes of Noah & Saskia.

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





## Adolescent issues, attitudes and values

Program:	Noah & Saskia
Year Level:	Year 5 to Year 9
Curriculum Study Areas:	Humanities and Social Sciences; English; The Arts; Health and Physical Education
Themes/Topics:	Adolescence; Ethics, Values, Justice
Description:	Students discuss what issues are important to them and how they can form positive relationships with others.
Resources:	Noah & Saskia Worksheet 14: Introducing <i>Noah &amp; Saskia</i> Worksheet 15: Character profile

---

### Lesson plan:

#### **What do people think?**

Ask students to form groups of four. Challenge each group to select an issue of interest common to them, e.g.: how mobile telephones or the Internet are impacting on their lives, and to spend three or four days week using newspapers and other media forms to discover as much information as possible and to record diverse opinions about the issue.

Provide time for each group to share what they have discovered.

#### **What do you think?**

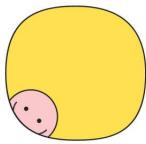
As a class brainstorm a list of issues that interest or concern teenagers today. Have students select three or four items from the list. Discuss the opinions students have about each of these issues.

Classify the issues, for example, as personal issues or as social issues.

Discuss the ways students think they gain information and opinions about issues. Record their ideas on butcher paper, for example, from listening to parents, reading the newspaper, viewing television programs, watching the news or current affairs, talking with friends, viewing films, playing games, going on Facebook, internet etc

#### **Introducing Noah and Saskia**

Explain that Noah and Saskia is a television series that aims to interest teenagers. Find out what students already know about the series. Discuss how they gained their knowledge, for



example, they have seen episodes or trailers, heard friends talking about the series, read reviews.

As a class list the issues students would expect to be a part of a television series that aims to attract teenagers.

### **Viewing the Noah and Saskia trailer**

Explore the purpose of a trailer with students. Why would a trailer be produced? How might it be used? Who would view it? What would you expect to see and hear in a trailer? Visit [www.actf.com.au](http://www.actf.com.au) to read why the ACTF produces trailers for their programs and films.

Give the students a list of questions to consider before they view the Noah and Saskia trailer, such as the following:

- Who are the main characters?
- What can you tell about the characters based on how they look (appearance) and their actions or behaviors?
- What sort of people do you think they might be?
- What can you tell about the relationships between the characters in the scene?
- Where is the action taking place?
- When is it set?
- What else can you discover that tells you about the lives and issues of these characters, their culture, socio-economic status, interests, friends?

View the trailer on the ACTF website. It can also be accessed from the Noah and Saskia DVD available from the ACTF.

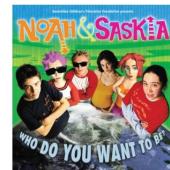
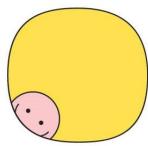
Discuss students' responses to the questions and how they think the trailer helped them to gain the information. Record responses on butcher paper under the following headings:

- Characters (appearance, personality, lifestyles— culture, socio-economic status, interests, issues, friends)
- Relationships
- Action
- Setting/s.

### **Introducing episodes 1 and 2 of Noah and Saskia**

Before viewing the first two episodes of the series, provide students with a list of further questions to help them to find out more information about the lead characters in the series and the issues facing each character. A preliminary discussion of the questions will help to focus the viewing. Questions such as the following may be useful:

- What is the series about?
- What do you think will happen in future episodes?
- Who are the main characters and what sort of people are they?
- What are the central concerns or issues for the main characters?



What can you tell about the various relationships between characters in episodes one and two?

- Why do you think the filmmakers decided to set the film in two different countries?
- How does having two main settings on different sides of the world affect the storyline?
- How is the Internet central to the storyline? Why do you think the filmmakers decided to base the storyline around the Internet?
- Why do you think the title sequence for episode one is different from the title sequence of all of the subsequent episodes?

View episodes one and two of Noah and Saskia and have students use the [worksheet 14 'Introducing Noah and Saskia'](#) to record responses to the questions.

Following discussion of the questions, ask students to work with a partner to complete the [worksheet 15 'Character profile'](#). Each pair of students will need to describe features from the episodes that gives them information about the two main characters, Noah and Saskia, and the storyline - such as sound, acting, props, camera work, colour, location. It will be helpful to allow students to view episodes one and two again as they complete this task.

### **Issues and concerns**

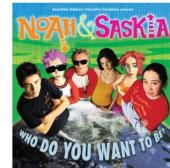
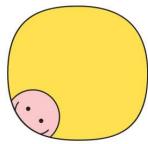
Characters are constructed in a viewer's mind from all the information provided by the filmmakers—the actions, dialogue, appearance—and from the past experiences of the viewer. The behaviours, dialogue and interactions of characters often convey attitudes, values or messages to an audience.

Characters in Noah and Saskia have a variety of issues and concerns, for example, Renee is very concerned about her appearance and what others think about her. We know this because we see her using cosmetics, having a facial and worrying about the consequences of breaking school rules. We also know this because Saskia tells us what she thinks about Renee.

Discuss other issues that concern Renee and how we know these are her concerns.

As a class discuss the following questions:

- In what ways is Clive similar to and different from Renee?
- Why have Renee and Clive been included in the series?
- In what way does Clive play the role of a 'commentator' on Noah's life?



Work in groups of four to compare the attitudes or values of Saskia, Noah, Clive and Renee about the following:

- girls
- boys
- friendship
- appearance
- Internet chat rooms
- identity.

Have each group share their ideas with the class. Discuss why each character might have differing ideas about these issues. How might people form their ideas about these types of issues?

Discuss several of these issues and consider how students formed their opinions, attitudes and values about each issue.

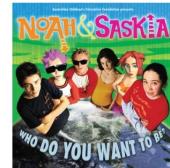
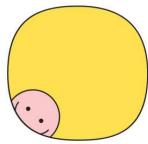
### **Dealing with issues and concerns**

As a class, identify the issues or concerns that Noah and Saskia think about the most in episodes one and two. In what ways are the issues and concerns of Saskia, Noah, Clive and Renee similar and different? How do they each deal with the things that bother them? Which characters talk about things as they try to resolve issues and concerns? Do they talk to other kids, adults, themselves, the viewers? Do they talk face-to-face, over the telephone, via a chat room? Which characters use other strategies, for example, come up with an idea and put it into action; or visualising issues and solutions through art such as comics.

In particular, discuss the different approaches taken by Saskia, who frequently uses talk to reflect on issues and concerns; and Noah who raises a problem and then distances himself. He often doesn't talk about it much until it arises again or he publishes a comic based on the issues he is confronting in his life.

Drawing on the techniques employed in Noah And Saskia, either create a Max Hammer comic strip or script a monologue for Saskia, exploring an issue such as the following:

- working for pocket money
- looking after younger brothers or sisters
- honesty between friends
- shoplifting
- graffiti
- vandalism
- friendship
- keeping secrets
- bullying
- loyalty
- asking a boy/girl to the movies.

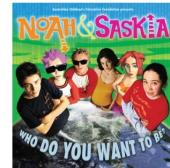
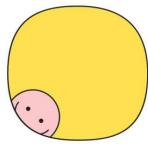


Work in pairs to help one another film your monologues. Screen them on a loop in the classroom and display comics in the classroom.

Encourage students to talk with each other about their work to find out why they selected the issue, how they decided to represent the issue, what other choices they considered and how the issue relates to their own lives?

View episode three of Noah and Saskia. As a class discuss the values and attitudes students think the series promotes. Encourage students to provide examples from the first three episodes to support their ideas. In general how do students think television, film, the Internet and other new media affects the attitudes and values of themselves and other young people?

Create a class web-site where individuals can ‘post’ articles exploring points of view related to an issue of interest. Ensure you have a moderator (perhaps the teacher) to check the content prior to ‘posting’.



## Unit 1 - Worksheet 14: Noah & Saskia Introducing *Noah and Saskia*

Name: .....

**As you view episodes one and two of *Noah and Saskia* jot down responses in point form for each question.**

What is the series about?

What do you think will happen in future episodes?

Who are the main characters and what sort of people are they?

What are the central concerns or issues for the main characters?

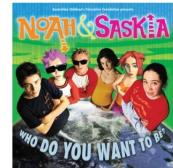
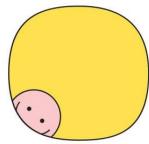
What can you tell about the relationships between the characters in episodes one and two?

Why do you think the filmmakers decided to set the film in two different countries?

How does having two settings affect the storyline?

How is the Internet central to the storyline? Why do you think the filmmakers decided to base the storyline around the Internet?

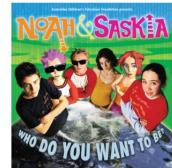
Why do you think the title sequence for episode one is different from all of the subsequent episodes?

