

Scribblers Festival



Teacher Resources

IDEAS FOR YOUR CLASSROOM

YEARS 1-4

TUESDAY 13 SEPTEMBER 2022

YEARS
1 – 4
13
SEPT

TUESDAY



THE REGAL THEATRE

CHARACTER INVASION

10.15AM – 11.00AM

Is Matt Stanton a best-selling author? Has **Matt Stanton** sold over a million copies (and counting) of his hilarious children's' books? Does Matt Stanton still have imaginary friends? Yes, yes, and yes... and he's bringing his imaginary friends with him to Scribblers Festival! Laugh along with Max the class clown, put up with the Fart Monster's questionable manners and sympathise with quiet Kip and (un)fortunate Milo. In this session Matt invites you into the worlds he's created with words and pictures and shares how it all starts with a spark of imagination and a lot of laughter.

CURRICULUM LINKS:

English: features of literary texts, creating imaginative text by developing storylines, characters and settings, visual representation of characters action, reactions, speech and thought processes in narratives, vocabulary choices.

Visual Arts: appreciation of the choices made when creating artwork, experimentation with art techniques and processes, e.g. line, space, form & colour.

General Capabilities: creative thinking, generating ideas, imagining ideas, considering alternatives.

Themes: imagination, storytelling, laughter, friendship, belonging, overcoming challenges.

AN ILLUSTRATOR'S GUIDE TO THE GALAXY

11.10AM – 11.55AM

From galactic elephants to crazy inventors and cheeky dogs, creators **James Foley** and **Briony Stewart** take the stage to explore how a single image can open up a world of story. Join these two as they share how their illustrations unfold from those first few pen scratches marking the page... and come armed with your wildest ideas to throw into the ring for the friendly illustrator duel!

CURRICULUM LINKS:

English: creating literary texts using realistic and fantasy settings and characters, literary features of text structures, how authors and illustrators make stories exciting, character development, visual literacy.

Visual Arts: experimentation with art techniques, e.g. line, shape, colour and space, appreciation and respect for a range of artworks.

General Capabilities: creative thinking, generating ideas, imagining possibilities, working collaboratively.

Themes: imagination, aspiration, collaboration.

Scribblers Festival

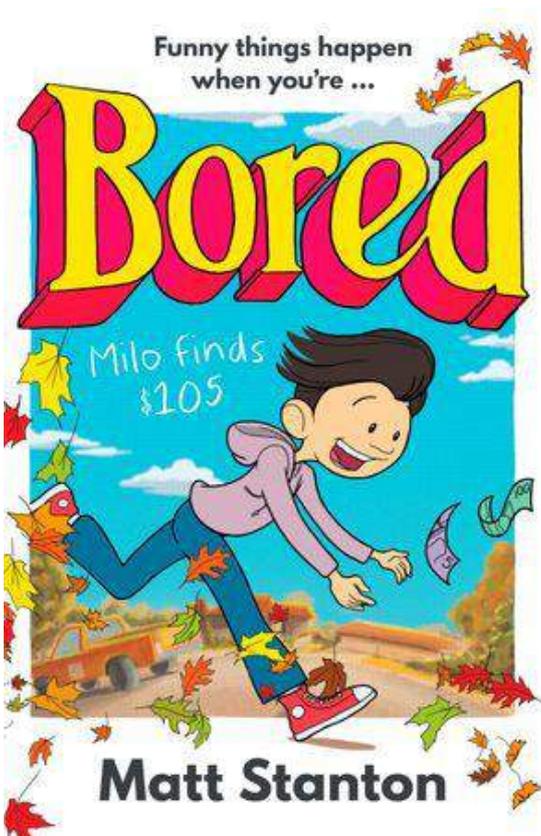
13 – 18 SEPTEMBER 2022



Credit: Jennifer Blau

Matt Stanton

Matt Stanton has sold more than one million books and his middle-grade series *Funny Kid*, has legions of fans across the globe. Matt produces a daily kids YouTube show and has also written popular picture books including *There Is a Monster Under My Bed Who Farts* and *Pea + Nut!* He lives in Sydney, with his wife, bestselling author Beck Stanton, and their children.



Bored

Harper Collins Publishers Australia

Sometimes feeling bored is just the beginning ...

Hi, I'm Milo, and right now I'm chasing \$105 as it flies down my street. The wind is blowing it towards Evie Watson's house, which is very bad news. It's also making for some pretty awkward running.

My neighbours, Rocco, Luisa and Zak, must be laughing their heads off. And who knows what's happening with the new kid next door. His name is Frog and he's invented his own type of martial art, which he's not very good at even though he made it up.

Finding this much money should have been a good thing, but it's turning into a disaster!

