

Enter at Own Risk

story by Dee White | illustrated by Douglas Holgate

Worksheet: **Researching crocodiles**

Understanding

ACELA1504 | EN3-3A

Design a video game, creating succinct instructions on how to play.

Identify the commands featured in the text (e.g. “Enter at own risk,” “Enter here,” and, “to exit, log out”). Note how these are very short, simple sentences that convey a clear message.

Identify the project Zack and the main character are working on when they are drawn into the website (Australian Predators). Research other Australian predators at [Australia’s most dangerous predators](#) such as the Funnel Web Spider or Blue Ringed Octopus. Discuss ways these creatures could harm humans (e.g. springing from a hole and stinging them or looming unsuspected from beneath a rock). Design a game where the goal is to escape these predators (e.g. dodging spider holes or avoiding rock pools). Use a program such as [Scratch](#) to create the game. Once complete, include clear instructions on how to play. Focus on editing these to their shortest possible form (e.g. ‘press the red button first to start the game,’ could be edited to, ‘push red button to start,’ and, ‘click the red button,’ could become, ‘click here’).

Connecting

ACELY1796 | EN3-1A

Discuss options for safe-guarding children and young people from unsuitable content online and create an email with recommendations for websites.

Identify some of the checks in place to prevent young people viewing content online that is not appropriate for their age range (e.g. warnings such as ‘Enter at own risk,’ as in the text, some sites requiring users to enter their age, school or home networks blocking certain sites). Discuss how effective students find these. Encourage students to share any experiences or content they have had accidentally stumbled across they felt wasn’t appropriate for them.

Create focus groups, suggesting other approaches sites could use to prevent young people viewing inappropriate content (e.g. requiring an adult’s ID to log into the site, taking photos of the users to gain an indication of their age). Reflect on the merits and pitfalls of each idea (e.g. entering ID could pose the risk of identity theft etc.). Create an email to a website, outlining your suggestions on ways to improve the checks on access.

Engaging Critically

ACELY1698 | EN3-6B

Create a vlog, retelling events in a text, adopting first-person narration.

Identify the narrative voice (first person narration). Suggest possible merits of using this style of narration (it propels the reader directly into the action, you gain a clear insight into the mind of the main character, events appear to occur in real time etc.).

Examine another narrative from this issue of Orbit! that uses a different narrative voice (e.g. The Time-thief, which employs third person narration). Again, suggest reasons for selecting this narration style (e.g. it allows the author to take on more of an omniscient role, it may appear more neutral etc.). Consider the impact this has on reader engagement (e.g. it distances the reader from an individual character's journey but provides a greater insight into a number of the characters).

Select one of the characters from The Time-thief (either Aeon or Kronos). Create a vlog, using video recording software to film an oral retelling of events from the chosen character's point of view. Adopt first person narration for the vlog (e.g. 'I held my breath as the judge read out the verdict. Hearing my sentence, I swayed slightly before concluding it had all been worth it'). Reflect on how changing the point of view impacted on reader engagement, sharing opinions of which version students preferred.

Experimenting

ACELY1704 | EN3-2A

Create a digital story, about a character trapped inside a website.

Examine a range of websites for a variety of services (e.g. banks, kids clothing/toys and electrical goods). Identify the different experiences you might expect if you found yourself stuck in each type (e.g. the bank website may be dull, with lots of factual information and figures streaming before your eyes whereas the toy shop website might be a visual treat, with creative and colourful images of toys, where you are free to try out all the merchandise at your leisure).

Identify the character's reactions to the events in the text, highlighting how the author has shown these rather than told them (e.g. "I started to sweat," to imply nervousness and, "a chill slid down the back of my neck," to show fear).

Create a digital story with a character trapped inside a website, using 'show don't tell' to reveal the character's reactions to being there (e.g. "I stifled another yawn," to imply boredom at being stuck inside a bank's website and, "giddily I dashed from one display to the next, loading my arms with things to try," to imply delight and excitement when trapped amongst toys on a toy website). Use programs such as PowerPoint or Google Slides to create your digital story. Insert the story onto slides, adding images and audio files from [Find Sounds](#) to add atmosphere and engage a variety of senses.