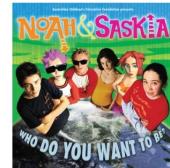
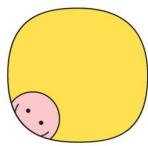


## Unit 1 - Worksheet 15: Noah & Saskia Character profile

Name: .....

<b>Name of the character:</b>  .....	
<b>Description</b>	<b>Features that provide information—sound, acting, props, camera, colour, location etc. Give specific examples from the episodes.</b>
Appearance (looks, face/body shape, hair, make-up, clothing)	
Dialogue	
Colours	
Personality	
Issues and concerns	





## Analysing Personas

Program:	Noah & Saskia
Year Level:	Year 5 to Year 9
Curriculum Study Areas:	English; The Arts; Personal Development
Themes/Topics:	Self and Relationships
Description:	Students consider characters' use of personas
Resources:	Noah & Saskia Worksheet 6: Analysing Personas

### Lesson plan:

**Pedagogical approach:** Analysing characters' traits and motivations.

View episodes 10 and 11 of Noah & Saskia.

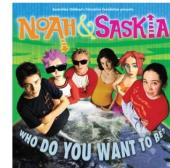
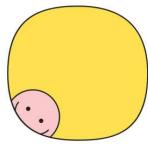
As Max and Indy are having their 'virtual differences', Noah and Saskia seem to take on the attributes of their avatars in the 'real world'. And as the gap between their ideal selves and their real selves begins to close, the time comes for their virtual selves to get real.

Discuss with students the concept of Noah and Saskia as fictional representations, created/constructed by the filmmakers/authors. Further, discuss the concept that the avatars, Max and Indy, are constructed by these (fictional) characters and represent aspects of Noah and Saskia's real and imagined selves.

Also, discuss the filmmakers' use of techniques to develop the avatars into the 'imagined' characters, Max and Indy.

**Activity:** have students use the Venn diagram in [Worksheet 6 Analysing Personas](#) to analyse the similarities and differences between Noah and Max and/or Saskia and Indy. What attributes are the same/different when looking at the three personifications of these two characters? Students consider the techniques used to develop Noah and Saskia and their avatars. Possibilities include:

- their names
- physical attributes (of both sets of actors and avatars)
- clothing, accessories, hairstyling, etc
- stance/gesture/movement/attitude
- range/type of settings used
- words typed on a screen/digitised voices/vocalised language (consider the tone, speed,



accent, etc of the voice)

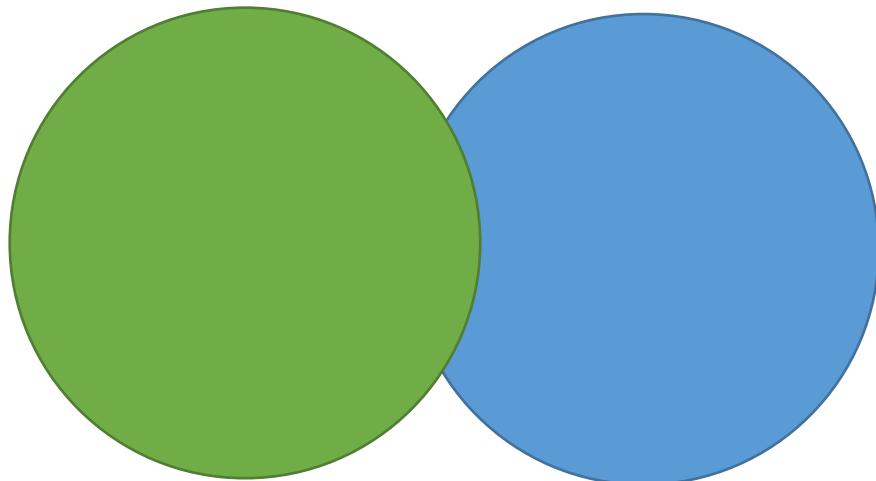
- special effects
- camera framing

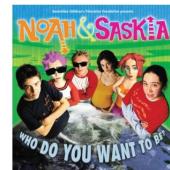
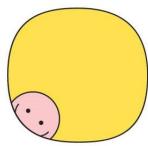
**Activity:** whole class debate: ‘Max and Indy are just words on a screen’ (paraphrasing Renee talking about Max in episode 3)

A line is drawn in the middle of the room. One side is labeled ‘agree’ and the other ‘disagree’. Students position themselves accordingly. Each speaker addresses the class after which students have the opportunity to re-position themselves. The debate continues until all speakers have addressed the class. The side with the largest number of students at the end of the debate wins.

## Unit 1 - Worksheet 6: Noah & Saskia

### Noah/Max and Saskia/Indy Personas





## Character Stereotypes and Signatures

Program:	Noah & Saskia
Year Level:	Year 5 to Year 9
Curriculum Study Areas:	English; The Arts
Themes/Topics:	Film language; Stereotypes
Description:	Students explore the distinguishing 'signatures' authors/scriptwriters use to make characters memorable.
Resources:	Noah & Saskia Worksheet 2: Character Signatures Worksheet 3: Character Sketch

### Lesson plan:

**Pedagogical approach:** Extending students' knowledge/conceptualising character construction.

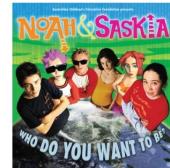
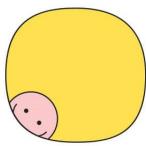
View episodes 1 and 2 of Noah & Saskia.

These episodes set up the development of an on-line relationship between the alter egos of two teenagers: the shabby but quick-tongued Melbourne-based Saskia who writes a piece of music which she posts on the Internet and the London-based, Noah, by day the geeky brother of the school football star. Noah, who is transformed each night into 'Max Hammer' the main character in his self-created on-line comic that has created who discovers Saskia's music and uses it in his comic strip, The Very Real and Excellent Adventures of Max Hammer. Saskia invents Indy, her cyber persona to chase down Max and expose him for stealing her music.

Some characters are developed using stereotypes. Stereotypes are characters developed to show a general personality or type of person. Usually there is not a lot of detail or character development, making them unrealistic but easily identifiable.

Students identify characters from Noah & Saskia who may be considered stereotypes: (teachers, the librarian, Noah's father, Theresa at the Chicken Coop).

How do the filmmakers create these? Consider the use of attributes and factors that create a particular image/text such as: clothing, age, occupation, country of origin, etc.



View the extra scenes on the Noah & Saskia DVD featuring Theresa, the manager of the Chicken Coop. Do these extra scenes “fill in” the character of Theresa, making her more realistic, or play on the stereotype established in the series?

Filmmakers/authors use characteristics, catchphrases and other ‘signatures’ to develop easily identifiable and memorable characters. Students consider the ‘signatures’ connected with the following characters: Noah, Saskia, Renee, Clive, Saskia’s mother, Noah’s father.

Also consider the means employed by the filmmakers to create these characteristics (gestures, facial expressions, ways of dressing, attitudes, sound effects, music, accents, etc).

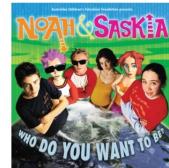
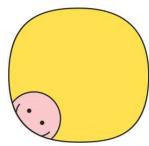
Web designers also use these. Visit [www.abc.net.au/noahandsaskia](http://www.abc.net.au/noahandsaskia) and explore [Noah's World](#) with a shortcut to Clive's World and [Saskia's World](#) with a shortcut to Renee's Fashion Tips Guestbook for further examples of stereotypes.

**Activity:** students use [Worksheet 2](#), Character Signatures to explore a number of characters and how they are represented in terms of their habits, interests, catchphrases, gestural signatures (clothing, stance, gestures, etc) visual signatures (colours, physical attributes, placement, etc), audio signatures (music/SFX accent, tone, etc), avatar or other representation.

**Activity:** students choose a character from Noah & Saskia and using [Worksheet 3](#), Character Profile create a character profile considering both the distinguishing features of the character and the means employed by the filmmakers to create this trait (gesture, audio, music, etc).

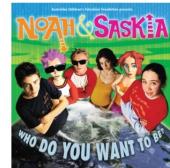
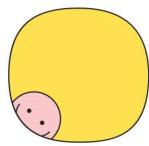
**Activity:** students have a ‘conversation’ with the character they have sketched. This may be done as an interview for a magazine, a chat in a chat room, a phone conversation, an exchange of emails, a diary entry, SMS or other. Have students decide on the form and create a series of questions which they then respond to in the voice of the chosen character.

Refer back to [Worksheet 1](#) and discuss the influence of the types of communication (fax, SMS, chat, email, letter, landline, mobile, face to face) on the form the text takes.