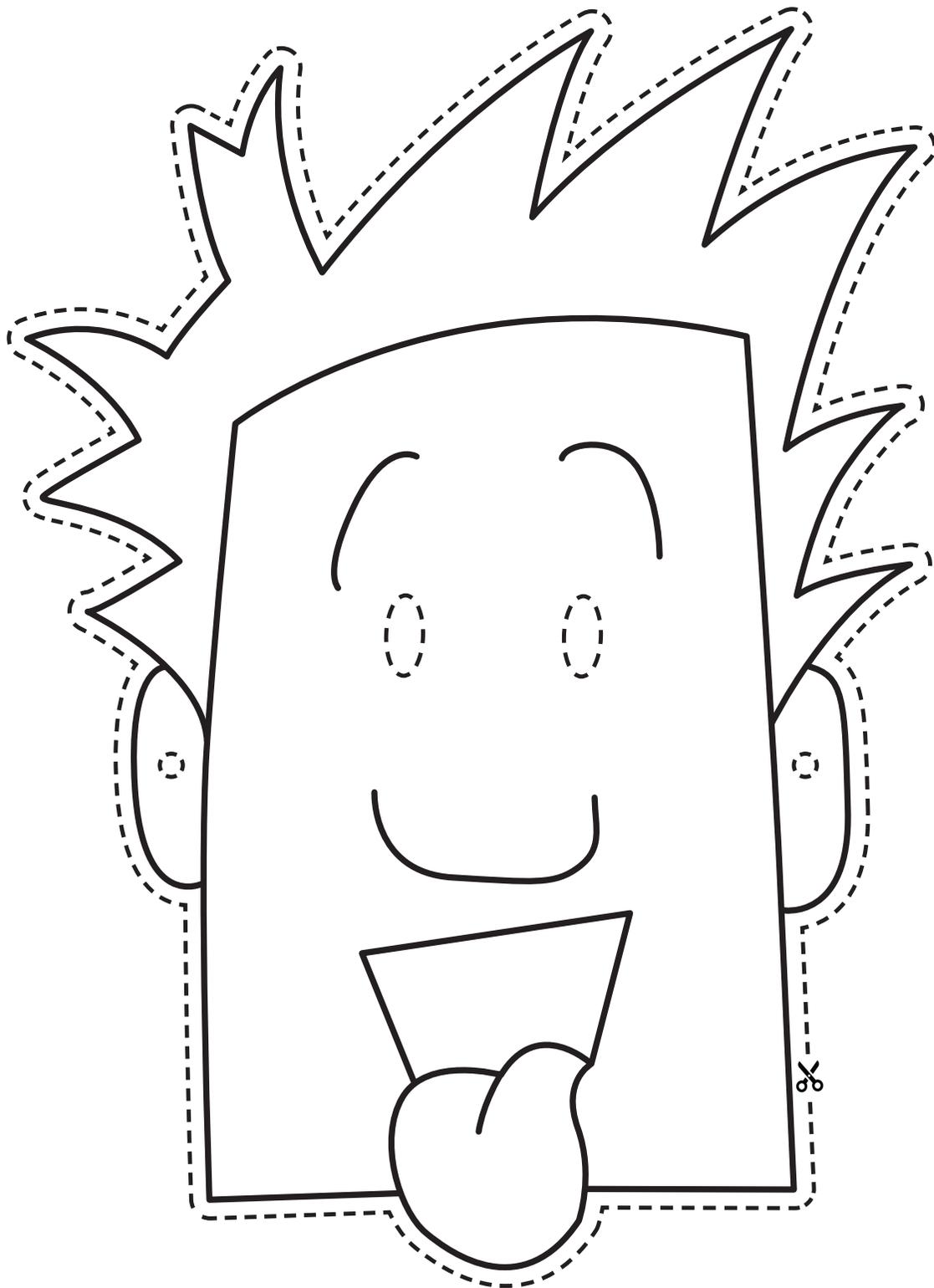
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Scribblers Festival is an initiative of
FORM: Building a State of Creativity

FORM.
building a state of creativity



Become Max the
funny kid

01.

Colour in your
mask (make sure
I look cool!)

02.

Carefully use
scissors to cut
along dotted line

03.

