



LESSON PLANS



Serpell Primary School
Grade 6

"Noah and Saskia"

Program – Noah and Saskia
Lesson Number 1 – Prior to viewing
Lesson Outline – Activate students’ prior knowledge/experience

VELS

Listening, Viewing and Responding

3.75 - Show interest in and exploration of interpretations that differ from their own

4.0 - Explain why peers may develop alternative interpretations

Reading

4.0 - Describe how texts are constructed for particular purposes, and identify how sociocultural values, attitudes and beliefs are presented in texts

<p>Intro</p>	<p>Introduce DVD of ‘Noah and Saskia’.</p> <p>Explain that we will be using this as a text to explore viewing and its many facets.</p> <p>Students predict what they think the program will be about and suggest ideas for characters.</p>
<p>Core Activity</p>	<p><u>Discussion</u></p> <ul style="list-style-type: none"> - What does ICT stand for? - What are different types of ICT? - What forms of ICT do you use the most? <p><u>Activity</u></p> <p>In groups, ask students to use worksheet provided, ‘Information and Communications Technology’ to draw on their own experience:</p> <ul style="list-style-type: none"> • 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 in the second column (E.g. the audience for emailing could be children, teenagers and adults and the purpose is to keep in touch/communicate). • Explore attitudes/stereotypes towards different ICT users (the geek; the ‘prettying up with PowerPoint’ type; data entry as the new typing pool; SMS thumb tribes, etc) in the third column.
<p>Follow Up</p>	<p>Conduct a whole class discussion, uncovering students’ knowledge of and attitudes towards ICT, its uses and users. Encourage students to substantiate their responses.</p>

Noah and Saskia – Lesson 1
Information and Communications Technology

ICT (types of ICT used)	Audience/Purpose	Attitudes/Stereotypes

Serpell Primary School
Grade 6

"Noah and Saskia"

Program: Noah and Saskia
Lesson No.: 2 – Episode 1
Lesson Outline: Conceptualising Character Construction

VELS

Reading

4.25 - Explanations of how authors of print and multimodal texts use a variety of techniques to engage audiences

4.5 - Discussion and exploration of ideas and issues presented in a wide range of texts

Speaking and Listening

4.0 - Identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner

4.0 - Identify the main idea and supporting details

Listening, Viewing and Responding

4.25 - Understanding of how graphics and illustrations support meaning

<p>Intro</p>	<p>Inform students that we will be watching the first episode of Noah and Saskia.</p> <p>Get students to take notes on different aspects of the characters including (appearance, interests, physical attributes, use of colour, voice tone, catchphrases, different representations)</p>
<p>Core Activity</p>	<p>Watch episode 1</p> <p><u>Discussion</u></p> <ul style="list-style-type: none"> - What's the main idea in this episode? - What are some of the minor things happening? - What are some characteristics of Saskia? - What are some characteristics of Renee? - What are some characteristics of Noah? - Explain the three different versions of Noah and Saskia and how they relate to each other. For example: Saskia Saskia's avatar Indy (who she wants to be) Max (how Saskia thinks he would look) and so on - What causes Saskia to change her opinion about Max when they meet for the second time in Web Weave? <p><u>Discuss the theme song:</u></p> <p>"Show me that you know me, that you see me, that you see who I want to be".</p> <p>What do you think it means?</p> <p>Do you show aspects of yourself to some people in your lives and not others?</p> <p><u>Background Information</u></p> <p>Some characters are developed using stereotypes. Stereotypes are characters developed to show a general personality or type of person. Usually there is not</p>

	<p>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).</p> <p>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, Saskia's mother, Max and Indie. Also consider the means employed by the filmmakers to create these characteristics (gestures, facial expressions, ways of dressing, attitudes, sound effects, music, voice tone, etc).</p> <p>Activity Students use worksheet, 'Character Signatures' to explore a number of characters and how they are represented in terms of their habits, interests, catchphrases, clothing, stance, gestures, colours, physical attributes, music, tone, avatar or other representation.</p>
Follow Up	<p>Allow students time to share their work and discuss the different stereotypes introduced so far.</p> <p>Are there any stereotypes missing?</p>

Noah and Saskia – Lesson 2
Character Signatures

	Character:	Character	Character:
Appearance			

(clothing/stance/ gestures)			
Habits/Interests			
Visual Signatures (use of colour/ physical attributes)			
Audio Signature (music, sound effects, voice tone)			
Catchphrases			
Avatar or other representation			