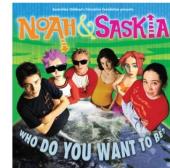
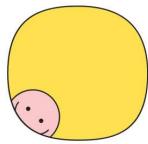
## Unit 1 - Worksheet 1: Noah & Saskia Information, Communication and Creative Technologies (ICCT)

ICCT (types of ICCT used)	USES (used to... used by...)	ATTITUDE (what is thought about users)



## Unit 1 - Worksheet 2: Noah & Saskia Character Signatures

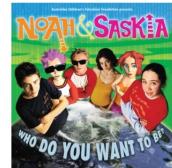
	Character:	Character:	Character:
Habits/ Interests			
Catchphrases			
Gestural signature (clothing, stance, gestures, etc)			
Visual signatures (colours, physical attributes, placement, etc)			
Audio signature (music/SFX accent, tone, etc)			
Avatar or other Representation			

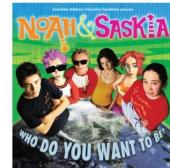
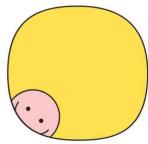


## Unit 1 - Worksheet 3: Noah & Saskia Character Sketch

Select a character from the series. Sketch the character, 'labelling' distinguishing characteristics including gestures, clothing, voice, associated music, colours, etc. Add interests, habits, attitudes, sayings or 'catchphrases', strengths, weaknesses to your depiction.

Choose a communication form and have a 'conversation' with this character.





## Constructing a Chat Scene

Program:	Noah & Saskia
Year Level:	Year 5 to Year 9
Curriculum Study Areas:	English; The Arts; Personal Development
Themes/Topics:	Narrative Structure; Film Language; Symbolism and Icons
Description:	Students develop a concept for a chat room
Resources:	Noah & Saskia

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### Lesson plan:

**Pedagogical approach:** applying developing knowledge in new situations

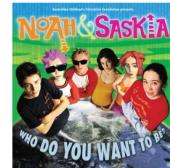
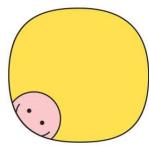
View **episode 13** of Noah & Saskia.

In pairs, students develop a concept for a chat room interaction. They imagine they are meeting online for the first time.

The students will be involved in:

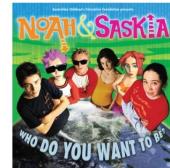
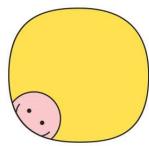
- creating avatars/representations and a set that reflects their own or fictional characters' identity/tastes
- considering the selection of backgrounds, names, clothing, gestures, voices, sound effects, interests, catchphrases, physical attributes and 'attitudes'. Students can refer back to [Worksheet 2](#) and [Worksheet 3](#) to develop ideas.
- writing dialogue for the two avatars
- developing a storyboard to show the interaction of the avatars

Students can select from a range of media to make their avatar/representation three-dimensional (3D). Consider the use of clay, paper products, cloth, wire, string, etc.



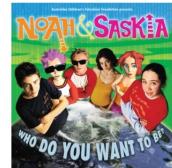
## Unit 1 - Worksheet 3: Noah & Saskia Character Sketch

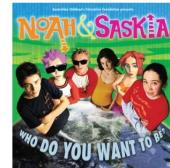
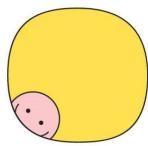
Select a character from the series. Sketch the character, 'labelling' distinguishing characteristics including gestures, clothing, voice, associated music, colours, etc. Add interests, habits, attitudes, sayings or 'catchphrases', strengths, weaknesses to your depiction.  
Choose a communication form and have a 'conversation' with this character.



## Unit 1 - Worksheet 2: Noah & Saskia Character Signatures

	Character:	Character:	Character:
<b>Habits/ Interests</b>			
<b>Catchphrases</b>			
<b>Gestural signature (clothing, stance, gestures, etc)</b>			
<b>Visual signatures (colours, physical attributes, placement, etc)</b>			
<b>Audio signature (music/SFX accent, tone, etc)</b>			
<b>Avatar or other Representation</b>			





## I've Seen / Heard That One Somewhere Before

Program:	Noah & Saskia
Year Level:	Year 5 to Year 9
Curriculum Study Areas:	English; The Arts
Themes/Topics:	Narrative Structure
Description:	Students identify the creative interplay of various texts by the filmmakers and the characters.
Resources:	Noah & Saskia Worksheet 8: Y Chart

### Lesson plan:

**Pedagogical approach:** analysing intertextual references

View **episodes 8 and 9** of Noah & Saskia. Refer to other episodes.

The filmmakers draw on a range of sources and traditions in creating the ‘texts’ in the series.

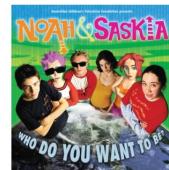
Discuss the meaning of ‘hybridity’ (e.g. plants). Introduce Y charts (looks like/sounds like/feels like) as a tool for analysing intertextual references. Intertextuality is the influence or ‘echoing’ of other texts and can take many forms including connections to other genres, plot lines, characters, music, gestures, catchphrases, etc.

Use the following prompts to support students’ investigation of the traditions the writers/directors have ‘borrowed’ and their origins.

Ask students to work in pairs using Worksheet 8, Y Chart to analyse a scene from the episode:

- What visuals (images, icons, characters, props, settings, SFX, etc) do you recognise from other texts?
- What audio (voices, sound effects, music, etc) do you recognise from other texts?
- What ‘feel’ is created by the text? Does it remind you of any other texts?
- What other examples of these forms can they identify?

The following references can be used to highlight the use of intertextuality: the use of chat, emails, player profiles, Kahootz for the webweave environment, the online comic: The Very

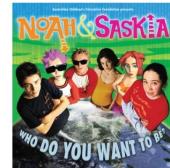
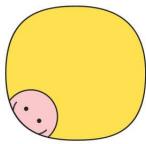


Real and Excellent Adventures of Max Hammer; Max's portrayal of Indy as Little Red Riding Hood, etc.

Students share the intertextual references they have identified and discuss other instances of intertextuality in books, films, websites, picture books, music/songs etc.

Students develop their own plot for an edition of, *The Very Real and Excellent Adventures of Max Hammer* comic strip.

Students take note of the things that influence or inspire them such as other genres, plot lines, characters, gestures, catchphrases, etc. This can be made into a class comic more: More Very Real and Excellent Adventures of Max Hammer.



## Identity: Who do you want to be?

Program:	Noah & Saskia
Year Level:	Year 5 to Year 9
Curriculum Study Areas:	Humanities and Social Sciences; English; The Arts; Personal Development; Health and Physical Education
Themes/Topics:	Adolescence; Ethics, Values, Justice; Families; Self and Relationships; Change; Stereotypes; Symbolism and Icons
Description:	Students explore the concept of identity and the effects of interactions between family, friends and other people and the perceptions of others on the development of identity. Activities help students to consider the idea of different personas and concepts of reality, honesty and being true to oneself.
Resources:	Noah & Saskia Worksheet 11: Who am I? Worksheet 12: Who are you? Worksheet 13: Who is Noah? Who is Saskia?

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### Lesson plan:

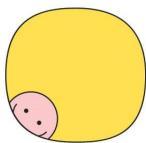
#### Opening sequence

View the title sequence at the beginning of episode one of Noah and Saskia. Discuss what students think the sequence is trying to achieve? What meanings or ideas do students construct?

As a class describe each of the different actors who introduces Noah and Saskia in the title sequence. Consider the ethnicity, accents and looks of each actor. Why do you think each one might have been selected? What do you think the filmmakers were trying to achieve by selecting these particular actors?

Play the sequence again, this time without sound. Ask students to notice the clothing, hair and make-up of each actor. Discuss how each of these features contributes to the meanings attached to these people. Clothing is a text that often describes who we are and what we represent.

Play the sequence once more and listen carefully to the dialogue of each actor. Why do you think these words were selected? How does the dialogue contribute to the meanings viewers might create from this sequence?



As a class discuss who students think each of these kids might be? What might each one of them be like? What makes you think this? Create a short pen portrait (a short paragraph describing the specific qualities of the character) for each one, then give each a character name that reflects the description. Explain choices for names.

Consider: Are any of these descriptions similar to you? Explain how they are alike or different.

### **Who am I?**

Pose the questions: Who am I? How do I become the person that I am? Distribute [worksheet 11 ‘Who am I?’](#) Have each student draw a self-portrait and record words or phrases about themselves under each of the headings. Have them paste the sheet into their workbook.

As a class discuss how students think they have each developed their personalities.

### **Who are you?**

Assist students to pair up with a person they will be able to work with successfully. Provide each student with [worksheet 12 ‘Who are you?’](#) Each student is to complete the worksheet to show his or her perceptions of their partner. Remind students of the need to be sensitive to one another's feelings and warn them that they will be sharing the worksheet with their partner when it is complete. It is important to interact with and guide students throughout this activity.

Ask students to share their perceptions with one another without showing their partner the worksheet. Encourage students to question one another about how opinions were formed and to discuss the similarities and differences between one's own perceptions and the perceptions of others.