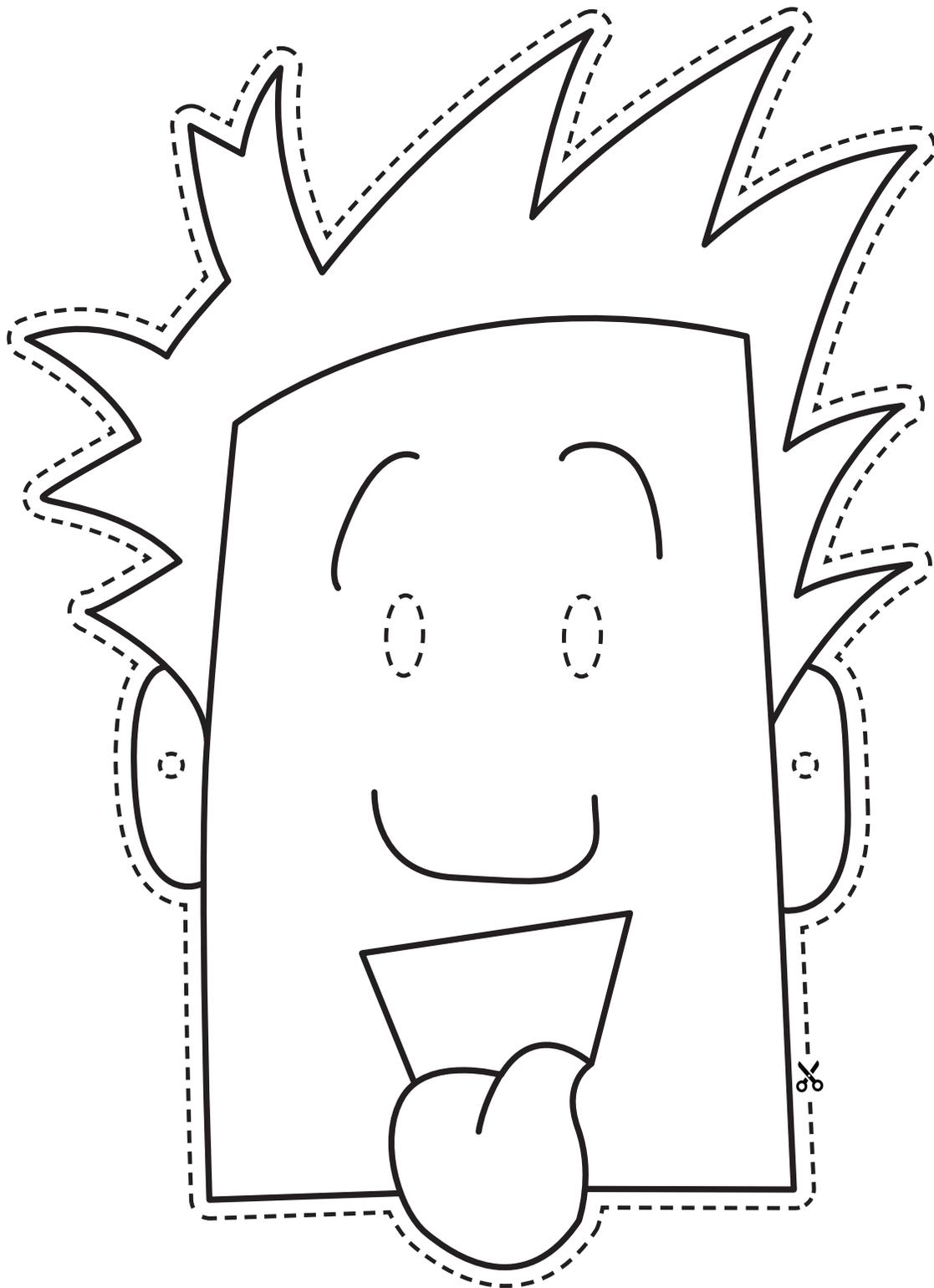
Attach string to
the two holes

04.

Become the one
and only Funny
Kid (that's me!)

05.

Play awesome pranks!



Become Max the **funny kid**

01.

Colour in your
mask (make sure
I look cool!)

02.

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03.

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04.

Become the one
and only Funny
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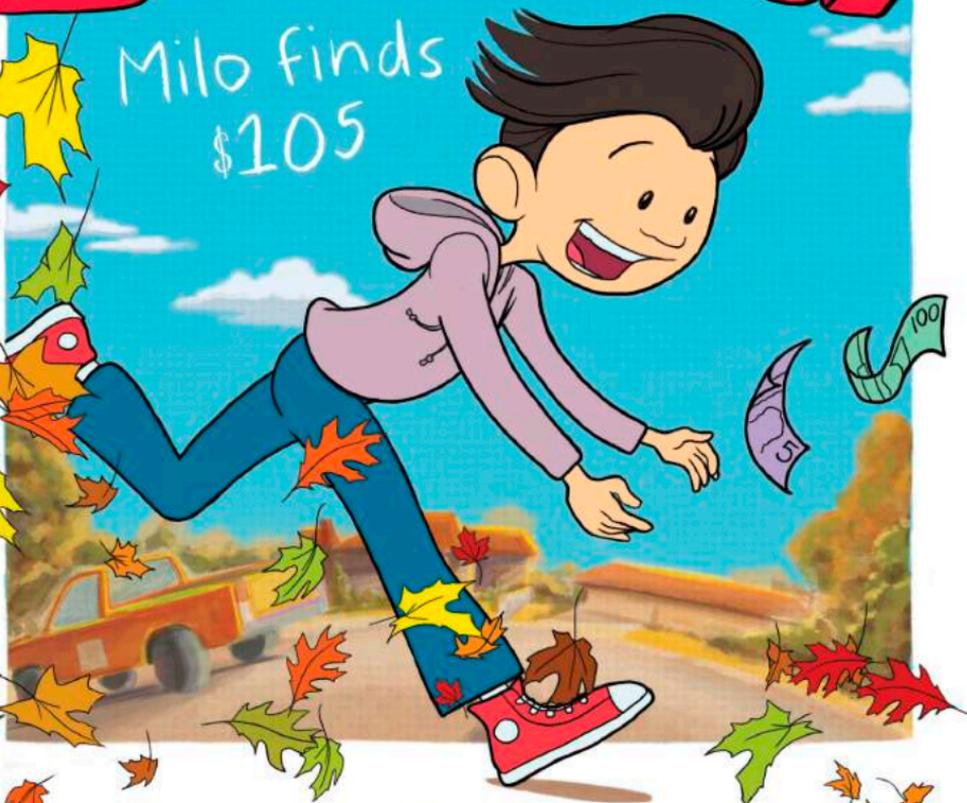
05.

Play awesome pranks!

Funny things happen
when you're ...

Bored

Milo finds
\$105



Matt Stanton

Bored
Milo
Finds
\$105

Matt Stanton





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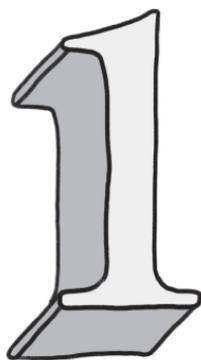
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My name is Milo Kim and I am *very* bored.

I'm so bored that I'm following an ant. I think it's bored too, hey. It doesn't seem to know where it's going.

The ant and I are walking very slowly along the street outside my house. I live at number one, Turtle Place.

Mum and Liz say our street is called that because it's slow and free of drama. I dunno. Seems pretty obvious to me. Our street is shaped

like a turtle so what else are you gonna call it?

I think the ant looks lonely. Why don't you have any ant friends? Where's your mum? Or your big bro? Did he join the army like mine?

I wonder if the ant knows whether there's an actual war going on. I don't. Whenever I ask Mum, she tells me I should be doing clarinet practice. Whenever I ask Liz, she tells me to talk to Mum, which just brings us right back to the clarinet.

So I've stopped asking. I hate my clarinet.



The ant finally gets to my BMX bike ramp. I don't think he's very impressed.

Fair enough. It's just a piece of wood with a photo of Extreme Steve on it. I stuck that there for inspiration. Extreme Steve's doing a mad jump. One of those ones where you turn your front wheel on the side while you're flying.