Serpell Primary School
Grade 6

"Noah and Saskia"

Program: Noah and Saskia

Lesson No.: 3 – Episode 2

Lesson Outline: Compare and Contrast Character Traits

VELS

Listening, Viewing and Responding

4.0 - Describe the purpose of a range of communication strategies, including non-verbal strategies (avatars)

4.25 - Understanding of how graphics and illustrations support meaning

Speaking and Listening

4.0 - Identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner

4.0 - Identify the main idea and supporting details

Reading

4.0 Analyse characterisation

Intro	<p>Inform students that we will be watching the second episode of Noah and Saskia.</p> <p>Get students to take notes on similarities and differences between Noah and Saskia and characteristics of any new characters we meet.</p>
Core Activity	<p>Watch episode 2</p> <p><u>Discussion</u></p> <ul style="list-style-type: none">- What is the main idea presented in this episode?- What are some minor ideas?- Noah and Saskia question whether they are ‘geeks’ because they chat so often, what is your opinion?- What new stereotypes do Phil (Noah’s brother) and Noah’s father fit into?- How is Noah’s comic similar to his life?- Despite Noah’s attempts to be really bad at soccer, his father is very encouraging of him and makes negative comments to Phil. Why do you think he does this?- Discuss characteristics of new characters introduced in this episode. <p><u>Activity</u></p> <p>Identify:</p> <ul style="list-style-type: none">- characteristics specific to Noah- characteristics specific to Saskia- characteristics shared between Noah and Saskia <p>Using a Venn Diagram (A3 size), students list characteristics specific to each character and those they share.</p> <p><u>Avatar</u></p> <p>Conduct a group discussion about the Avatars used by Noah and Saskia.</p> <ul style="list-style-type: none">- Why do they construct an avatar that looks nothing like them?- Do their avatars possess the same characteristics as Noah and Saskia?

	Students can begin a rough copy drawing of their own avatar.
Follow Up	Students share Venn Diagrams, allowing time for other students to add ideas they don't already have written down. Students share rough copies of Avatars, or what they plan to do and reasons for choices made.

Serpell Primary School
Grade 6

"Noah and Saskia"

Program: Noah and Saskia

Lesson No.: 4 – Episode 3

Lesson Outline: Conceptualising notions of ‘real’, ‘not real’, ‘authentic’, ‘virtual’ and ‘persona’

VELS

Listening, Viewing and Responding

4.0 - They describe the purpose of a range of communication strategies, including non-verbal strategies (avatars)

4.5 - Speculation about reasons for different interpretations of ideas and information presented in a variety of forms

4.25 - Understanding of how graphics and illustrations support meaning

Speaking and Listening

4.0 - Identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner

4.0 - Identify the main idea and supporting details

Reading

4.75 - Critical evaluation of information presented in print and multimodal texts

Intro	Discuss the purpose of avatars introduced in the previous lesson. Have student takes notes on how Noah and Saskia interact in Web Weave; what are the positives and negatives of virtual chat rooms?
Core Activity	<p><u>Discussion</u></p> <ul style="list-style-type: none">- What is the main idea presented in this episode?- Renee is quite negative about the friendship between Saskia and Max, why do you think she reacts this way?- Why do you think Saskia is worried that Max won't like her music in the future? <p><u>Activity</u></p> <p>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?</p> <p>As a whole class on a whiteboard, or in groups with students using the worksheet provided 'Virtual Relationships', list advantages and disadvantages of 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?</p> <p>Students can continue with their Avatar drafts/good copy when finished.</p>

Follow Up	Students share their lists (if done in small groups) to make one class list. Discuss ideas presented and whether or not they think chatting in the virtual world is beneficial/safe, how it could be made safer, and discuss students' prior experiences in this setting.
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Noah and Saskia - Lesson 4 - Virtual Relationships

Advantages	Disadvantages
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Serpell Primary School
Grade 6

"Noah and Saskia"

Program: Noah and Saskia

Lesson No.: 5 – Episode 4

Lesson Outline: Conceptualising notions of 'real', 'not real', 'authentic', 'virtual' and 'persona'

VELS

Listening, Viewing and Responding

4.5 - Speculation about reasons for different interpretations of ideas and information presented in a variety of forms