Conclude the activity by discussing the way individuals are judged by others and the possibilities for judgments to be incorrect or unfair. Think about some of the ways people form conclusions about others, for example, noticing appearance, listening to how someone speaks, observing a person's actions, listening to the opinions of other people.

### **How good are our perceptions?**

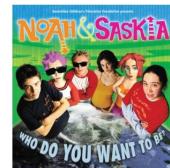
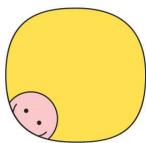
Engage students in some experiments involving optical illusions. Encourage students to locate optical illusions from library books or on the Internet. Discuss the idea that sometimes our brains create meanings that are not accurate.

### **Am I who I appear to be?**

Have students paste their partner's worksheet perceptions into their books with their own worksheet. Ask them to compare their own perceptions with those of their partner, and then write a reflection about how they see themselves, or their identity, compared with how other people see them.

### **Don't judge a book by its cover**

Have students contribute to a class graffiti board of sayings that relate to this discussion,



such as:

- Don't judge a book by its cover.
- He/she is a wolf in sheep's clothing.
- There's more to him/her than meets the eye.
- Still waters run deep.

## Identity

What if your identity was based on a lie? What if you can hide behind an identity you have created for yourself? Noah and Saskia follows the journey of self-revelation for the two main characters who have each created a new identity. In the beginning they each develop a persona through their avatar that they are able to hide behind.

Prepare students to view episode one of Noah and Saskia with a view to finding out:

- Who is Saskia?
- Who is Noah?

Have each student create a detailed concept map for each character to show what he or she has discovered. Share concept maps as a class.

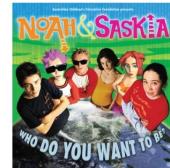
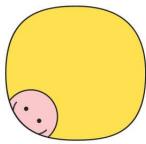
Discuss how the choice of actor for each role affects the audience's understanding and perception of each character's identity. Consider how Noah's identity would have been affected if the actors for Noah and Clive swapped roles. Have some fun imagining other actors swapping roles, for example, the actor cast as Theresa playing Saskia. How do creators of films and television programs use stereotype to help an audience construct ideas about a character's identity?

## Avatars

In episode one Saskia enters Webweave, a chat space, where she hopes to meet up with Max Hammer. She has no idea who Max Hammer might be. To enter Webweave Saskia must create a persona for herself; an avatar. Discuss the meaning of the word avatar. Compare dictionary meanings. What does it mean in the series?

View episode one again and also episode two. This time, ask students to work in groups of six and to take notes using the worksheet 13 'Who is Noah? Who is Saskia?' taking particular notice of the following:

1. The avatar Saskia selects when she enters Webweave for the first time is a paper bag. Why do you think this avatar was selected? What impression does it give you about Saskia and her personality?
2. While in Webweave, Max says to Saskia, "Reality is what you make it. This reality is mine". What do you think this means? Does Noah's avatar (Max) reflect who he really is? Why or why not? Do you agree that reality is what you make it?
3. When Saskia decides to re-enter Webweave she says this time she will choose an avatar that says something about her self and her independence. What does she mean by this? Do



you think she is independent? Does the new avatar (Indy) she creates, reflect who she really is? Why or why not? What does Saskia mean when she says, "I don't lie, I imagine."

Have each group report their ideas about each of the three questions to the class.

As a class discuss how the avatar selected by each character reflects each character's feelings about him or her self? How does the avatar selected by each character affect the way he or she is perceived by the other character?

### **Virtual vs. real identities**

In the first episodes we see the construction of Noah and Saskia as online avatars, Max and Indy. As a whole class on a whiteboard, or in groups, list advantages and disadvantages of 'real time' and virtual relationships, for example, advantages might include freedom from immediate peer group pressure and embarrassment; connecting with people from all around the global; finding people with similar specialised interests; getting a different point of view.

Disadvantages might include the inability to 'physically' communicate (share laughs, hugs, smiles, etc); being seen as a 'geek'; the dangers – are they who they claim to be?

### **The genres of Max's life**

Noah lives in genres. As students view further episodes in the series have them explore episodes that focus on Noah, to find out what genres are represented in Noah's online comic. In each case how does the genre reflect Noah's life?

#### **Discuss:**

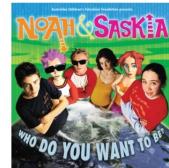
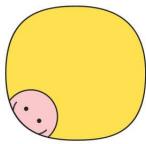
- Why do you think the creative team decided to have Noah use online comics as a means of dealing with life's issues and concerns?
- How would the series have been affected if the decision had been made for Saskia to explore life through various genres using an online comic and for Noah to explore life through music and talking?

### **Will the real Noah and Saskia please stand up!**

View episodes 10 and 11 of Noah and Saskia. Max and Indy are having 'virtual differences' and Noah and Saskia seem to be taking on attributes of their avatars in their 'real' world lives.

Discuss as a class: How big is the gap between Noah and Saskia's 'real' selves and their Max and Indy avatars?

Consider how the concept of identity is blurred in this series, since Noah and Saskia are in fact actors playing fictional characters. Each of these fictional characters creates an avatar to represent him or her self when chatting in Webweave, and then each fictional character creates an imaginary representation to show how one another's avatar might look in 'real' life. Read the comments by Hannah Greenwood (Actor) about the role of Saskia. Notice how she moves between talking about Saskia as 'she' and then slips into saying 'I'. As a class



discuss the difficulties that must have been involved in playing a character who seems to have more than one identity.

How did your role contribute to the story and to the themes and messages of Noah and Saskia?

Saskia contributes to quite a few themes, especially self-discovery. The casual day episode was a huge one for Saskia because she had this whole thing about telling people that she doesn't care what other people think—I don't care. It is not true I don't care. I just don't want to go to school and it is not about Max. I just don't want to go to school. She had this whole thing trying to talk herself into something that just wasn't true. A lot of the episodes are about self-discovery. She had to kind of discover for herself that she did kind of have a problem with what other people think, and yes she did kind of care what Max thinks and in the end she had to accept that. Through the whole thing she is taking this amazing journey, and she is taking the audience with her, especially with the monologues to the camera. She is opening her heart to the viewers and telling them to come with me and feel what I am feeling and to sympathise with me. Then her way of expressing is of course with the guitar. She loves playing her guitar.

– Hannah Greenwood –

List references to characters using personas during the series, for example from episode one,

- Saskia's invention of Indy – the perfect 'lure'
- Max Hammer and how Saskia pictures him in real life
- Renee's 'agree' and 'ignore' techniques, to be used with guys.

Is the issue as simple as being authentic in 'real life' and 'fake' or 'acting' in the virtual world? As a class discuss whether or not we all have more than one persona in our own real lives.

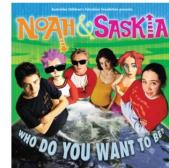
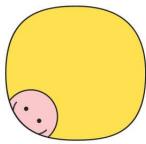
### **Are there messages in Noah and Saskia?**

View episode 12. Have each student make a list of key messages they think Noah and Saskia might have for young viewers. Share and compare ideas and discuss why people might have different ideas about messages after viewing a series like Noah and Saskia?

Read the comments by Pino Amenta (Director) and Hannah Greenwood (Actor) about the messages in Noah and Saskia. Do you agree with the things they have to say? Why or why not?

Do you think the messages of Noah and Saskia are relevant or important to kids in the 21st century and if so why?

You know when you go out and shoot something like Noah and Saskia you don't think; there is a message here. That is the writer's job, to put in any messages and ideals and disguise it so it doesn't become too obvious. I think the messages that were in there were well disguised and presented without being obscure. I think the messages are about being yourself and about bringing that other person you want to be, to the fore. It is also about friendship, which is the most important thing in your life. Life is not about having things. It's about being a good person. I think the messages Noah and Saskia brings out weren't hammered to the audience; they were just there, subtly and in an entertaining way. I don't go



out to tell messages. I go out to entertain. The messages have got to be in there without being obvious. –Pino Amenta -

I do think the messages of Noah and Saskia are very relevant to kids in the 21st century because it is all about growing up and pretending to be someone that you are not and then finding out they are not that very different. The whole thing about Saskia is that she pretends to be this independent and fiery sort of person and that is what she is on the inside. Anyway, it is something she says she is dying to be but she already is. It is relevant in that way. So kids who imagine being their ideal person, it is not true, you know it is not true. You can go out there and you can achieve your dreams and Noah and Saskia is relevant in that way. It has a lot to do with self-discovery. – Hannah Greenwood -

### **Are you really who you seem to be?**

View episode 13 of Noah and Saskia. During this episode Saskia expresses a need to know the truth. Ask students what they think she means by the truth? Find out who says, “It’s about who I am, who I am pretending to be — I don’t know who I am anymore”. Why is this important?