I reckon Evie Watson would think Extreme Steve was very awesome. I'd better make sure they never meet.

I would have leant my ramp up against the gutter so I could get air, but we don't have gutters in Turtle Place. Just a bit of a grass and then a bit of dirt and then the road. So my ramp is really just a wonky slope with two bricks under one end.

I'd better show the ant how it's done.

I hop on my bike and pedal as fast as I can, with my arms bent and my bum in the air. My front wheel hits the ramp. I see the photo of Extreme Steve. I feel the inspiration. I stick out my tongue just like him.

CLA-CLUNK!

That's the sound of the piece of wood thudding against the bricks as I ride over it. I don't get much air. Not enough to turn my wheel or be very awesome.

The ant thinks my jump sucks. This ant is a

very critical ant.

‘How about some encouragement, eh?’

I circle around to go again.

But I stop.

There’s money on the road.



A one-hundred-dollar note is sitting in the middle of the street. I've never even seen one before. I didn't even know what colour they were.

There's a five-dollar note too.

One hundred and five dollars in the middle of Turtle Place. It's a miracle!

Someone must have dropped it. I look around.

My street is a cuddly sack. That's what my big brother, Henry, always calls it. Or what he

used to call it before he went away.

I don't know why he started calling it that, but it annoyed Mum, so he kept doing it. Mum would correct him every single time. She would say each syllable like it was a stick she was poking him with. Cul-de-sac. But cuddly sack *is* better.

There are only six houses in Turtle Place and they all face each other. There are new people next door to us, but I haven't seen them yet. Then it's Evie Watson's place. And next to her is the empty block. Then Rocco's, with Zak and Luisa's next door to him. Mr and Mrs Katz live opposite us. Henry used to call them the Old Cats. Mum didn't like that either.

No one is outside this morning. Just me and this ant.

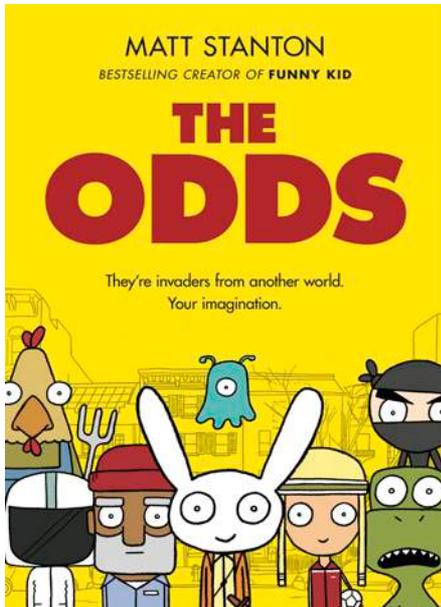
'You missing any dollars, ant?'

Before the ant can answer, my front door

opens.

Out walks my stepmum.

Classroom Resources



ISBN:

9780733340635

NOTES BY:

Mandy Newman

PUBLICATION DATE:

November 2020

The Odds

Matt Stanton

BOOK SUMMARY

Kip is a quiet kid in a loud city. She's easy to miss and that's the way she likes it.

Then, one day, Kip's quiet life is suddenly interrupted. Ten of her favourite characters have stepped out of their worlds and into hers.

But what happens when a dragon-hunting rabbit leaves his comic strip? When an old man leaves his picture book? When a ninja leaves her TV show, a race-car driver leaves their video game, and a dinosaur turns up from Kip's nightmares?

From million-copy bestseller Matt Stanton comes the start of a hilarious and heart-filled graphic novel series about identity, imagination and discovering who you are.

Meet the Odds ... because fitting in is overrated.

KEY LEARNING OUTCOMES

- ACELA1518
- ACELT1524
- ACELT1613
- ACELT1617
- ACELT1618
- ACELT1711

THEMES

- Imagination
- Discovering who you are
- Belonging
- Identity
- Resilience
- Bullying
- Multimodal texts
- Humour

Recommended Ages: 7+

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Classroom Resources

Before Reading

Resilience, the imagination, friends and the power of storytelling

A key theme of this graphic novel is the power of storytelling and friends. Matt Stanton shows how falling into the world of the imagination can sustain us, and how following the journey of characters in a story can also inspire and make us feel better.

Invite students to bring their favourite book to class.

- Ask them to tell the class why they like it and who is their favourite character.
- Share the books and ask other students to review or respond to the other books.
- Make a list of the class's favourite characters and work out if there are common characteristics and why.
- Ask the students if they like the protagonist or antagonist more and why.
- You could also invite students to look at the narrative shape of the text as well. Does the protagonist encounter a problem?

Stories are not just confined to books and novels. Narrative elements and memorable characters appear in: our dreams and nightmares, our imagination, our daydreams, audiobooks, apps, graphic novels, picture books, comics, slide presentations, web series, web pages, YouTube videos, TikToks, animations and video games.

Ask students to discuss:

- What is the character you have loved the most in a TV show, movie, book or game you have played?
 - Why do you love this character?
- Can you remember the scariest figure you have ever dreamt about?
 - Draw a picture of the character and explain why it was so scary.
 - Did the character feel real? Why?
- What is the best dream you have ever had?
 - Who appeared in the dream?
 - Draw the character and write a conversation between you and the character.

As a class, discuss the following quote by the children's writer CS Lewis: 'We read to know we are not alone.'

