

HARDBALL

TEACHING TOOLKIT



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ABOUT THE SERIES

Hardball is a fresh, fish-out-of-water comedy. When Mikey moves from New Zealand to Western Sydney, he finds himself in the thick of the ultra-competitive schoolyard game of handball. After saving a kid on the playground from a wayward ball and finding he has the most powerful strike in the world, Mikey is befriended by Jerry and Salwa, who join forces to train him to become a handball weapon of precision and skill. Their goal is to topple resident king of the court, Tiffany, and take home the western suburbs crown – if only he could make the ball land in the right suburb! A series with lots of heart and humour, can Mikey go from zero to hero, in the quest to be the best in the west?

USING THIS RESOURCE

Set across the backdrop of colourful Western Sydney, *Hardball* traverses the highs and lows of pre-teen life. Themes of family, multiculturalism, and resilience – along with ethical dilemmas, Jerry's healthy respect for mathematics, and the problematic use of ICT by almost everyone – make *Hardball* the perfect children's series to explore the General Capabilities through.

General Capabilities in the Australian Curriculum encompass the knowledge, skills, behaviours and dispositions that children will need to live and work successfully in the decades to come. The seven capabilities outlined in the curriculum are Literacy, Numeracy, ICT Capability, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding, and Intercultural Understanding.

The *Hardball* Teaching Toolkit outlines three learning tasks for each of the General Capabilities, all aimed at Years 3-6 students. All tasks also align with content in the Australian Curriculum: English. While not an exhaustive list, these learning tasks serve to illustrate the many ways that this engaging series can be used in the primary classroom.



EPISODE ONE

ACROSS THE DITCH

When Mikey's daddy scores a rugby league contract, he upends their lives in New Zealand, plonking them in Western Sydney. Mikey starts at his new school mid-term and at lunchtime on day one, discovers handball.



EPISODE TWO

SORRY SALWA

Tiff loses a handball battle to Salwa, so she uploads an embarrassing video of Ms. Crapper dancing - and frames Salwa. Salwa is banned from handball at school: Mikey isn't sure about going back-up for Salwa in the tournament.



EPISODE THREE

HOWIE THE HANDBALL HERO

Bullfrogs footy stars visit school and Daddy is their new recruit. A badly aimed handball from Salwa gets her banned from SASI-WESTS-HAT when Ms. Crapper gets sauced, literally. Jerry's Maori legend lie gets Mikey on board.



EPISODE FOUR

IMPOSSIBLE MISSION

Handball training reveals Mikey's epic power, but that his aim needs serious work. Jerry and Salwa join forces to coach him. The trio try to pin the video recording to Tiffany by finding her phone in lost property.

EPISODE FIVE

TOO MANY COOKS

Jerry and Salwa lock horns training Mikey. Daddy has his footy debut. Ms. Crapper is in full Bullfrog regalia, Tiff's there with her dads. Daddy misses an important tackle and Mikey cheers him up with some wise words.

EPISODE SIX

BATTLE OF BLOCK STREET

It's handball tournament day and Mikey, Salwa and Jerry perform an awesome rap in team outfits Jerry has made. The Battle of Block Street is epic, and three players are chosen to represent the school at SASI-WESTS-HAT.

EPISODE SEVEN

RUSH HOUR

Auntie gets stuck in traffic at a suburban Lebanese wedding - just when Mikey needs her help so he can register for SASI-WESTS-HAT in person. An epic mission to find her is like being lost in the desert.

EPISODE EIGHT

THE GIRL WITH THE HANDBALL HOODIE

Mikey, Jerry and Salwa head to the beach on the weekend in search of the elusive handball oracle, Z-Pop. They embark on a journey that sees Mikey forced to play the leader of a secret handball society.





EPISODE NINE

THE ODD COUPLE

A failed trial of digital locks on the doors at school results in the longest 29 minutes ever. Everyone is locked in their rooms, Ms. Crapper included. Mikey and Tiff any realise they are not so different after all.