While viewing episode 13 ask students to consider their responses to the following:

- Do the invented characters of Noah (Max) and Saskia (Indy) help them to find out who they are? Why or why not?
- What is the significance of Saskia’s question to Max, “Are you really who you seem to be?”

As a class, discuss the significance of the images that accompany the scene where Noah and Saskia reveal their real names.

### **On the line**

Have students imagine there is a line running down the middle of the classroom that represents a continuum. Allocate one end of the lines as ‘agree’ and the other end as ‘disagree’. Ask students to consider the following statements and indicate their opinion by standing along the continuum.

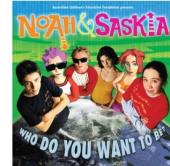
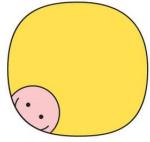
- By the end of the series Saskia has moved on – she is exploring who she is through Indy. Noah’s still catching up to her.

Have each student explain the reason/s for their position on the continuum. Students may vary their position but must provide reasons for changing.

### **Who am I again?**

Create one or two of the following to represent your own identity, think about whether or not your representation need to include more than one persona:

- an avatar
- a home-page
- a piece of music
- a logo
- a chat pseudonym.



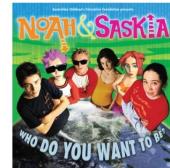
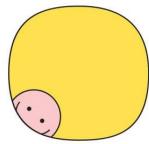
## **Unit 1 - Worksheet 13: Noah & Saskia**

## **Who is Noah? Who is Saskia?**

Name: .....

**Jot down your responses to these questions while viewing episodes one and two of *Noah and Saskia*.**

1. The avatar Saskia selects when she enters Webweave for the first time is a paper bag. Why do you think this avatar was selected? What impression does it give you about Saskia and her personality?
  2. While in Webweave, Max says to Saskia, “Reality is what you make it. This reality is mine”. What do you think this means? Does Noah’s avatar (Max) reflect who he really is? Why or why not? Do you agree that reality is what you make it?
  3. When Saskia decides to re-enter Webweave she says this time she will choose an avatar that says something about her self and her independence. What does she mean by this? Do you think she is independent? Does the new avatar (Indy) she creates, reflect who she really is? Why or why not? What does Saskia mean when she says, “I don’t lie, I imagine.”

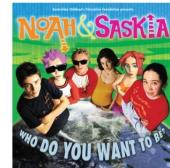
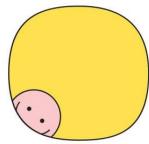


## Unit 1 - Worksheet 11: Noah & Saskia Who am I?

Name: .....

**Draw yourself in the centre box. Write words or phrases about yourself under each heading.**

Likes	Hobbies	Dislikes
Talents		Weaknesses
Personality	I'm proud of	I wish

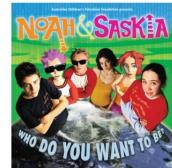


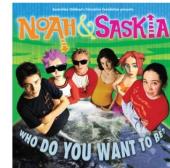
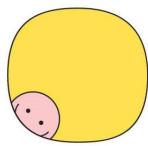
## Unit 1 - Worksheet 11: Noah & Saskia Who are you?

Name: .....

**Draw your partner in the centre box. Write words or phrases about your partner under each heading. Take care to consider your partner's feelings.**

Likes	Hobbies	Dislikes
Talents		Weaknesses
Personality	I'm proud of	I wish





## Information, Communication and Creative Technologies

Program:	Noah & Saskia
Year Level:	Year 5 to Year 9
Curriculum Study Areas:	English; The Arts; Technology
Themes/Topics:	Self and Relationships; Cultural Studies
Description:	Students identify and examine a range of uses and users of ICCT and the sorts of attitudes we have towards them.
Resources:	Noah & Saskia Worksheet 1: Information Communication Creative Technology: uses and users

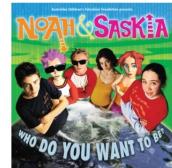
### Lesson plan:

**Pedagogical approach:** Activating students' prior knowledge/experience.

In groups, ask students to use Worksheet 1, ICCT Uses and Users to draw on their own experience:

- Brainstorm types of computer uses (gaming, chat, email, mailing lists, browsing, use of programs such as Word and PowerPoint; website authoring and construction, etc) in the first column
- Explore the influence of context, audience and purpose in determining different types of communication (landline, mobile, fax, SMS, chat, email, letter, face to face) in the second column
- Explore attitudes towards different ICCT users (the geek; the 'prettying up with PowerPoint' type; data entry as the new typing pool; SMS thumb tribes, etc) in the third column

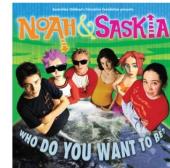
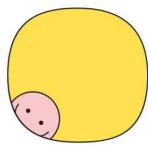
Conduct a whole class discussion, uncovering students' knowledge of and attitudes towards ICCT, its uses and users. Encourage students to substantiate their responses.



## Unit 1 - Worksheet 1: Noah & Saskia

### Information, Communication and Creative Technologies (ICCT)

<b>ICCT</b> (types of ICCT used)	<b>USES</b> (used to... used by...)	<b>ATTITUDE</b> (what is thought about users)



## Using the Internet Safely

Program:	Noah & Saskia
Year Level:	Year 5 to Year 9
Curriculum Study Areas:	Humanities and Social Sciences; English; The Arts; Personal Development; Health and Physical Education; Technology
Themes/Topics:	Adolescence; Ethics, Values, Justice; Families; Self and Relationships
Description:	The activities in this lesson encourage students to consider issues of friendship and how personal safety can be managed when 'chatting' to friends using the Internet.
Resources:	Noah & Saskia Worksheet 9: Chatting—face-to-face and via the Internet Worksheet 10: Will the real Saskia please stand up?

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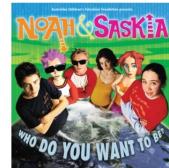
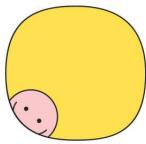
### Lesson plan:

#### Young people's use of the Internet

Set in both the UK and Australia, the Internet is central to the action that unfolds during this cutting edge series. Noah and Saskia is a contemporary drama story set in the everyday world of online chat spaces familiar to many teenagers throughout the world today. Like many films and television programs for young people, Noah and Saskia is a series that allows viewers to engage with a fantasy world tinged with enough reality to enable them to suspend disbelief, and explore their own thoughts feelings and identity.

The unique virtual setting underpinning Noah and Saskia gives characters opportunities to express themselves in multiple ways. The Internet is now considered by many to be an essential communication and research tool. This is particularly true for young people and Noah and Saskia reflects the zeal with which they embrace online communication using an increasing array of tools including the Internet, mobile phones, instant messages, chat rooms, web cams, and MP3 technology to socialise, download music and create animations, photo albums, movies and other stories in all manner of forms.

Some people are concerned that Noah and Saskia will encourage young people to engage in unsafe Internet behaviour. However throughout the series the stories highlight the need for guidelines when using the Internet and actively promote Internet safety and responsible use. One of the key themes throughout the series is the notion that you don't really know who you're talking with when you're on the net. Issues raised by this anonymity are explored



as characters deal with adolescent issues such as friendship and other relationships, 'virtual' vs. 'real-time' friends, identity, feelings and honesty.

### **Young people and the Internet**

While the Internet has created many new and exciting opportunities to access information and to communicate, it also has the potential to create situations for young people that may be unsafe, dangerous or threatening. For this reason parents, teachers and carers need to teach young people how to make sensible choices about use of the Internet.

### **Access and risks**

Young people are able to access the Internet from an early age in a variety of places, including:

- Home
- School and other educational facilities
- Friends' homes
- Libraries
- Internet Cafes and other centres that provide public access
- Mobile phones and other Internet enabled devices.

### **Risks**

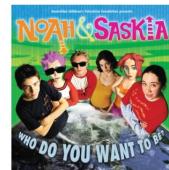
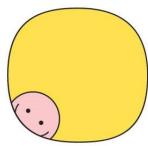
Parents, teachers and other carers are not always in a position to supervise young people when they are using the Internet. It is therefore important to be aware of potential risks and to teach young people how to safeguard their privacy and to respond appropriately to unacceptable content or communications.

### **Guidance**

One of the best ways to assist young people to use the Internet safely and wisely is to be show interest in the sites they visit and the activities in which they engage. Encourage them to share their favourite sites, games and chat rooms with you. Offer your opinions about those you think are fun or useful and also comment on those you think are not suitable, remembering to give reasons for your opinions.

Ongoing and open discussions about Internet use at home, at school and with other carers will encourage young people to be mindful of what is acceptable and help them to develop responsibility for monitoring their own activities.

One problem associated with use of the Internet by young people is the ease with which adults can pose as children. In general this is because of the opportunities for anonymous communication provided by the Internet. Provide examples to young people to show that this is a possibility and help them to understand that they often have no real way of knowing for sure who might be writing the words they receive when 'chatting' or communicating with others. Assist them to realize that often they have no way of verifying whether information communicated or passed on via the Internet is true.