During Reading

Examine the relationship between words, sounds, imagery and language patterns in narratives

A graphic novel is a multimodal text. In multimodal texts, composers add more meaning to a text because they utilise more than one mode of communication. Multimodal texts are made up of two or more of the following modes, and each mode can add to telling the story. The modes are:

- Written and spoken language
- Visual language – images, page layouts and formats, filters, the use of colour, viewpoint, framing, angles
- Sound – volume, natural/unnatural sounds, noise, silence, rhythm of music, sound effects
- Facial expressions and body language – body movement, eye movement, gaze
- Spatial – position of layout

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Classroom Resources

Think about each character in *The Odds* – how does Stanton use the different modes of communication to create his characters? How does he combine words, sounds, images, facial expressions, clothes, eyes and language patterns to make each character unique?

Character	Facial expressions Eyebrows, eyes, shape and position of mouth	Appearance Face and body shape, hairstyle, clothing, facial covering, jewellery/ accessories, make- up, props	Eyes and gaze Gestures Movement of head, arms, hands, legs, feet Stance	What does this character add to the story?
Kip				
Dad				
Diana				
Lance				
Theo				
Booster				
Ninja-Nina				
Blub				
The G.O.A.T.				
Mr Pink				
Racer				
Unicorn				

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Classroom Resources

Create and draw two contrasting characters using sound, gestures and facial expressions to show how they are different. Make a six-frame cartoon with the two characters arguing about ice cream.

Write two PEEL paragraphs on the character of Kip and one of the Odds. Use these sentence stems to start you off.

Paragraph One

Kip is characterised as a person who ...

Matt Stanton uses facial expressions/appearance/gestures/hairstyle to convey ...

Matt Stanton also uses facial expressions/appearance/gestures/hairstyle to show how ...

Paragraph Two

To contrast Kip, the character of _____ is characterised as ...

Matt Stanton uses facial expressions/appearance/gestures/hairstyle to convey ...

He also uses facial expressions/appearance/gestures/hairstyle to show how the character is ...

After Reading

As a class, analyse the multimodal elements of the text:

1. What are the modes being used? Written, visual, spatial, tactile, gestural, audio or oral?
2. What is the purpose of the text? Who is the audience?
3. What elements of each mode are emphasised and why?
4. The structure – is there a narrative element? Is a problem presented and a solution offered?
5. What visual elements are most significant? Is there repetition of shapes? Is there a sharp contrast between two elements? What is the proximity of objects or figures?
6. How is humour used? Why is it used?
7. How are gestures used? Why?

Focus on visual literacy

Composers control what a viewer can see or not see to influence how the viewer feels. Perspective created by shots and angles makes audiences feel a particular way. A close up, for example, lets the viewer see the intimacy of a character's emotions. A single tear running down a cheek or terrified eyes fills a shot or frame, which communicates sadness to the audience. Think about how Stanton creates perspective through his choice of shots, angles and colour to communicate a range of emotions. These choices increase tension, a sense of anticipation and unpredictability. Audiences love to be surprised.

Each one of these shots and angles is used to great effect in *The Odds*:

- Long Shot:
A shot from some distance. A long shot establishes the landscape and atmosphere of a story. A barely visible character in the background may be seen. A full body may be shown. It may show the loneliness or helplessness of the character. Or it may just set the scene. Find an example of this shot type.
 - Look at all the pictures at the beginning of each chapter – are they long shots?
 - What does Stanton convey with each picture?
 - What can you see in the long shot?
 - What emotions do you feel? Why?

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Classroom Resources

- **Medium Shot:**
The most common shot. It shows a character or a figure from above the head to just below the waist. Find two examples of medium shots.
 - What can you see in the medium shot?
 - What emotions do you feel? Why?
- **Close Up:**
A shot taken of a character's or figure's head from just above the head to the top of the upper ribcage. There is little or no background. The image takes up at least 80 per cent of the frame. Find an example of a close up.
 - What can you see in the close up?
 - What emotions do you feel? Why?
- **Extreme Close Up:**
A very close shot focusing on a very specific object or part of a body such as an eye or a hand. Find an example of an extreme close up.
 - What can you see in the shot?
 - What is the effect of focusing on this specific thing?
 - Why has this thing been highlighted to the reader?
- **Eye Level:**
A picture at the character's eye level. It makes the viewer feel as if they can see what the character can see. Can you find an example of this shot type?
- **High Angle:**
This angle shows things from a higher point than eye level and may even cause the reader to look down on the subject of the shot. The subject looks smaller and can appear powerless or trapped. Find an example of a high angle shot.
 - What emotions do you feel? Why?
- **Low Angle:**
When this angle is used, the picture is drawn from below eye level. It may cause the subject to appear strong, powerful, or threatening. Is there an example of a low angle shot in *The Odds*?
 - What is the effect of this on the reader?

Choose one character from *The Odds*, and look at the different shots and angles that have been used by Stanton when they are depicted. Finish the following analytical paragraph.

With the representation of _____, the composer uses _____ camera shots and angles, plus other multimodal elements such as colour, sound, facial expressions and gestures to make the character _____ . For example, Matt Stanton uses a (circle one) close up/long shot/low angle shot of _____ to convey _____

_____ which makes the audience feel _____ .

Create three pictures to represent yourself.

- What angles and shots would you use to convey who you are?



Classroom Resources

Focus on the oral and sound elements

Composers also add to meaning by using sound devices, which elevate and accentuate the sounds of words. Onomatopoeia makes the reader feel the sound. For example, the word 'crash' sounds as it is written. There is a lot of onomatopoeia in *The Odds!*

- Find five examples of onomatopoeia in *The Odds*.
- Why has Stanton used onomatopoeia? How does it add to the meaning of the text?
- Go back to the three pictures you drew to represent yourself. Add one example of onomatopoeia.

Think/Pair/Share activity

Invite students to pair with another student. Using their communication, writing and representation skills, students can interview their partner, write a 150-word article about them, and then create a 45-second multimodal presentation to introduce their partner to the class.