EPISODE TEN

GARY GARRISON

Mikey, Tiff and Salwa are invited to a workshop by world handball champion Gary Garrison. It's at Tiffany's posh old school and when Mikey tries to save her from a missile-like handball, Gary's trophy is in the firing line and so is the reputation of Mikey's school.



EPISODE ELEVEN

A FEW GOOD BROS

Ms. Crapper is furious Mikey brought the school into disrepute and bans him from SASI-WESTS-HAT. Mikey's ban goes to kid-court when Salwa discovers only the kids can decide on his suspension. Mikey learns the truth about Jerry's made-up legend, Howie.



EPISODE TWELVE

VOLBROM

Mikey feels betrayed by Jerry and Salwa, so tries to stay out of their way. Salwa confronts him and says Howie was a good lie, because it made him believe in himself. He's ready to quit SASI-WESTS-HAT.



EPISODE THIRTEEN

HARDBALL TEACHING TOOLKIT

SASI-WESTS-HAT

It's the day of SASI-WESTS-HAT. Everyone's there. Mikey feels a little overawed, so Jerry encourages him by drawing a question mark on his arm: it's Mikey's 'Why'. Who will take out the trophy and be crowned Best in the West?



LEARNING TASKS

LITERACY

Task 1: Interpret and analyse learning area texts

Clip: Episode 7, 07:31 – 09:26

When the bus timetable doesn't work in their favour, Mikey, Salwa and Jerry must make their own way to Auntie. The combined visual and audio elements in this sequence convey the arduous nature of their journey through the suburbs of western Sydney.

Watch the above clip as a class and ask students for their initial impressions of the characters' journey. How did the characters feel? How does the audience know this? Have students prepare a T-chart with the headings 'visual' and 'audio'. Explain that the class will view this clip two more times, looking for specific aspects of the text that helped to convey meaning.

Play the clip again, asking students to note down any visual aspects that help them to understand how the characters feel. This might include facial expressions, actions, framing, and visual effects. Repeat this exercise with a focus on the audio in the scene. Students might record dialogue, music, and sound effects on this occasion. Have the class share their work and facilitate a discussion about the different ways we make meaning from visual texts

Task 2: Use language to interact with others

Clip: Episode 4, 13:02 – 13:18

Angling for permission to leave the classroom, Salwa tells Ms. Crapper that she left her book in the quad. When her implied request is denied, Salwa cheekily retorts, 'But it's reading time; what am I meant to read?' The brevity of Ms. Crapper's response suggests that she and Salwa have discussed conversational tone many times before.

As a class, discuss the meaning of Ms. Crapper's one-word reprimand. How does the language and tone we use at school differ from the language we use with friends and families? Drawing on what they know about Salwa's home life and interests, can students suggest other contexts that would require her to use more formal language?

Task 3: Using knowledge of text structures

Clip: Episode 3, 14:48 – 18:26

Daddy tells Mikey's class that his culture helps him to be resilient during tough times. When he feels like giving up, recalling the mythological hero Māui reminds Daddy to 'kia kaha': be strong.

Capitalising on the importance of Māui to the Mahaki family, Jerry innovates on this legend, aiming to motivate Mikey for competitive handball. He incorporates aspects of Māui's story, such as his large fishhook, when crafting the story of Howie the Handball Hero.

In a class discussion, examine legends as a text type. Do students know of any legends? What do these narratives have in common? For example, legends are set in a historical time and place and they feature humans as the main characters. The class could conduct further research into legends in the school library.

As an extension task, students could innovate on an interesting legend – much like Jerry did. Have students select a legend and creatively build on the story, incorporating the characters, settings or events in a new way. For example, they may choose to set the story in today's world, change the narrative point of view, change plot details, or write a sequel.