4.25 - Understanding of how graphics and illustrations support meaning

Speaking and Listening

4.0 - Identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner

4.0 - Identify the main idea and supporting details

Reading

4.75 - Critical evaluation of information presented in print and multimodal texts

Intro	While students are watching episode 4, get them to take notes on how the characters interact with each other in real life. Are they always 'real'? Do they use 'personas'?
Core Activity	<p><u>Discussion</u></p> <ul style="list-style-type: none">- What is the main idea presented in this episode?- What are some other supporting ideas?- Clive says that Internet friends are not real friends, discuss this statement.- Why are Noah's parents concerned about him chatting on the Internet?- Why do you think Noah is a little shocked when he hears Indy lives in Australia?- Why do you think Max says they can only ever be friends? <p><u>Activity</u></p> <p>Suggest that the issue of virtual relationships isn't as simple as being authentic in 'real life' and being 'fake' or 'acting' in the virtual world. Discuss this concept. Can people be 'fake' in real life?</p> <p>Students use worksheet – 'Is Real More Authentic?' to explore examples of the characters being 'real' and 'using personas' in the way they relate to one another.</p> <p>In the second column, students identify situations when Saskia has been authentic and when she has been using personas ('fake') with each of the characters listed in the first column. Repeat this in the third column with Noah. Encourage students to think of examples from all of the episodes they have viewed so far.</p>

	<p>The examples below are found throughout the whole series, and may not have been viewed yet.</p> <p>References to characters using personas include (throughout whole series) :</p> <ul style="list-style-type: none"> • 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 <p>References to characters being authentic include (throughout whole series):</p> <ul style="list-style-type: none"> • 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.
<p>Follow Up</p>	<p>Students share their findings and discuss incentives and barriers characters face in sharing their ‘real selves’.</p>

Noah and Saskia – Lesson 5
Is ‘real’ more authentic?

	Saskia	Noah
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Indy		
Max		
Best Friend (Renee/ Clive)		
Parent(s)		
Teacher		

Serpell Primary School
Grade 6

"Noah and Saskia"

Program: Noah and Saskia

Lesson No.: 6 – Episodes 5 & 6

Lesson Outline: Identify aspects of positive and negative relationships

VELS

Interpersonal Development - Building social relationships

4.0 - Students learn about and practice the social conventions, which underpin relationships

4.0 - Develop strategies for understanding, managing and resolving conflict

ICT for Visual Thinking

4.0 Students use ICT tools and techniques that support the organization and analysis of concepts, issues and ideas that allow relationships to be identified and inferences drawn from them

Speaking and Listening

4.0 - Identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner

4.0 - Identify the main idea and supporting details

Intro	Whilst viewing episodes 5 and 6 students take notes and write appropriate quotes that demonstrate aspects of positive or negative relationships.
Core Activity	<p><u>Discussion</u></p> <ul style="list-style-type: none">- What are the main ideas presented in these episodes?- Max refers to Renee as a 'try hard', what do you think this means?- 'It only matters what is on the inside' – discuss.- Why doesn't Saskia want to go to school on casual day?- Do you think Noah and Max are similar or different? Provide reasons.- Saskia questions why she made Indy, for Max or for herself, do you think it is a good idea to be 'fake' so you can make someone else like you?- What do you think makes Saskia be nice to Clare and Stemple?- Eddie invents allergies so he can 'fit in'. What are some more positive things he could do to fit in?- Why wasn't Noah terribly upset that Eddie ruined his comic? <p><u>Activity</u></p> <p>Students share examples from the text that demonstrate positive and negative aspects of friendship.</p> <p>Suggestions -</p> <p><i>Positive examples:</i></p> <ul style="list-style-type: none">- Renee comforting Saskia over her confusion about Max- Max and Indy being honest with each other- Saskia's mother making her feel better about things with Max- Renee and other girls having lunch with Stemple