Researching crocodiles

Use this guide to help you organise your research into crocodiles.

Where do saltwater crocodiles live?	
How do they differ to freshwater crocodiles?	
Describe the diet of the saltwater crocodile.	
Why are crocodiles a protected species in Australia?	
What are your top four tips for avoiding crocodile attacks?	
Briefly describe the life cycle of a crocodile.	

Straight Out of Science Fiction

Article by Kate Walker | photos by Alamy

Worksheet: **Space report**

Understanding

ACELA1507 | EN3-6B

Create a road trip style game, experimenting with the different uses of subordinate clauses.

Identify subordinate clauses in the text, and classify them by their use. For example, to express a condition (e.g. "Two movie astronauts, hurtling through space, sit down to breakfast") or to link two ideas in terms of various time relations (e.g. "Star Trek was originally a science fiction TV series that aired over fifty years ago," "While watching one particular episode, Cooper's eye was caught by a small piece of space age gadgetry," and, "Science finally caught up with science fiction forty-two years later when Apple produced the first real iPad"). Examine other texts in this issue, identifying additional functions of subordinate clauses. For example, to provide a reason (e.g. "I can't chicken out because I would never hear the end of it, so I stay silent," from *The Wild Mouse*) or to state a purpose (e.g. "He had been so lost in them that he had failed to get back to work on time," from *The Time-thief*).

Play a quick game based on an idea from the text *Road Trip Games*, also found in this issue of *Orbit!* You could adapt 'word chain' for example. One person should create a complex sentence, featuring one of the types of subordinate clauses identified earlier (e.g. to provide a reason, such as, 'I will let you borrow my toy because I don't need it at the moment'). The next player must first also create a complex sentence featuring a subordinate clause that provides a reason, before creating a second sentence with a different type of subordinate clause (e.g. to state a purpose, such as, 'I hung back after class to talk to the teacher'). Repeat this process, first including the same style of subordinate clause as the previous player before selecting an additional type and including it in a sentence.

Instruct students to create their own subordinate clause game, differentiating between the different purposes of subordinate clauses. Again, they can use the *Road Trip Games* text for stimulus.

Connecting

ACELT1608 | EN3-8D

Conduct a fictitious interview, detailing the wide-spread usage of a product dreamed up in the 1960s.

Infer what this text reveals about historical and cultural contexts (that people fifty years ago imagined ideas for technology that would allow them to talk to each other and share news items, that writers and creators at the time dreamed up futuristic technology to include in

cultural contexts such as television, that people strived to invent ideas they saw in cultural contexts).

View the theme song to [The Jetsons](#), produced in the 1960s but set in the future. Identify imagined inventions of the future (e.g. a flying vehicle that transports passengers, releasing them in transparent pods before folding into the size of a briefcase). Imagine the flying vehicle has become a reality and is in wide spread use. Create a fictitious interview with the inventor, detailing how the show, *The Jetsons*, was the inspiration behind their incredible invention. Record the interview on video recording software, in the style of a television interview.

Engaging Critically

ACELY1796 | EN3-1A

Research arguments for and against technology use amongst children and young people and develop the text to include a clear position on the debate.

Infer how the writer may feel about modern technological devices (the writer appears reasonably neutral in position, choosing to omit any subjective language for example). Highlight, however the choice of information included, focusing on the development of technology, omitting any negatives, could imply some support for the advances.

Examine a variety of texts with a range of positions, for and against technology, particularly regarding its use amongst children and young people (e.g. [10 Benefits of Exposing Young Children to Technology](#), in favour of technology use and a Behind the News episode, [Kids Talk, Screen Time](#) recommending caution).