NUMERACY

Task 1: Use money

Clip: Episode 5, 13:06 – 14:20

Mikey is shocked by the extortionate cost of lunch at the league match: \$48 for two pies, a pastie and some chips. Ask students if these prices seem realistic, or if they have been exaggerated for comedic effect. Have they personally been shocked by the price of food before? What was the context?

In pairs, ask students to create a more affordable – yet realistic – menu for this shop, including vegetarian options and prices for each item. They could check how realistic their pricing is by referring to the school canteen menu or another source online.

If ordering from this new menu, what could Mikey buy for himself, Salwa and Jerry with his \$20 note? How much change would he receive? After some discussion, have students share their work with another pair.



Task 2: Estimate and measure with metric units

Clip: Episode 2, 09:46 – 11:12

When Ms. Crapper asks Grade 5B about real-life applications for surface area knowledge, Jerry presents an 'Exploration into shorter handball lines'. He explains that halving the surface area of each square on the handball court would create eight spaces instead of four, resulting in reduced wait times and enabling more children to play.

Working in groups, ask students to apply measurement knowledge to make a hypothetical improvement at their own school. For example, they may choose to increase the perimeter of the playground or the height of a climbing wall. Students may need to take current measurements of the relevant school ground items to complete this task. Ask groups to share their completed scenarios with the class through a brief presentation.

Task 3: Interpret chance events

Clip: Episode 13, 19:21 – 21:00

In the final *Hardball* episode, Mikey defeats Tiffany at the SASI-WESTS-HAT tournament and celebrates his victory with family and friends. The series closes with Tiffany inviting Mikey to compete in a nearby doubles handball tournament with her.

Write the following statements on slips of paper:

- Tiffany and Mikey will compete in the doubles tournament together
- Tiffany and Beatrice will compete in the doubles tournament together
- Mikey and Daddy will return to New Zealand
- Jerry will share statistical information with others
- Salwa and Tiffany will argue
- Mikey will lose interest in handball.

In a class discussion about chance, consider the likelihood of the above scenarios in a hypothetical second *Hardball* series. Draw a probability line on the board, labelling it with either fractions, percentages, or chance language (such as impossible, unlikely, even chance, likely, and certain). Have students place these statements on the line, from least likely to occur to most likely to occur. Discuss with students what prior knowledge they drew on to reach their conclusions. Then ask students to write their own chance statements and add these to the line.

ICT CAPABILITY

Task 1: Ethical use of ICT

Clip: Episode 2, 07:50 – 14:25

The audience sees a range of ICT tools being used in *Hardball* – some more morally than others. Play the above clip, asking the class to identify examples of socially and ethically problematic ICT use as they watch. These include: Tiffany filming Ms. Crapper without her consent; Tiffany logging into Salwa's social networking account; Tiffany secretly posting content from Salwa's account; and Tiffany posting the embarrassing video of Ms. Crapper without her consent.

After discussing these examples, divide the class into four small groups for a quick jigsaw task. Allocate one of the following discussion points to each group:

- What were Tiffany's motivations for sharing the video, and what were the consequences?
- How can someone's reputation be affected by photos or video shared online?
- What are some sensible questions to ask yourself before sharing information about someone else online?
- How can people protect their privacy and reputation – and that of others – online?

Allow five minutes for group discussion, then have students share their thoughts with the wider class. These ideas could be documented in a class book about the safe and ethical use of ICT.

Task 2: Impacts of ICT in society

Clip: Episode 2, 11:13 – 12:30

Mobile phone use is ubiquitous among students at Block Street Primary School. This has positive and negative impacts on the students' school and home lives.

Recently announced mobile phone bans in New South Wales and Victoria mean that public primary students in these states will have a vastly different experience of ICT use at school. In small groups, ask students to conduct online research into the mobile phone bans for Australian schools. Have groups then share their findings with the wider class, including arguments for both sides of the issue.