	<ul style="list-style-type: none"> - Max giving Indy the access codes <p><i>Negative examples:</i></p> <ul style="list-style-type: none"> - Saskia insulting clothes selection - Max and Indy being dishonest with each other - Renee ignoring and hiding from Stemple - Noah's dad and brother (Phil) hiding from Eddie (cousin) - Noah ignoring Eddie - Eddie lying about allergies - Eddie secretly accessing the website <p>Students brainstorm, in small groups, the characteristics of a 'good friend'. They share experiences which demonstrate the qualities of a good friend.</p> <p>In their groups, students construct a PMI (Plus, Minus, Interesting) chart about friendships on poster paper.</p> <p>If time and computer availability permits, (perhaps as part of a Learning Centre) get students to present their PMI chart using Microsoft Word. The chart can be decorated using Clipart, images and photos.</p>
<p>Follow Up</p>	<p>Groups can share their findings and develop role-plays demonstrating situations of positive relationships.</p>

"Noah and Saskia"

Program: Noah and Saskia

Lesson No.: 7 – Episode 7

Lesson Outline: Exploring concepts of honesty and trustworthiness

VELS

Interpersonal Relationships - Building social relationships

4.0 - Students learn about and practice the social conventions, which underpin relationships

4.0 - Develop strategies for understanding, managing and resolving conflict

Writing

4.0 - Produce, in print and electronic forms, a variety of texts for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing

4.75 - Strategic use of headings, subheadings, graphics, photographs and art work to support the meaning of the text

Speaking and Listening

4.0 - Identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner

4.0 - Identify the main idea and supporting details

Intro	While students watch episode 7, have them take notes on the events that occur in this episode and how the relationships alter.
Core Activity	<p>In this episode, Renee goes behind Saskia's back in order to get Max to stop putting pressure on her.</p> <p><u>Discussion</u></p> <ul style="list-style-type: none">- What is the main idea presented in this episode?- Did Renee do the wrong thing?- Was Saskia's reaction too nice?- Do you think Renee should have told Saskia the truth?- Do you think Max did the wrong thing?- What would you have done if you were Saskia? <p><u>Activity</u></p> <p>What feelings between the two girls are conveyed in the school ground stand off shot?</p> <p>Draw a real or virtual impression of this scene, adding speech to indicate what you imagine the girls would say to each other in this situation.</p>
Follow Up	Allow students time to share their impressions and explain reasons behind the text selected.

Serpell Primary School
Grade 6

"Noah and Saskia"

Program: Noah and Saskia

Lesson No.: 8 – Episode 8

Lesson Outline: Discuss issues related to being a 'real man'

VELS

Reading

4.0 - Analyse imagery and characterisation. Draw on knowledge of text organization to present information. Use visual images to present feelings. Orally present point of view and emphasise meaning.

5.0 - Infer meanings and messages in texts, present challenging themes and issues. Edit text for clarity. Express creative and analytical responses to texts, themes and issues.

4.0 Analyse characterisation

Speaking and Listening

4.0 - Identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner

4.0 - Identify the main idea and supporting details

Intro	Whilst viewing episode 8, take notes on central themes of the episode and identify the ways different family members respond to situations.
Core Activity	<p><u>Discussion</u></p> <ul style="list-style-type: none"> - What are the main ideas presented in this episode? - Explain how the comic relates to the current events. - Why do you think Noah missed Indy so much? - What makes a real man? - What are the issues surrounding this and how might different backgrounds affect your representation of this? <p><u>Activity</u></p> <p>Independently, or with a partner, students draw (on A3 paper) a picture of what an 'ideal man' would look like.</p> <p>Students annotate their visual representation with words or short phrases that describe characteristics an 'idea man' would possess (E.g. intelligent, caring). Students should focus on writing characteristics that cannot be seen in their visual representation.</p>
Follow Up	<p>Students share visual representations and characteristics.</p> <p>Discuss which characteristics are most important and why.</p> <p>Identify which male characters in the series possess these characteristics.</p>

"Noah and Saskia"

Program: Noah and Saskia

Lesson No.: 9 – Episode 9

Lesson Outline: Analysing intertextual references

VELS

Listening, Viewing and Responding

4.25 - Understanding of how graphics and illustrations support meaning

5.0 - Interpret complex information and evaluate the effectiveness of its presentation

5.0 - Consider own and others' points of view and apply prior knowledge to new situations

Reading

4.75 - Comparison of how information and ideas are presented in a variety of ways in different texts