Draw conclusions on screen use amongst children and share these with peers. Develop the text, to include a paragraph sharing students personal conclusions on inventions such as the mobile phone and iPad and the impact their use has on children and young people.

Experimenting

ACELY1700 | EN3-1A

Design and pitch an invention.

View the accompanying photos and make inferences on the potential uses of the invention, based on its features (e.g. the large dial could be used for navigation, the coloured buttons might imply the machine is used for creating digital artwork etc.). Complete a [BBC quiz](#), attempting to identify the uses of each of the inventions.

Select an invention name from an [invention name generator](#). Discuss potential purposes for the invention, based on the name (e.g. an Atmospheric Service Generator may be used to maintain air humidity at an optimal level). Using a graphic design program to create a design of the invention discussed. Plan a presentation, sharing your design and pitching it to potential investors. View a video on [Shark Tank](#) for ideas on how to pitch the designs (e.g. including areas such as, the background of the design idea, the function of the design and its benefits etc.).

Space report

Imagine you are Captain Kirk from *Star Trek* and you have been in space for quite some time. You have been asked to write a report for the general public about the effects of long-term space travel on humans—both physical and psychological. Use the template below to draft your report.

Introduction: Choose words that will make your audience sit up and take notice. For example, you might ask an interesting question or begin with an amazing fact.

Body: Write notes about each of these five categories:

- Family/friends
- Isolation/confinement
- Hostile environments
- Food/exercise
- Distance from Earth

Conclusion: End by summarising the main ideas of your report—don't include new information. You could give your opinion or comment on the future. Some sentence openings you could consider are 'Finally', 'Overall', 'I think that' or 'In conclusion'.

The Time-thief

Story by author Kate O'Neil | illustrated by Anna Bron

Worksheet: **Character feelings**

Understanding

ACELT1612 | EN3-7C

Create characters who embody a particular message students wish to communicate.

Identify the author's view of reading, demonstrated through the plight of the protagonist, Aeon (that reading books is a valuable way to spend time). Examine the personality traits of the characters Aeon and Kronos, highlighting how Aeon's traits embody the message, while Kronos' provide contrast, establishing conflict (e.g. with Aeon, the book reader, being an inquisitive, curious, imaginative risk-taker, while Kronos upholds the draconian rules, preferring order, control and familiarity).

Consider a message you would like to communicate with an audience (e.g. kindness is worth more than any treasure or winning is only worthwhile if done honorably). Establish **creative huddles**, to allow students to share their chosen messages. Encourage the rest of the group to share suggestions of characters that could best embody these messages (e.g. a kind hero, keen to share their food with those in need, but is prevented from this by a tyrant, who has created a law that people must eat everything they buy, offering treasure to those who succeed). Create a story, communicating the message through the protagonist overcoming the antagonist (e.g. having the rule overturned and disregarding the temptation of the treasure).

Connecting

ACELT1612 | EN3-7C

Record a plea, outlining the reasons why books shouldn't be banned and what they mean to you.

Identify Aeon's feelings about books and stories (e.g. "The hours he had 'stolen' from his boss were the happiest of his life. Aeon would never forget the stories in the book he had found in the back room. He had been so lost in them that he had failed to get back to work on time. But that didn't matter now. Those stories were his forever. He could take them anywhere he went.").

Consider books that have had an impact on you and why (e.g. *Wonder*, by R. J. Palacio, with its reminder to be accepting of others, *The Snail and the Whale* by Julia Donaldson, raising awareness of the plight of whales when migrating or *The Diary of a Wimpy Kid* with its characters and events that are easy to identify with).

Make a plea, in character as Aeon, asking to be granted access to books while serving your sentence. Include the impacts books have had in your life. Record your piece to camera,

using video recording software. View the recordings and act in character as judges, passing a verdict on whether books should be allowed or not.

Engaging Critically

ACELT1608 | EN3-8D

Analyse ideas that reflect our experience in society, debating students opinions about how best to spend our time.