- Make careful choices to increase the power of your images and words.
- Use sound devices, angles, shots, colour, contrast, cropping, text, onomatopoeia, facial expressions and gestures in the presentation.

About the Author

Matt Stanton is a bestselling children's author and illustrator who has sold more than one million books worldwide. His middle-grade series *Funny Kid* debuted as the #1 Australian kids' book and has legions of fans across the globe. He has published such bestselling picture books as *There Is a Monster Under My Bed Who Farts*, *This Is a Ball and Pea + Nut!*, and produces a daily YouTube show for kids. He lives and works in Sydney, Australia, with his wife, bestselling author Beck Stanton, and their children.

mattstanton.net

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James Foley

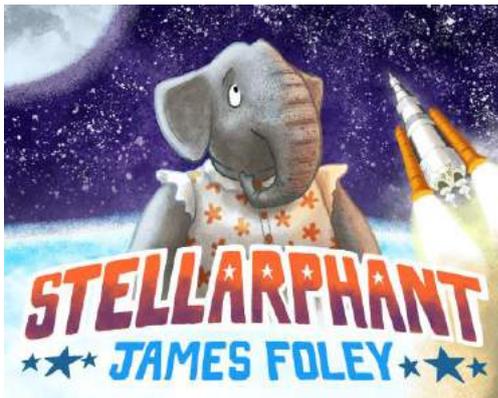


Credit: Jessica Wyld

James Foley makes children's books for children who read books. James illustrated the infamous *My Dead Bunny*; created the graphic novels *Brobot*, *Dungzilla*, *Gastronauts*, and *Chickensaurus*; and illustrated the *Toffle Towers* chapter books. His latest release is a picture book called *Stellarphant*.

James also illustrated *Total Quack Up!*, an anthology of funny short stories written by authors such as Paul Jennings and Jacqueline Harvey, with proceeds going to charity. James's earlier books *My Dead Bunny*, *In the Lion*, *The Last Viking* and *The Last Viking Returns* have all scored several honours, including children's choice awards, shortlistings in the Children's Book Council of Australia Book of the Year Awards, and selection to the International Youth Library's White Ravens list.

James is an ambassador for Books in Homes and Room To Read Australia. He is a massive Marvel movie nerd. He comes from a long line of queuing enthusiasts.



Stellarphant

Fremantle Press

Stella the elephant is fighting interstellar discrimination one pachyderm at a time! Stella wants to be an astronaut. There is only one problem: Stella is an elephant. Every time she applies to Space Command, they come up with a new reason she can't join. But where there's a will, there's a way and Stella is determined to reach for the stars.

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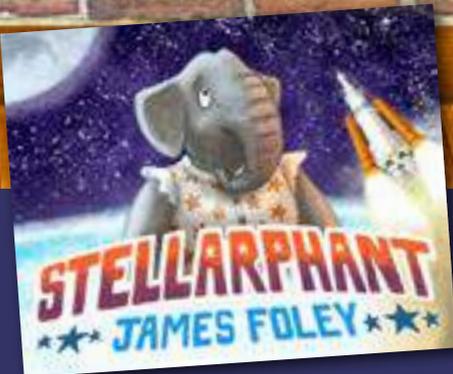
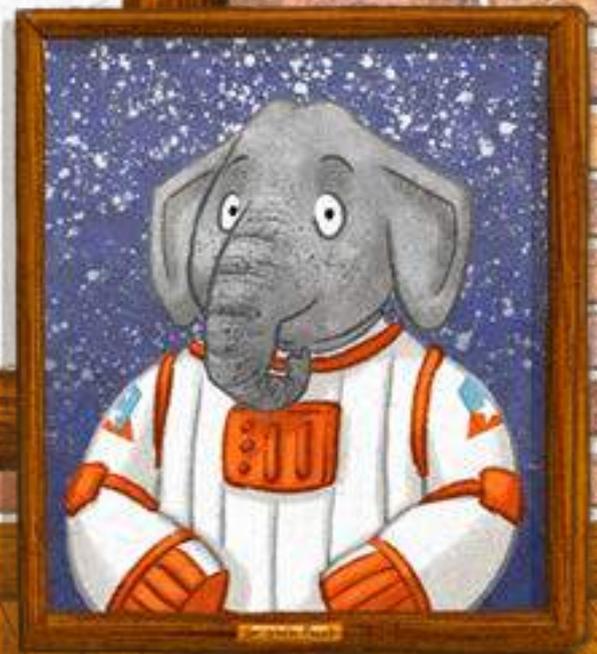


*** AEROSPACE ***

HALL OF ASTRONAUTS



Stellarphant Aerospace welcomes animals of all shapes and sizes to be a part of their space program. What animal would you like to send to space? Draw your animal and design them a suit in the space provided that will allow them to be an astronaut.



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For more fun and free activities, visit our website:
fremantlepress.com.au/classroom-express.