Speaking and Listening

4.0 - Identify the main idea and supporting details

Intro	Discuss and explain the concept of intertextuality. As students view episode 9, have them take notes on 'intertextuality' (audio and visual aspects from other texts, and feelings associated with other texts).
Core Activity	<p><u>Discussion</u></p> <ul style="list-style-type: none">- What is the main idea presented in this episode?- How does Saskia manage to convince Benny to join the band?- Max and Indy's interactions are restricted to words on a page, without tone of voice and actions. Is this good or bad? Discuss.- In the comic, Indy leaves to go on a plane without Noah. How does this represent how Noah is feeling about Indy in real life?- Why doesn't Saskia tell Max the truth about Ernesto? <p><u>Activity</u></p> <p>The filmmakers draw on a range of sources and traditions in creating the 'texts' in the series.</p> <p>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.</p> <p>Use the following prompts to support students' investigation of the traditions the writers/directors have 'borrowed' and their origins.</p> <p>Ask students to work in pairs using worksheet – 'Analysing Intertextual References', to analyse a scene from the episode:</p> <ul style="list-style-type: none">• What visuals (images, icons, characters, props, settings, SFX, etc) do you

	<p>recognise from other texts?</p> <ul style="list-style-type: none">• 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? <p>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. Visit www.abc.net.au/noahandsaskia for online examples.</p>
Follow Up	Students share the intertextual references they have identified and discuss other instances of intertextuality in books, films, websites, etc.

Serpell Primary School

Scene selected:

"Noah and Saskia"

Program: Noah and Saskia

Lesson No.: 10 – Episodes 10 and 11

Lesson Outline: Analysing characters' traits and motivations

VELS

Listening, Viewing and Responding

4.25 - Understanding of how graphics and illustrations support meaning

Writing

4.0 - Produce, in print and electronic forms, a variety of texts for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing

Speaking and Listening

4.0 - Identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner

4.0 - Identify the main idea and supporting details

Reading

4.5 - Discussion and exploration of ideas and issues presented in a wide range of texts

Intro	As students view episodes 10 and 11, have them take notes on how the relationships are changing between Max and Indy as well as Noah and Saskia and their friends.
Core Activity	<p>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.</p> <p><u>Discussion</u></p> <p>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.</p> <p>Also, discuss the filmmakers' use of techniques to develop the avatars into the 'imagined' characters, Max and Indy.</p> <p><u>Activity</u></p> <p>Have students use a Venn diagram 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:</p>

	<ul style="list-style-type: none"> • 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
Follow Up	<p>Allow students time to share their Venn diagrams, adding to their own when necessary.</p> <p>Discuss ideas mentioned and reasons why Noah and Saskia are behaving more like their avatars.</p>

"Noah and Saskia"

Program: Noah and Saskia

Lesson No.: 11- Episode 12

Lesson Outline: Experiencing and analysing multiple points of view

VELS

Reading

4.25 - Identification and explanations of different interpretations of texts

4.5 - Explanations about how a text can be interpreted from a variety of perspectives

Listening, Viewing and Responding

4.0 - Explain why peers may develop alternative interpretations

4.5 - Speculation about reasons for different interpretations of ideas and information presented in a variety of forms

Speaking and Listening

4.0 - Plan, rehearse and make presentations for different purposes

4.0 - Identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner

4.0 - Identify the main idea and supporting details

Intro	<p>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.</p> <p>As students watch episode 12, have them take notes on different perspectives presented by all the characters.</p>
Core Activity	<p><u>Discussion</u></p> <ul style="list-style-type: none">- What is the main idea presented in this episode?- Noah is acting out of character, what are some behaviours that demonstrate this?- How does Noah break up the potential fight involving Clive?- Eddie, Clive and Phil are all concerned about Noah, what do they do to help him? <p>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.</p> <p><u>Activity</u></p> <p>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.</p> <p>Students form pairs for the project. They select a topic from the list provided -</p>

	<p>'Noah and Saskia Research Topics' 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.</p> <p>Once researched, students can share their 'findings' through a role play 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.</p> <p>Resources for Research</p> <p>The Media Kit</p> <ul style="list-style-type: none"> • The making of Noah and Saskia section on the ABC's Noah & Saskia website. • Live Action Kit <p>Noah & Saskia script to screen unit on the CD ROM</p>
<p>Follow Up</p>	<p>Students present role plays to the class.</p> <p>Seek comments on the point of views presented.</p> <p>Watch the last episode (13) and see how it all ends!</p>

Noah and 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.



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