## Safeguards

Provide examples for young people to help them realize that it is important not to give out personal or identifying information to someone you only know via the Internet. Explain that some adults may use this type of information to find a way to locate you so they can meet you face-to-face.

Make a list together of the type of information that should never give out unless a person is known or you are sure the person can be trusted, for example,

- home address
- your photo or identifying descriptions of yourself
- names of family members
- school or teacher's name
- phone number
- sports team
- hobbies or other leisure activities
- friend's names or addresses.

Encourage young people who are using Internet chat rooms or other public services to use a pseudonym rather than real names. Encourage the use of real names only when communicating between known and trusted friends. Chat rooms that are moderated help to ensure that the standards of the provider of the service are not breached. However it is essential to help young people to 'moderate' their own interactions since most chat rooms are not moderated.

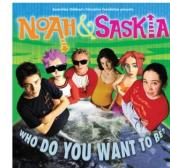
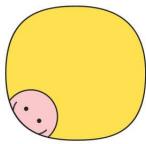
Another reason to encourage young people to safeguard their privacy is because it's easy to be 'tricked' into providing information that allows others to send virus or spyware to your computer. Explain to young people that they need to be wary when visiting web-sites not to download things

Locating computers with internet access in a public space within your home makes it easier to supervise. It is also sensible to investigate the type of services offered by Internet Service providers (ISP) to select one that is appropriate. Find out what types of filters the ISP offers. You might also find out about software that can be purchased for your computer that helps to screen out or block some undesirable or objectionable material.

Visit [http://www.netalert.net.au?Files?00565\\_CSIROFilterReport.asp](http://www.netalert.net.au?Files?00565_CSIROFilterReport.asp) to read results of tests on filters.

Teach young people not to respond to materials or messages that make them feel uncomfortable, or that are rude, obscene or threatening. Explain the need for them to tell you or another trusted adult if this happens. If it happens, provide your Internet Service Provider with details and ask them to take appropriate action. You might also phone the NetAlert helpline for free 1800 880 176.

Develop a set of Internet Safety Guidelines such as the ones in this link. However it is preferable to develop rules with the young people involved to help them to use the Internet wisely.



Visit The Australian Internet Safety Advisory panel web-site for practical advice on Internet safety and for comprehensive advice about the differing needs for supervision and guidelines for Internet use according to the age of young people.

<http://www.netalert.net.au>

## References

- <http://www.netalert.net.au>
- Royal Children's Hospital Child Safety Handbook, Vol. 1 Issue 4, Melbourne.

## Internet Safety Guidelines

### When using the Internet:

I will agree with my parents, teachers or carers about when I can go online, how often and for how long.

I will only visit web-sites or use the Internet in ways that I know my parents would approve.

I will not give out personal information (such as my last name, home address, email address, telephone number, parents' names or other information, or the name or location of my school) without permission from my parents, teachers or carers.

I will not send my photo or descriptions of myself, family members or friends, to anyone without the permission of my parents, teachers or carers.

I will not respond to anything that makes me feel uncomfortable; or that is rude, obscene, offensive or threatening.

I will tell my parents, teachers or carers immediately if I read or see anything that makes me feel uncomfortable; or that is rude, obscene, offensive or threatening.

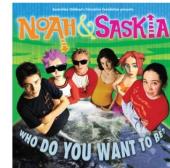
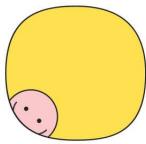
I will not agree to meet someone I only know over the Internet without permission from my parents, teachers or carers. If my parents or carers agree to a face-to-face meeting it will be in a public place with my parent or carer.

### Identity, friendship and the Internet

Have each student write a definition of friend and friendship. Share and discuss ideas as a class.

Ask each individual to write a pen portrait (a short paragraph describing the specific qualities of a person) of someone who is a special friend. Brainstorm some ideas to help students, for example,

- When and where did you meet?
- How long have you been friends?
- Why do you think you became friends?
-



- What is something special you have done together?
- What do you do to stay friends?
- How do you communicate with each other?
- How often do you see each other?
- What makes your friend special?
- What are three words that sum up your friend?
- What is your friend good at?
- What makes your friend happy? Sad?
- When is a time you really needed your friend?
- How are you a good friend to your friend?

Share pen portraits in small groups, then in the same groups write a recipe for friendship.

### Introducing Noah and Saskia

What if the most important relationship in your life was based on a lie? What if the most important relationship in your life started in a chat room?

Fourteen-year-old Saskia (alias Indy) goes online in Australia to seek out the person who stole her music to give him a piece of her mind! Instead, she meets Noah, alias Max Hammer, who lives on the other side of the world. Max is a handsome, smart and sensitive guy or is he? And who is Indy? In a virtual world, it's so easy to be whoever you want to be!

*Noah and Saskia* follows the journey of self-revelation for the two main characters. In the beginning they each develop a persona through their avatar that they are able to hide behind.

If students have not viewed the Noah and Saskia series view the trailer and discuss the following questions:

- What is the story being told?
- What is this series about?
- Who are the main characters?
- Where is it set?
- What does this series mean to me? How does it relate to my life?

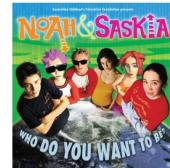
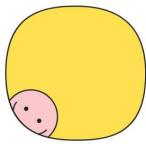
### What do you think?

Read the quote below then work with a small group to discuss the questions raised by Elaine Sperber.

“The central idea sounds simple, but as the concept developed, we also started to explore the notion of self-revelation. Could our two characters become such good friends precisely because they would never actually have to meet in person? Would they hide behind the idealized selves they’d created on the Internet, or gradually come to trust each other even more because they felt safe from the usual peer group pressures and scrutiny?”

- Elaine Sperber, Head of Children’s Drama at the BBC -

Have each group listen and respond to the ideas of each group.



Broaden the discussion by asking students: What risks Internet 'friendships' might pose? How can you protect yourself from any potential harm posed by Internet 'friendships'?

### Chatting—virtual vs. real time chats

View episode one of Noah and Saskia. Ask students to take particular notice of:

- the 'chat' between Stemple and the teacher.
- Renee's reaction when she realises a teacher is 'chatting' with Stemple.

Discuss whether or not students think Stemple is fully aware of the identity of the person with whom he is chatting. Encourage them to find evidence in the episode to support their response. Discuss why Stemple might choose to chat with a teacher in this way. Ask students whether the teacher knows she is chatting to Stemple? Why might the teacher be chatting in this way? Why do you think the creators of Noah and Saskia decided to include this type of chat between a teacher and student in the show? Discuss Renee's reaction. What problems related to Internet chats are raised by this scenario?

Discuss the similarities and differences between having a telephone conversation with someone, talking face-to-face and having a conversation with someone using the Internet? Using worksheet 9 'Chatting—face-to-face and via the Internet' record ideas with a partner.

Have students work with the same partner to list the advantages of using the Internet:

- a) as a way to access information
- b) to communicate with people you know
- c) to chat to people you don't know.

Share lists with the class.

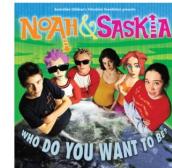
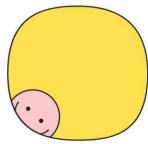
Have students work with the same partner to list potential problems that may arise through Internet friendships, chat room conversations or through visiting unsuitable web-sites.

View episode 12. Ask students to notice what problems occur because Clive, Phil and Eddie each assume the identity of Max when they log on to the Internet and 'chat' with Saskia. Pairs of students can complete and share worksheet 10 'Will the real Saskia please stand up?'.

Ask students to work again with their partner to add any new ideas to their Internet problems list. Challenge them to think of some solutions or guidelines that would help to prevent such problems and to report their findings to the class.

As a class discuss the need for guidelines to protect privacy and safety when using the Internet.

Provide examples for young people to help them realize that it is important not to give out personal or identifying information to someone you only know via the Internet. Explain that some adults may use this type of information to find a way to locate you so they can meet you face-to-face.



Make a list of the type of information that should never be given out unless you know a person and know he or she is a person who can be trusted, for example,

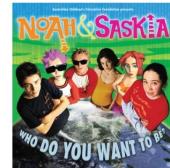
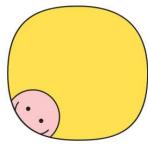
- home address
- your photo or identifying descriptions of yourself
- names of family members
- school or teacher's name
- phone number
- sports team
- hobbies or other leisure activities
- friend's names or addresses.

Encourage young people who are using Internet chat rooms or other public services to use a pseudonym rather than real names. Encourage the use of real names only when communicating between known and trusted friends.

Discuss the need for wise use of the Internet. Work together as a class to read and discuss the school Internet policy. Use the policy to develop Internet Safety Guidelines for the class.