Identify the two viewpoints presented in the text (that time should be enjoyed, presented through Aeon's love of books and that time is best spent working diligently on a project, presented through Kronos' commitment to counting the sand).

Set-up a variety of activities, some more boring than others (e.g. matching blocks by colour, counting pebbles/grains of sand and playing a game on an iPad). Allow students a certain amount of time working on each of the activities. Share which of the activities made it feel like time was passing quickly (perhaps the instant gratification of playing a game on the iPad) and which made time feel like it was dragging (perhaps the sorting of blocks).

Consider how this is reflected in students experiences in society (do they value commitment to tasks or focus more on enjoyment in the moment). Share the merits and pitfalls of each (e.g. working hard on a long-term commitment is satisfying and can enable us to make progress in our lives while instant gratification allows us to live in the moment, enjoying our time). Create a line, ranging from instant gratification, at one end, to working on long-term goals at the other. Invite each student to plot their position on the line, reflecting their views on the best way to spend their time.

Experimenting

ACELT1795 | EN3-1A

Reflect on reasons for plots beginning at certain points, sharing ideas on how the chosen starting point of a text impacts on reader enjoyment.

Identify events referred to in the text, that would have preceded the opening (e.g. Aeon stealing the hours from his boss and spending these reading). Share ideas as to why the author chose to not include these events at the beginning of the text (to create a faster pace by starting mid-action, with Aeon being sentenced for his crimes). Suggest alternate points in the plot where the story could have opened (e.g. with Aeon capturing a leap second or trying to escape). Establish discussion groups, reflecting on the merits of each of these options.

Consider well-known texts (e.g. Goldilocks and the Three Bears or Possum Magic). Discuss the points of action in these stories (e.g. when the bears return home and find Goldilocks asleep, when Poss begins to become invisible etc.). Experiment with the structure of these texts, moving the action to the beginning (e.g. having the bears arrive at the house, finding their house in chaos with Goldilocks waking and sharing the events that led up to that moment). Reflect on how moving the opening incident affects the pace and tension.

Character feelings

After reading 'The Time-thief', answer the questions below to help you discover more about Aeon's thoughts as he looks out at the sand.

Part A

The author gives us important clues about Aeon's thoughts and feelings. Make a list of the important clues you find.

Part B

Based on your list, write answers to the following questions.

1. What might it have been like for Aeon as he waited to hear his sentence?

2. Do you think Aeon regrets stealing time from his boss? Why/why not?

3. What might it be like for Aeon, in a foreign place, spending hours alone?

4. What might Aeon's hopes for the future be?

Part C

Use your answers to draft a piece of creative writing that explains Aeon's feelings about the past, present and future.

Unpredictable World

Poem by B J Lee | illustrated by Ana María Méndez Salgado

Worksheet: **Exploring literary devices**

Understanding

ACELY1707 | EN3-2A

Create an interactive presentation, reflecting on preferences for particular surrealist artworks.

Examine the accompanying image. Identify features students find most striking (e.g. the waves of sand, the fish floating in mid-air etc.). Research [surrealism](#), on sites such as Tate, examining works by artists including Salvador Dali, Leonora Carrington and Andre Breton. Identify elements students find most appealing or are drawn to in these artworks (e.g. Dali's dripping clocks from the piece Persistence of Memory, or the birds with upside down butterflies for faces, in Carrington's Ulu's Pants).

Create an informative presentation, outlining the features of a specific artwork students find most interesting/pleasing and how these elements make them feel. Create the presentations using a program such as Google Slides. Find out about [Creating and Interactive Presentation](#).

Add information regarding the specific element under examination to each of the linked slides. Include students' opinions of the element and what it makes them think or feel (e.g. when clicking on the clocks in Persistence of Memory, the following text could appear: The fluidity of the clocks makes me think how quickly time is passing, as if it is slipping through our fingers). Hyperlinking the individual elements will enable the viewer to be transported to the relevant information when a specific element is clicked on. Another instructional video is [Create your BEST interactive presentation ever](#).