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STELLARPHANT

JAMES FOLEY

ISBN (HB): 9781760990732

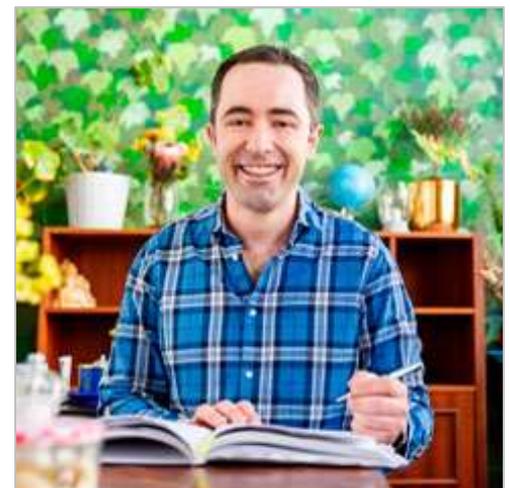
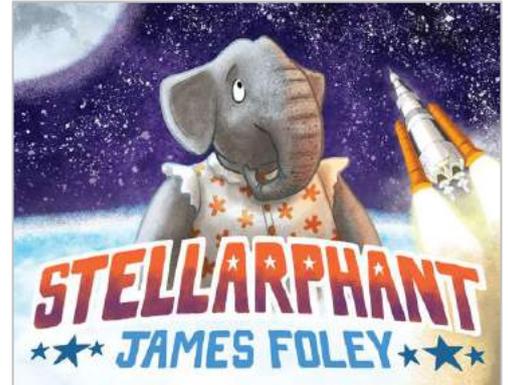
Year level: K–3

ABOUT THE BOOK

Heroes come in all shapes, sizes and species. Stella wants to be an astronaut. There is only one problem: Stella is an elephant. Every time she applies to Space Command, they come up with a new reason she can't join. But where there's a will, there's a way, and Stella is determined to reach for the stars. **Does she have the right stuff?**

ABOUT THE AUTHOR

James Foley writes and illustrates picture books, middle-grade novels and comics for kids. He's the author/illustrator of the S.Tinker Inc. graphic novel series for middle-primary readers: *Brobot*, *Dungzilla*, *Gastronauts* and *Chickensaurus* star Sally Tinker, the world's foremost inventor under the age of twelve, and Joe Tinker, her stinky baby brother. James also illustrated the Toffle Towers series written by Tim Harris; the cult favourite and CBCA-shortlisted *My Dead Bunny*; and its follow-up, *There's Something Weird About Lena*. James contributed to *Total Quack Up!* and *Funny Bones*, both anthologies of funny stories with proceeds going to charity. His earlier books *In the Lion*, *The Last Viking* and *The Last Viking Returns* have all scored several honours, including children's choice awards, shortlistings in the Children's Book Council of Australia Book of the Year awards, and selection to the International Youth Library's White Ravens list. James is an ambassador for Books in Homes and Room to Read. He is a massive Marvel movie nerd. He comes from a long line of queuing enthusiasts.



THEMES

- Space travel
- Courage
- Determination
- Perseverance
- Discrimination
- Diversity
- Equality
- Equity
- Feminism

AUSTRALIAN CURRICULUM OUTCOMES

K–3 English

K–3 Earth and Space Sciences

K–3 Visual Art

USEFUL WEBSITES

- Author website: jamesfoley.com.au
- Author Twitter: twitter.com/Jamesfoleybooks
- Author Facebook: facebook.com/jamesfoleybooks
- Author YouTube: youtube.com/jamesfoleybooks
- Author Instagram: instagram.com/jamesfoleybooks
- [Cartooning Worksheet for Primary Students: jamesfoleyillustrations.files.wordpress.com/2013/05/faces_part_1.pdf](https://jamesfoleyillustrations.files.wordpress.com/2013/05/faces_part_1.pdf)
- [NASA for Students in Kindergarten to 4th Grade: nasa.gov/stem/forstudents/k-4/index](https://nasa.gov/stem/forstudents/k-4/index)
- [Astronaut Selection: nasa.gov/content/astronaut-selection-program](https://nasa.gov/content/astronaut-selection-program)
- [NASA Jet Propulsion Laboratory: jpl.nasa.gov/edu/teach/tag/search/Rockets](https://jpl.nasa.gov/edu/teach/tag/search/Rockets)

CLASSROOM IDEAS

Discussion questions

1. Why do you think the author chose the name Stella for the lead character? Is it simply because it rhymes with 'ele' in 'elephant'? (Hint: What does this particular name mean?)
2. Why do you think the title of the book is 'Stellarphant'? (Hint: What are the two possible meanings of the word 'stellar'? How does each relate to the story?)
3. What does an astronaut do? What do you think would be the best thing about this job? What do you think would be the hardest part? Would you like to be an astronaut?
4. The managers at Space Command reject Stella's application several times. How would you feel if you were Stella? Why do you think she refuses to give up on her dream?
5. What does the word 'discrimination' mean? Stella faces discrimination because of her size and her species. Have you ever been discriminated against? How did this make you feel? Why is it important not to discriminate against others or judge someone based on their appearance?
6. What do the words 'perseverance', 'resourcefulness', 'determination' and 'resilience' mean? Can you find examples in the story where Stella demonstrates each of these qualities? Can you think of a time when you have showed each of these qualities?
7. Look closely at the titles of the books Stella studies for astronaut training (*Orbital Mechanics*, *Aerospace Engineering*, *Rocket Science*). Why would each of these be useful? Use an appropriate online dictionary to locate the meanings of any words you don't understand.
8. Why do you think scuba-diving is also part of Stella's training? How might this help astronauts prepare for life in space?
9. Why do you think the managers are still reluctant to approve Stella's application even after she has found creative ways to meet all their requests?
10. What does the word 'epiphany' mean? What epiphany does Stella reach?
11. What is an 'idiom'? How does the idiom 'the elephant in the room' add humour to the story?
12. Visit the final page of the book, entitled 'A True History of Animals in Space'. Can you list some of the different species that have visited space? Why were they chosen? What jobs did they perform in space? Choose one animal from the hall of fame to research and write a report using the following subheadings: name, age, species, nationality, date/duration of mission/s to space, research purpose, photograph.
13. What do you think might happen if a real elephant was sent to space?