## References

- <http://www.netalert.net.au>
- Royal Children's Hospital Child Safety Handbook, Vol. 1 Issue 4, Melbourne.

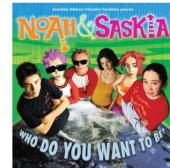
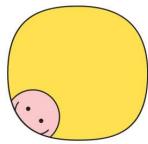


## Unit 1 - Worksheet 9: Noah & Saskia Chatting—face-to-face and via the Internet

**Name:** .....

Make a list of similarities and differences between having a telephone conversation with someone, talking face-to-face and having a conversation with someone using the Internet?

Chatting via the telephone	Chatting face-to-face	Chatting via the Internet



## Unit 1 - Worksheet 10: Noah & Saskia Will the real Saskia please stand up?

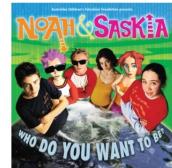
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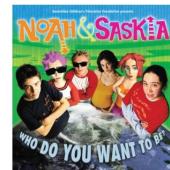
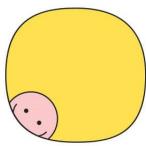
**View episode 12 of Noah and Saskia.**

List the problems that occur because Clive, Phil and Eddie each assume the identity of Max when they log on to the Internet and 'chat' with Saskia.

Problems caused by Clive logging on as Saskia.

Problems caused by Phil logging on as Saskia. Problems caused by Eddie logging on as Saskia.





## Virtual and ‘Real’ Relationships

Program:	Noah & Saskia
Year Level:	Year 5 to Year 9
Curriculum Study Areas:	English; The Arts; Humanities and Social Sciences
Themes/Topics:	Self and Relationships
Description:	Students explore the advantages and disadvantages of ‘real time’ and virtual relationships and consider the barriers characters face in sharing their authentic ‘selves’.
Resources:	Noah & Saskia Worksheet 4: Virtual relationships: advantages and disadvantages Worksheet 5: Is real more authentic?

### Lesson plan:

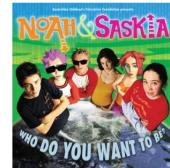
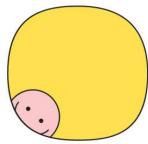
Pedagogical approach: Students’ conceptualising notions of ‘real’, ‘not real’, ‘authentic’, ‘virtual’ and ‘persona’ through role-play, discussion and observation, intertextual referencing.

View episodes 3 and 4 of Noah & Saskia.

Max and Indy are now co-creators of the comic strip and Noah and Saskia are becoming the best of friends via the ideal selves they project in the virtual world, feeling like they know what’s going on in each others’ heads. Except that neither of them are who they are claiming to be – or are they?

As a whole class on a whiteboard, or in groups with students using [Worksheet 4 Virtual Relationships](#), list advantages and disadvantages of ‘real time’ and virtual relationships. For example, advantages might include freedom from immediate peer group pressure and embarrassment; connecting with people from all around the globe; finding people with similar specialised interests; getting a different point of view. Disadvantages might include the inability to ‘physically’ communicate (share laughs, hugs, smiles, etc); being seen as a ‘geek’; the danger of lack of shared community – are they who they claim to be?

Suggest that the issue isn’t simple as of being authentic in ‘real life’ and being ‘fake’ or ‘acting’ in the virtual world. Students use [Worksheet 5 Is Real More Authentic?](#) to explore examples of the characters being ‘real’ and ‘using personas’ in the way they relate to one another. Students share their findings and discuss incentives and barriers characters face in sharing their ‘real selves’.



References to characters using personas include:

- Saskia's invention of Indy – the perfect 'lure'
- Renee's 'agree' and 'ignore' techniques, to be used with guys
- Saskia acting as Ernesto's dress-wearing, love-song-singing, salad-tossing girly-girl
- Eddie pretending to be sick to attract attention

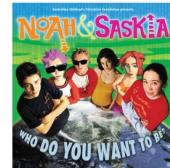
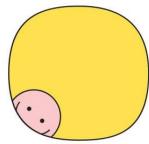
References to characters being authentic include:

- Renee telling Saskia she's got more going for her than any other girl at school because she's not pretending to be something she's not
- Eddie explaining to Noah the reason for faking illnesses
- Noah taking on Max's qualities in the classroom
- Noah admitting he's not Max
- Max and Indy's chat where they agree to answer truthfully ten questions each.



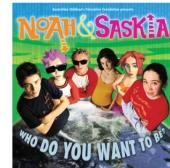
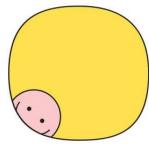
**Unit 1 - Worksheet 4: Noah & Saskia Virtual relationships**

Advantages	Disadvantages



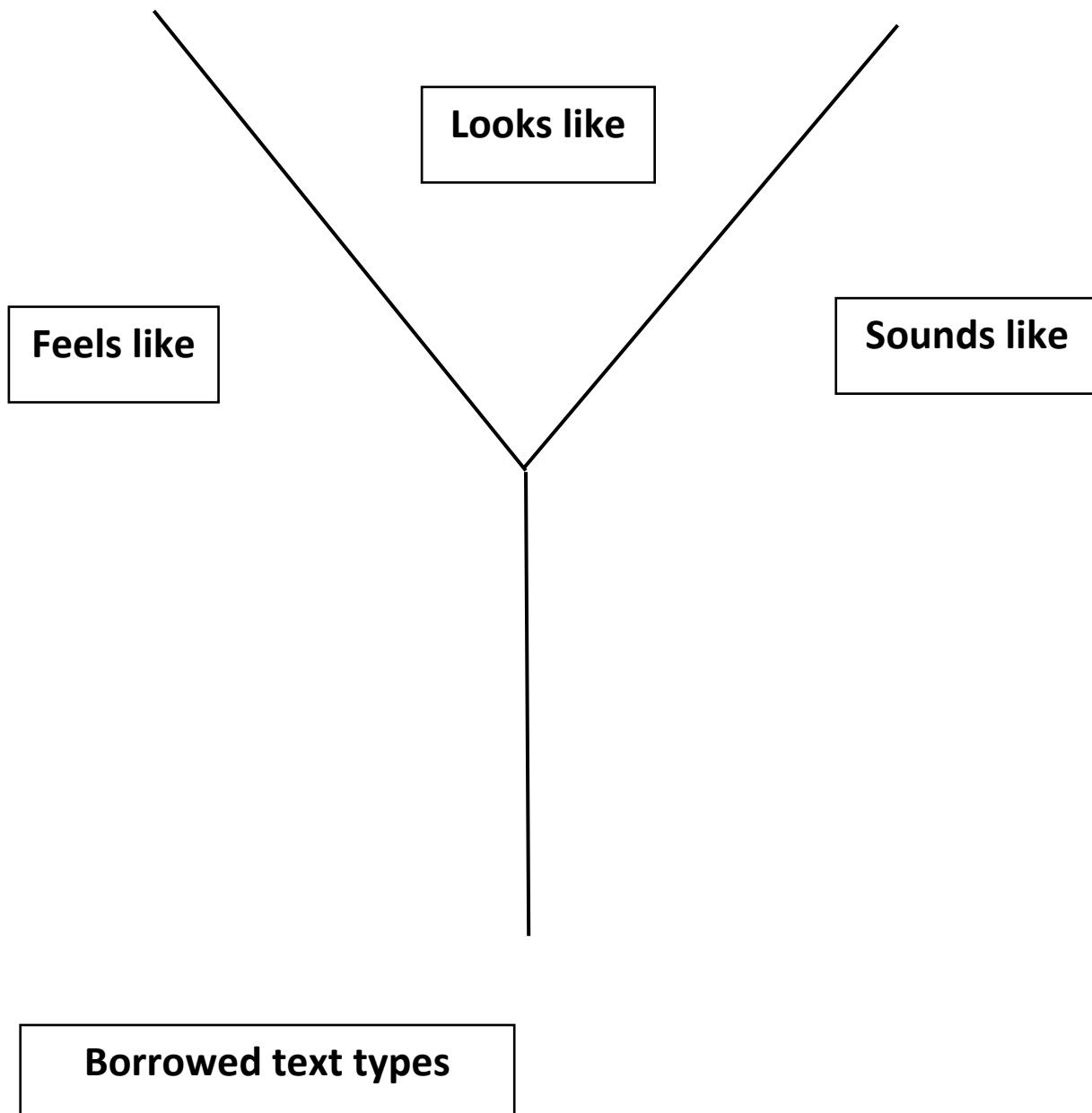
## Unit 1 - Worksheet 5: Noah & Saskia Is 'real' more authentic?