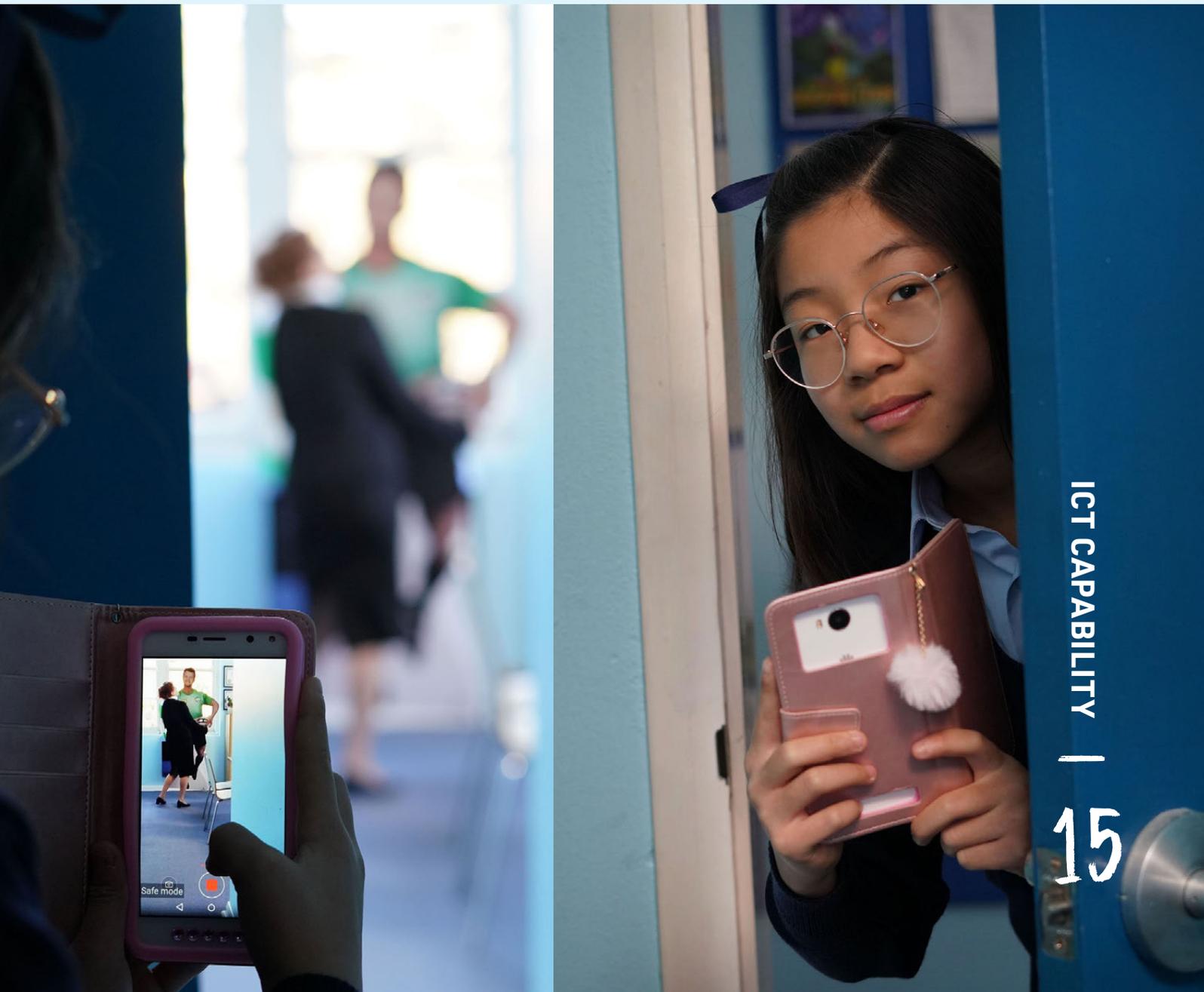
This topic could be explored further through either a class debate or persuasive writing on the topic: 'Mobile phones should be banned in primary schools'.