Connecting

ACELT1611 | EN3-3A

Create a poem, featuring onomatopoeia, to communicate your feelings about unexpected events you have encountered.

Analyse elements in the poem that are unpredictable (e.g. the sounds made by the animals, the flow of the rain, upwards, and the lack of an arc in the rainbow). Select one of these elements at random and role play how you might react if you were to witness it occurring (e.g. you might wave your hand through rain water flowing upwards, or unplug a television that appeared to be watching you etc.).

Consider events in your life that have been unpredictable recently (e.g. spending time learning by distance, changes in after school activities, moving on to year 6 shortly and perhaps uncertain which teacher will be taking the class etc.). Select one at random and

share how you felt about these unpredictable events (e.g. upset, excited, lost, nervous etc.). Highlight the onomatopoeia used in the poem to communicate the unpredictable sounds made by the animals. Use sounds to express the emotions you feel regarding the unexpected events identified ('wah,' for crying/sadness, 'boom,' for excitement, or, 'harumph,' for feeling fed up). Include these examples in a brief poem, outlining the unpredictable/unexpected events and your feelings surrounding them.

Engaging Critically ACELT1609 | EN3-2A

Discuss opinions surrounding predictability versus encountering the unexpected in texts.

Identify unpredictable elements in the poem (e.g. the sounds made by animals, the way elements in nature appear such as the sand and the waves, the way objects behave etc.).

Suggest texts that feel predictable, such as fairy tales (e.g. Little Red Riding Hood) with heroes (Red and the Woodcutter) defeating villains (the wolf). Consider another well-known text (e.g. Jack and the Beanstalk). Encourage students to suggest other, less predictable endings, where the roles are reversed, leaving the villain victorious (e.g. the giant captures Jack and makes him repay all he has stolen and work as his servant).

Create focus groups, discussing the following:

How do you feel when an ending is predictable, i.e. do you find it reassuring or boring?

What are your thoughts on unexpected endings, i.e. do you enjoy the fresh ideas or do you find them too messy?

How could you bring these ideas into characters and stories you create?

Experimenting ACELT1798 | EN3-2A

Create a digital story, where an element in your life that isn't what it seems reveals its true nature.

Identify the items included in the poem to portray a mixed up, unpredictable world (i.e. animals, oceans/ rivers and entertainment such as television and crossword puzzles). Highlight the interest generated from portraying elements in unexpected ways.

Examine a poem that presents unpredictable information, such as [The Real Africa](#). Consider how the poet presents their idea of the real Africa, beyond common assumptions of poverty and hunger. Again, highlight that the contrast between our expectation and the reality creates the interest and unexpectedness of the piece.

Consider something in your life that isn't how it first appears on the surface (e.g. a seemingly vicious type of dog that is really a softie, someone who appears to be a push over but digs deep in the face of adversity, such as a small child or elderly person etc.). Create a short animated digital story, where the topic reveals its true nature (e.g. the vicious dog rushes to nuzzle a child who has fallen). Students could add graphics designed with text added onscreen. Alternatively, students could create a brief stop frame animation movie, using programs such as [Stop Motion Studio](#), filming small toys being moved minor amounts in each frame. Voice overs could be added to provide dialogue.

Exploring literary devices

Poetry often contains literary devices—words used in particular ways to create effects. Below are some common literary devices you will find in poetry. You'll find some of them in 'My Unpredictable World'. Use a dictionary to define each one. Then select the correct example from the bottom of the page. Then try creating one of your own examples for each literary device!

Literary device	Definition	Example	My example
Alliteration			
Assonance			
Simile			
Metaphor			
Personification			
Hyperbole			
Imagery			
Rhyme			

Examples of literary devices

Teach me to tame the tiger! It was as soft as a cloud
The stars are shining jewels I sighed at the height of the spire

It feels like a year, Since you were near The wind has a temper
I smelt the sharp tang of oranges Your stomach is a bottomless pit!