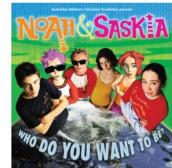
	Saskia	Noah
Saskia		
Noah		
Best friend (Renee/ Clive)		
Parents		
Teacher		

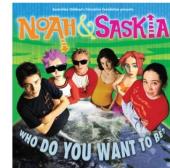
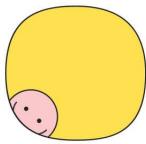


## Unit 1 - Worksheet 8:

### Noah & Saskia Noah/Max and Saskia/Indy Personas







## Whose Point of View?

Program:	Noah & Saskia
Year Level:	Year 5 to Year 9
Curriculum Study Areas:	English; The Arts
Themes/Topics:	Film language; Narrative Structure
Description:	Students explore issues of point of view, both within and behind the scenes of Noah & Saskia.
Resources:	Noah & Saskia Worksheet 7: Whose Point of View?

### Lesson plan:

**Pedagogical approach:** experiencing and analysing multiple points of view

View **episode 12** of Noah & Saskia. Have available episodes **1, 3 and 4** for research.

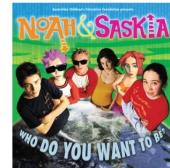
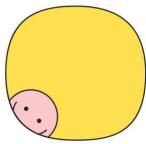
The series abounds with examples of characters' differing points of view and varying interpretations on events, people and decisions. Seeing the world through different sets of eyes takes on quite a literal meaning as Saskia shows what it's like to be inside Renee's, her mother's and Theresa's heads.

Behind the scenes, producers, screenwriters, casting agents and actors all bring differing perspectives and motivations to the practical and creative decisions they make in the production of a series such as this.

Students explore different points of view – both in terms of the characters and the filmmakers – through a simulated research project, the findings of which will be presented to the class in the form of a role play.

Students form pairs for the project. They select a topic from [Worksheet 7 Whose Point of View?](#) and decide on which role each will play. Alternatively they can negotiate a similar task involving some aspect of the development or making of the series.

Once researched, students can share their 'findings' through a role played presentation. Students should be encouraged to find ways to make their presentations engaging and memorable: discuss costuming, hairstyle, personas, gestures, props, etc. These presentations can be filmed and form part of students' digital portfolios. Parents or students from other classes could be encouraged to attend, if appropriate.



## Resources for Research

### The Media Kit

Noah & Saskia script to screen unit on the CD-ROM

### Topic: setting the program in the online environment

The producers wanted to set the action in chat rooms on the Internet, which along with mobile phones, instant messages, web cams, and MP3 are popular technology with the target audience of this series. They use these forms to socialise, download music and create their own animations, photo albums, movies and other stories in a range of forms.

### Topic: alternating episodes

An exploration of why the filmmakers decided to alternate the episodes of the series between Australia and United Kingdom.

### Topic: interrupting the narrative

A discussion of why the screenwriters decided to have Saskia interrupt the narrative to communicate directly with the audience. Possible intentions include: making the characters and story seem more real; enhancing audience identification with Saskia.

(see Noah & Saskia episode 1)

### Topic: using SFX (special effects)

An exploration of the SFX used by filmmakers and their reasons for doing so.

### Topic: camera shots angles and movement

An exploration of the camera shots and angles used by cinematographers.

### Topic: casting of Saskia and Indy

An exploration of why the casting agents might have selected Hannah Greenwood to play Saskia and Maria Papas to play Indy.

### Topic: casting of Noah and Max

An exploration of why the casting agents might have selected Jack Blumenau to play Noah and Cameron Nugent to play Max.

### Topic: playing the role of Max

A discussion of why Cameron Nugent might have decided to play the role of Max.

### Topic: playing the role of Indy

A discussion of why Maria Papas might have decided to play the role of Indy.

### Topic: techniques for getting a guy

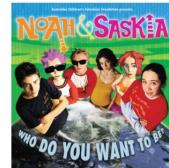
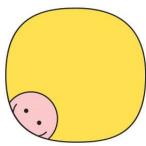
An exploration of Renee's techniques for getting guys.

(see episodes 1 and 3 of Noah & Saskia)

### Topic: techniques for getting a girl

An exploration of Clive's techniques for getting girls.

(see episode 4 of Noah & Saskia)



## Unit 1 - Worksheet 7: Noah & Saskia

### Noah & Saskia Research topics

#### **Topic: setting the program in the online environment**

Interviewer: The filmmakers decided to make online chat environments on the Internet the place to set much of the action for the series. Prepare a set of questions to find what out their purposes were for using this technique.

Producer/s: Imagine you are one of the producers and you are going to be interviewed regarding your decision to make online chat environments on the Internet the place to set much of the action for the series. Imagine you are a journalist who is to interview them on this topic. Prepare for your interview.

#### **Topic: alternating episodes**

Interviewer: The filmmakers decided to alternate the episodes of the series between Australia and United Kingdom. Imagine you are a journalist who is to interview them on this topic. Prepare a set of questions to find out their purposes for using this technique.

Filmmaker: Imagine you are one of the filmmakers and you are going to be interviewed regarding your decision to alternate the episodes of the series between Australia and United Kingdom. Prepare for your interview.

#### **Topic: interrupting the narrative**

Interviewer: The screenwriters decided to have Saskia interrupt the narrative to communicate directly with the audience. Imagine you are a journalist who is to interview them on this topic. Prepare a set of questions to find out their purposes for using this technique.

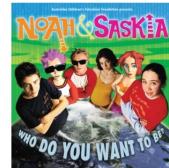
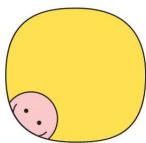
Screenwriter: Imagine you are one of the screenwriters and you are going to be interviewed regarding your decision to have Saskia interrupt the narrative to communicate directly with the audience. Prepare for your interview.

#### **Topic: using SFX**

Interviewer: The filmmakers decided to use a range of special effects to enhance the action in the series. Imagine you are a journalist who is to interview them on this topic. Prepare a set of questions to find out about the techniques they used and their reasons for doing so.

Filmmaker:

Imagine you were in charge of special effects and you are going to be interviewed regarding your decision to use particular techniques. Prepare for your interview.



## **Topic: camera shots, angles and movement**

**Interviewer:** The filmmakers decided to use a range of camera shots, angles and movement to enhance the action in the series. Imagine you are a journalist who is to interview them on this topic. Prepare a set of questions to find out about the techniques they used and their reasons for doing so.

**Filmmaker:** Imagine were in charge of cinematography and you are going to be interviewed regarding your decision to use camera shots, angles and movement. Prepare for your interview.

## **Topic: casting of Saskia and Indy**

**Interviewer:** The casting agents decided to cast Hannah Greenwood as Saskia and Maria Papas as Indy. Imagine you are a journalist who is to interview them on this decision.

Prepare a set of questions to find out their purposes for making this decision.  
**Casting agent:** Imagine you are one of the casting agents and you are going to be interviewed regarding your decision cast Hannah Greenwood as Saskia and Maria Papas as Indy. Prepare for your interview.

## **Topic: casting of Noah and Max**

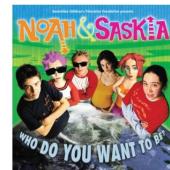
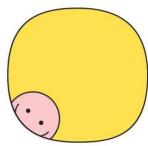
**Interviewer:** The casting agents decided to cast Jack Blumenau as Noah and Cameron Nugent as Max. Imagine you are a journalist who is to interview them on these decisions.

Prepare a set of questions to find out about their reasons for this casting.  
**Casting agent:** Imagine you are one of the casting agents and you are going to be interviewed regarding your decision cast Blumenau as Noah and Cameron Nugent as Max. Prepare for your interview.

## **Topic: playing the role of Max**

**Interviewer:** Cameron Nugent decided to play the role of Max. Imagine you are a journalist who is to interview him on this topic. Prepare a set of questions to find out his reasons for accepting the role.

**Actor:** Imagine you are Cameron Nugent who played the role of Max and you are going to be interviewed regarding your decision to accept this role. Prepare for your interview.



### **Topic: playing the role of Indy**

Interviewer: Maria Papas decided to play the role of Indy. Imagine you are a journalist who is to interview her on this topic. Prepare a set of questions to find out her reasons for accepting the role.

Actor: Imagine you are Maria Papas who played the role of Indy and you are going to be interviewed regarding your decision to accept this role. Prepare for your interview.

### **Topic: techniques for getting a guy**

Interviewer: Renee has a range of techniques for getting guys. Imagine you are a journalist who is to interview her on this topic. Prepare a set of questions to find out about her techniques.

Actor: Imagine you are Renee, Saskia's friend and you are going to be interviewed regarding techniques for getting guys. Prepare for your interview.

### **Topic: techniques for getting a girl**

Interviewer: Clive has a range of techniques for getting girls. Imagine you are a journalist who is to interview him on this topic. Prepare a set of questions to find out about his techniques.

Actor: Imagine you are Clive, Noah's friend and you are going to be interviewed regarding techniques for getting girls. Prepare for your interview.