Task 3: Communicating with ICT

Clip: Episode 2, 12:39 – 13:33

In a class discussion, have students identify and discuss the various ICT tools that *Hardball* characters use to communicate. For example, Block Street Primary has its own social network, Kevin is an online gamer, and mobile phones are used for various purposes throughout the series. Can students identify the audience and purpose for each example?

Have students write a short reflection on the digital tools they use to communicate in their own lives, including the intended audience and purpose for each tool.



CRITICAL AND CREATIVE THINKING

Task 1: Identify and clarify information and ideas

Clip: Episode 1, 08:55 – 11:25

When Mikey's daddy lands a rugby league contract in Australia, the pair leave New Zealand and move in with Auntie in western Sydney. Back home everyone is obsessed with rugby, but Mikey soon learns that handball is the main game at Block Street Primary. As Jerry explains on Mikey's first day: 'If you want to fit in around here, you've gotta learn how to play handball.'

Mikey reluctantly begins playing handball in order to fit in at his new school, but his peers may have different motivations for playing. Ask students to state the main reasons children play sports at their own school. Then give each student a slip of paper and have them write the main reason they play sport at school. As a class, tally the responses. This process helps students distinguish between main ideas / perspectives and peripheral ones, and could be used to prioritise ideas in other scenarios.



Task 2: Imagine possibilities and connect ideas

Clip: Episode 3, 12:57 – 13:21

Kevin from IT is known to cryptically answer questions with another question. Instead of simply replying 'no' to Jerry's question about tracing a social media post, he asks: 'Is the earth flat?'

Jerry understands the intended meaning of Kevin's response because the earth being round is an indisputable fact: questions involving niche interests or contentious topics would not be as effective. For example, 'yes' is the only correct response to the question 'Does the sun rise in the east?' But a question about the best football team is subject to opinion.

Working in pairs, have students use either factual information or mutually held opinions to generate their own questions for expressing 'yes' and 'no'. Students could then share their questions with the wider class and discuss.

Task 3: Apply logic and reasoning

Clip: Episode 9, 05:53 – 07:03

When a computer virus causes a glitch in the digital locking system, Block Street students are temporarily locked in their classrooms. Mustafa's impulsive plan to smash a window and escape is quickly abandoned after Priya argues that the one 'pro' for this action is countered by many 'cons'.

Despite the gaps in his reasoning, Mustafa's attempted pros and cons list is a valid thinking strategy to help with decision-making. By listing the advantages and disadvantages of each choice, the decision-making process becomes more objective and this can provide perspective.

In a class discussion, ask students if they have ever used this strategy to reach a decision. Can they suggest scenarios that such a list would be useful in? After modelling a pros and cons list on the whiteboard, have students create their own list independently. Students could choose their own topic or write on a given subject, such as the pros and cons of homework at primary school.



PERSONAL AND SOCIAL CAPABILITY

Task 1: Recognise personal qualities and achievements

Clip: Episode 1, 01:43 – 04:15

The diverse characters in *Hardball* exhibit different personal strengths and challenges throughout the series. For example, Auntie is resilient and supportive, but her interpersonal skills are somewhat lacking. As a class, discuss and define personal strengths and weaknesses. Have students brainstorm a list of possible strengths and challenges. Record these suggestions on the whiteboard or an anchor chart and discuss.

Split the class into small groups, asking each group to decide upon one *Hardball* character to examine together. Have students discuss and identify their chosen character's personal strengths and challenges, and record these on a T-chart. They may like to include examples from the series that support their thinking, and can refer to the jointly composed list of strengths / challenges if they need support. Ask groups to share their work with the wider class and discuss. If multiple groups chose the same character, discuss whether they identified different strengths and challenges. Were any personal qualities listed as both a strength and a challenge?

In a subsequent lesson, students could individually list their own personal strengths and challenges on a T-chart, then reflect on how these qualities help or hinder them in school and home life.

Task 2: Express emotions appropriately

Clip: Episode 4, 04:17 – 05:07

During a heated exchange with Tiffany in the kitchen garden, Salwa very nearly escalates things to literal 'mud-slinging'. She is about to lose control and throw a handful of manure when Jerry sensibly intervenes.

In a group discussion, have students identify the phrases that helped Salwa to calm down. Can they suggest any further strategies that would help Salwa manage her anger?

As an individual imaginative writing task, have students re-write this scene to include Salwa throwing the manure as planned. What are the probable consequences for expressing her emotions inappropriately? What are the likely outcomes for Tiffany, Jerry and Mikey?



Task 3: Develop self-discipline and set goals

Clip: Episode 4, 03:00 – 04:09

While working together in the school garden, Mr. Butte reminds Grade 5B that: 'Nothing worth doing is ever fast or easy.' Jerry echoes this sentiment when he reassures Mikey that his handball skills will improve 'one day at a time'.

The goal of competing at SASI-WESTS-HAT gave Mikey something to work towards, and helped him stay motivated. To explore the value of self-discipline and goal setting, ask students to identify and discuss the steps that Mikey took to eventually reach the tournament. These include: seeking help and advice from friends and family; attending regular training sessions; training with various opponents; meeting administrative deadlines; and sharing his plan with others.

Working independently, ask students to think of their own medium-term goals – things they would like to achieve in the next few months. These goals might relate to school, home life, sports, or other interests. Have students write down one goal, then list a minimum of three practical steps they could take to pursue this.



ETHICAL UNDERSTANDING

Task 1: Explore ethical concepts in context

Clip: Episode 11, 12:02 – 17:55

Ethics deals with what is 'right', what is 'wrong', and how we should try to live our lives. These questions matter for everyone – young and old – because the way we choose to behave has implications for others. Several *Hardball* storylines give students an opportunity to explore fundamental ethical concepts in context, with Block Street Primary students grappling with concepts including honesty, integrity, justice, and respect throughout the series.

Play the above clip, which explores truth and justice, and discuss. Then read out the following additional scenarios from the series:

- Tiffany films Ms. Crapper without her knowledge or consent
- Tiffany logs into Salwa's social media account and posts under her name
- Kevin traces the social media post without his employers asking him to
- Jerry invents the ancient New Zealand hero, Howie, and tells Mikey that he's real
- Daddy and Auntie know the truth about Howie but don't inform Mikey
- Z-Pop tries to distract Mikey during handball by creating lots of noise
- Mikey protects Tiffany from a bully despite Tiffany being mean to him
- Mikey impersonates Ms. Crapper in a phone call.

Have students discuss whether these scenarios include an ethical dimension. What are the ethical considerations in each issue? Next draw a line on the board, writing 'unethical' at one end, and 'ethical' at the other. Ask students to place each scenario on the continuum of ethical behaviour, explaining why some actions are more ethical / unethical than others. Students could suggest additional scenarios from the series or real life, and place these on the continuum.

Task 2: Examine values

Clip: Episode 11, 08:09 – 09:32

Mikey accidentally smashes a priceless handball trophy while protecting Tiffany from a bully – and the whole thing is caught on camera. Creative editing by the local TV news team sees Block Street Primary brought into disrepute, so Ms. Crapper bans Mikey from participating in SASI-WESTS-HAT.

When appealing the ban with Ms. Crapper, Daddy points out that Mikey was doing the right thing by protecting someone from a bully: 'That's the way I've raised him; looking out for others. I'm proud of his actions and hope you can see what I see and lift the ban.'

After viewing the above clip, divide the class into groups. Reflecting on Daddy's words and actions in this and other scenes, have students identify and describe the values that are important to the Mahaki family. How do these values influence the decisions that Daddy and Mikey make in the series? Ask groups to share their thoughts with the wider class, drawing attention to any differences in opinion between groups.

Task 3: Consider points of view

Episode 11, 18:31 – 21:54

Ethical dilemmas arise when someone must choose between two things they believe are 'right', or two things they believe are 'wrong', because there are no other options available. Two of the ethical dilemmas in *Hardball* see characters choosing between truth and loyalty: Jerry invents the ancient Kiwi handball legend Howie to give Mikey something to believe in; and Mikey protects Auntie's feelings by lying about the standard of her cooking.

In a class discussion, ask students to identify and describe the different points of view in these ethical dilemmas. Is one person's perspective more justified? Is there such a thing as a good lie? Jerry believed that his lie would ultimately help Mikey, but did the means really justify the ends?

As an extension task, students could write a narrative that incorporates an ethical dilemma. This writing could include: the situation; a description of the dilemma; the ethical concepts involved; possible points of view; and probable outcomes of each choice.

INTERCULTURAL UNDERSTANDING

Task 1: Investigate culture and cultural identity

Clip: Episode 3, 02:03 – 02:49

When Tiffany deliberately mispronounces Mustafa's name, he says she has 'zero culture'. Tiffany finds this statement both offensive and inherently incorrect because: 'I've got two dads, and we sponsor African, Armenian and Afghani kids.'

Culture is frequently discussed in terms of countries and ethnic groups, but cultural identity is more multifaceted than this. Tiffany's response centres on her own family's culture: their family values and being part of the LGBTQIA+ community. She would also identify as an Australian, a Block Street student, and so on.

Examine the concept of culture through a class discussion. What is culture? Which aspects of our lives contribute to our culture? Can people belong to more than one cultural group? Following this discussion, give each student a slip of paper and ask them to write one question they have about culture. These questions could guide future lessons on culture and cultural identity.



Task 2: Develop respect for cultural diversity

Clip: Episode 1, 16:25 – 19:02

Hardball's fictitious Block Street Primary reflects the cultural diversity of many Australian schools: Mikey has recently arrived from New Zealand, Tiffany is from an Asian background, and Salwa is Lebanese-Australian. These diverse backgrounds contribute to the school's multicultural identity, with students eating Lebanese food for lunch, and using Māori, Lebanese and distinctly Australian expressions interchangeably.

In groups, ask students to discuss and identify the roles that different cultures and languages play in their own school. Which cultural backgrounds are represented at their school? How is cultural diversity celebrated, and how does it shape the school experience of all students? Have groups share their thinking with the class and record their responses on an anchor chart to encourage further reflection.

Task 3: Reflect on intercultural experiences

Clip: Episode 7, 09:26 – 13:32

Auntie is visibly overwhelmed by the noisy Lebanese wedding, and Mikey thinks it's 'epic'. But Salwa is accustomed to the drumming and dancing of this cultural practice, and confidently tells Jerry and Mikey, 'You're in my world now.'

In pairs, ask students to discuss and respectfully compare common celebrations in their own culture. Are weddings similar or different to the *Hardball* wedding? How are birthdays celebrated? Is the New Year celebrated? Are there any aspects which might seem surprising from another perspective? Following this discussion, have students complete a written reflection on what they learnt about Lebanese culture, their partner's culture, and/or their own culture through this exercise.



CURRICULUM LINKS

	YEAR 3/4	YEAR 5/6
CRITICAL AND CREATIVE THINKING	<p>Identify main ideas and select and clarify information from a range of sources.</p> <p>Expand on known ideas to create new and imaginative combinations.</p> <p>Identify and apply appropriate reasoning and thinking strategies for particular outcomes.</p>	<p>Identify and clarify relevant information and prioritise ideas.</p> <p>Combine ideas in a variety of ways and from a range of sources to create new possibilities.</p> <p>Assess whether there is adequate reasoning and evidence to justify a claim, conclusion or outcome.</p>
ETHICAL CAPABILITY	<p>Identify ethical concepts such as equality, respect and connectedness, and describe some of their attributes.</p> <p>Identify and describe shared values in familiar and unfamiliar contexts.</p> <p>Describe different points of view associated with an ethical dilemma and give possible reasons for these differences.</p>	<p>Examine and explain ethical concepts such as truth and justice that contribute to the achievement of a particular outcome.</p> <p>Examine values accepted and enacted within various communities.</p> <p>Explain a range of possible interpretations and points of view when thinking about ethical dilemmas.</p>
ICT CAPABILITY	<p>Apply standard guidelines and take action to avoid the common dangers to personal security when using ICT and apply appropriate basic social protocols when using ICT to communicate with unknown audiences.</p> <p>Identify the value and role of ICT use at home and school.</p> <p>Understand that computer mediated communications are directed to an audience for a purpose.</p>	<p>Identify the risks to identity, privacy and emotional safety for themselves when using ICT and apply generally accepted protocols when sharing information in online environments, taking into account different social and cultural contexts.</p> <p>Explain the main uses of ICT at school, home and in the local community, and recognise its potential positive and negative impacts on their lives.</p>
INTERCULTURAL CAPABILITY	<p>Identify and describe variability within and across cultural groups.</p> <p>Identify and discuss the significance of a range of cultural events, artefacts or stories recognised in the school, community or nation.</p> <p>Identify and describe what they have learnt about themselves and others from real, virtual and vicarious intercultural experiences.</p>	<p>Identify and describe the roles that culture and language play in shaping group and national identities.</p> <p>Describe and compare the knowledge, beliefs and practices of various cultural groups in relation to a specific time, event or custom.</p> <p>Explain what and how they have learnt from a wide range of intercultural interactions and experiences.</p>
LITERACY	<p>Interpret literal information and make inferences to expand topic knowledge.</p> <p>Use pair, group and class discussions about learning area topics as learning tools to explore and represent ideas and relationships, test possibilities and to prepare for creating texts.</p> <p>Use growing knowledge of the structure and features of learning area texts to comprehend and compose an increasing number and range of texts.</p>	<p>Using comprehension strategies interpret and analyse information and ideas, comparing texts on similar topics or themes using comprehension strategies.</p> <p>Use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for creating texts.</p> <p>Use developing knowledge of the structure and features of learning area texts to comprehend and compose a range of more complex texts for identified purposes.</p>
NUMERACY	<p>Estimate the change from simple purchases.</p> <p>Describe possible outcomes from chance experiments using informal chance language and recognising variations in results.</p> <p>Estimate, measure and compare the length, temperature, volume, capacity and mass of everyday objects using metric units and scaled instruments.</p>	<p>Create simple financial plans, budgets and cost predictions.</p> <p>Describe chance events and compare observed outcomes with predictions using numerical representations such as a 75% chance of rain or 50/50 chance of snow.</p> <p>Choose and use appropriate metric units for length, area, volume, capacity and mass to solve everyday problems.</p>
PERSONAL AND SOCIAL CAPABILITY	<p>Describe personal strengths and challenges and identify skills they wish to develop.</p> <p>Identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations.</p> <p>Explain the value of self-discipline and goal setting in helping them to learn.</p>	<p>Describe the influence that personal qualities and strengths have on their learning outcomes.</p> <p>Explain the influence of emotions on behaviour, learning and relationships.</p> <p>Analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals.</p>

ADDITIONAL RESOURCES

The *Hardball* series and teaching toolkit explore complex issues including bullying and cultural identity. Details for the following national support services could be shared with students who require support or assistance in these areas.

EHEADSPACE:

<https://headspace.org.au/eheadspace>

A confidential, free and secure service where young people and their families can speak with qualified mental health professionals by phone, online chat or email.

HEADSPACE:

<http://www.headspace.org.au>

A national youth mental health foundation dedicated to improving the wellbeing of young Australians.

KIDS HELPLINE:

<https://kidshelpline.com.au>

A free, private and confidential phone and online counselling service for young people.

STUDENT WELLBEING HUB:

<https://www.studentwellbeinghub.edu.au>

The Student Wellbeing Hub provides information and resources related to the Australian Student Wellbeing Framework, including guidance in creating safe and inclusive schools.

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