Visual literacy

1. Design your own picture book about Stellarphant Aerospace's next mission! Which animal astronauts will be part of the crew? Where will they travel in space? What is the purpose of their mission? What dangers will they face?
2. Look carefully at how the images on each page of *Stellarphant* are divided up and presented. Some scenes are in rectangular shapes, and some are in curvy shapes. What shapes does the illustrator generally use to frame the scenes that take place in Space Command? What shapes does the illustrator generally use for the illustrations that take place while Stella is training? Why do you think James used these shapes for certain scenes and not others?
3. Observe the colours that the illustrator used when illustrating *Stellarphant*. When an illustrator sticks to a certain group of colours it is called a 'colour scheme'. Compare the colour scheme used in the Space Command scenes with the colour scheme used in Stella's training scenes. How do the different colour schemes make you feel? Which makes you feel happier? Which colours feel 'warmer' and which feel 'colder'? Why do you think the illustrator used these colour schemes for certain scenes?
4. When Stella and her crew finally reach space, they go for a spacewalk and look down at the Earth below. This scene is the only one in the book that doesn't have any words. Why do you think the author chose to not have any words in this scene?
5. Compare the front endpapers (showing the Space Command Hall of the Hero) with the fold-out scene at the end of the book (showing Stellarphant Aerospace's Hall of Astronauts). Compare and contrast these two scenes: consider the colour schemes, wall texture, frame shapes, frame arrangement and the types of characters that appear in the frames. How do these two spreads relate to the theme of discrimination and diversity in the book?
6. What style has the illustrator used to illustrate *Stellarphant* – realistic or cartoon? What do you like about his style? How does he convey the characters' thoughts and feelings? (i.e. find a page where one of the characters looks happy, determined, surprised, irritated, sad, confused or proud). Use the

'Cartooning Worksheet for Primary Students' available from the author's blog to help you draw facial expressions and body language for your own characters.

7. Stella dreams of becoming the first elephant astronaut. Design a recruitment poster advertising your own dream job. It should explain what the job involves and why you are passionate about it.

Earth and space sciences

1. Visit the webpage [NASA for Students in Kindergarten to 4th Grade](#) to answer the following questions:
 - a. What is NASA?
 - b. When was the first human flight to space?
 - c. Who was the first ever animal in space?
 - d. What is the International Space Station? When did the first astronauts arrive on it? How many people can live on it at one time? What research is conducted there?
 - e. What is the Artemis Program?
 - f. What is Orion?
 - g. What is Juno?
2. Write a biography of one of Australia's three astronauts: Philip K. Chapman, Paul Scully-Power or Andy Thomas. What missions were they a part of? What research did they conduct?
3. Write an imaginative diary entry about 'A Day in the Life of an Astronaut' on the International Space Station. What do you think would be some of the challenges of living in space?
4. How do you become an astronaut in real life? (Hint: visit webpage [Astronaut Selection](#).)
5. Name the planets in our solar system and the order they extend from the sun. Working in pairs, use this knowledge to create a scale model. Then select one planet and create a fact sheet, poster or PowerPoint with the following information: name, position in solar system, discovery, axis rotation, size, gravity, orbit, surface conditions, atmosphere, temperature, distance from Earth, interesting facts, image. Ensure to include a reference list.
6. Visit the [NASA Jet Propulsion Laboratory's education link](#) to choose from a variety of primary-school activities where students can learn to design, build and launch paper rockets, observe how high they fly and improve their designs.

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Scribblers Festival

13 – 18 SEPTEMBER 2022

Briony Stewart

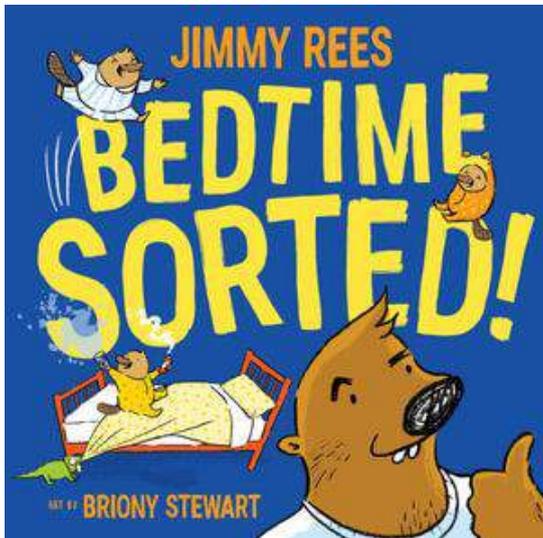


Born in Perth, Western Australia, Briony Stewart is the internationally published author and illustrator of several award-winning books for children. At seventeen, Briony received a scholarship from the Art Gallery of Western Australia towards studying a double degree in Fine Art and Creative Writing at Curtin University. After graduating she won a Queensland based writing prize. The story soon became her first published book, *Kumiko and the Dragon*, and went on to win an Aurealis award for Children's short fiction in 2008.

Passionate about fostering creativity in Australian children, Briony now lectures on children's literature at university and conducts talks and workshops with children across Australia. She currently lives and works in Fremantle, writing, illustrating, and creating amidst the chaos of two cheeky toddlers and a silly dog. Her latest books are *Bedtime Sorted!* written by Jimmy Rees and *Where Are You, Magoo?*

Bedtime Sorted!

Affirm Press



Who said bedtime was hard? Dad's got bedtime sorted! Lenny and the twins have a bath without water spilling over, brush their teeth without toothpaste spraying onto the mirror, and go to sleep straight after their story. Perfect!

Dad can finally settle down to his dinner. But then –

My pyjamas don't match!

I'm too cold! I'm too hot!

From one of Australia's best-loved comedians and children's entertainers Jimmy Rees comes a story about the bedtime excuses that families everywhere will know all too well.

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FORM: Building a State of Creativity

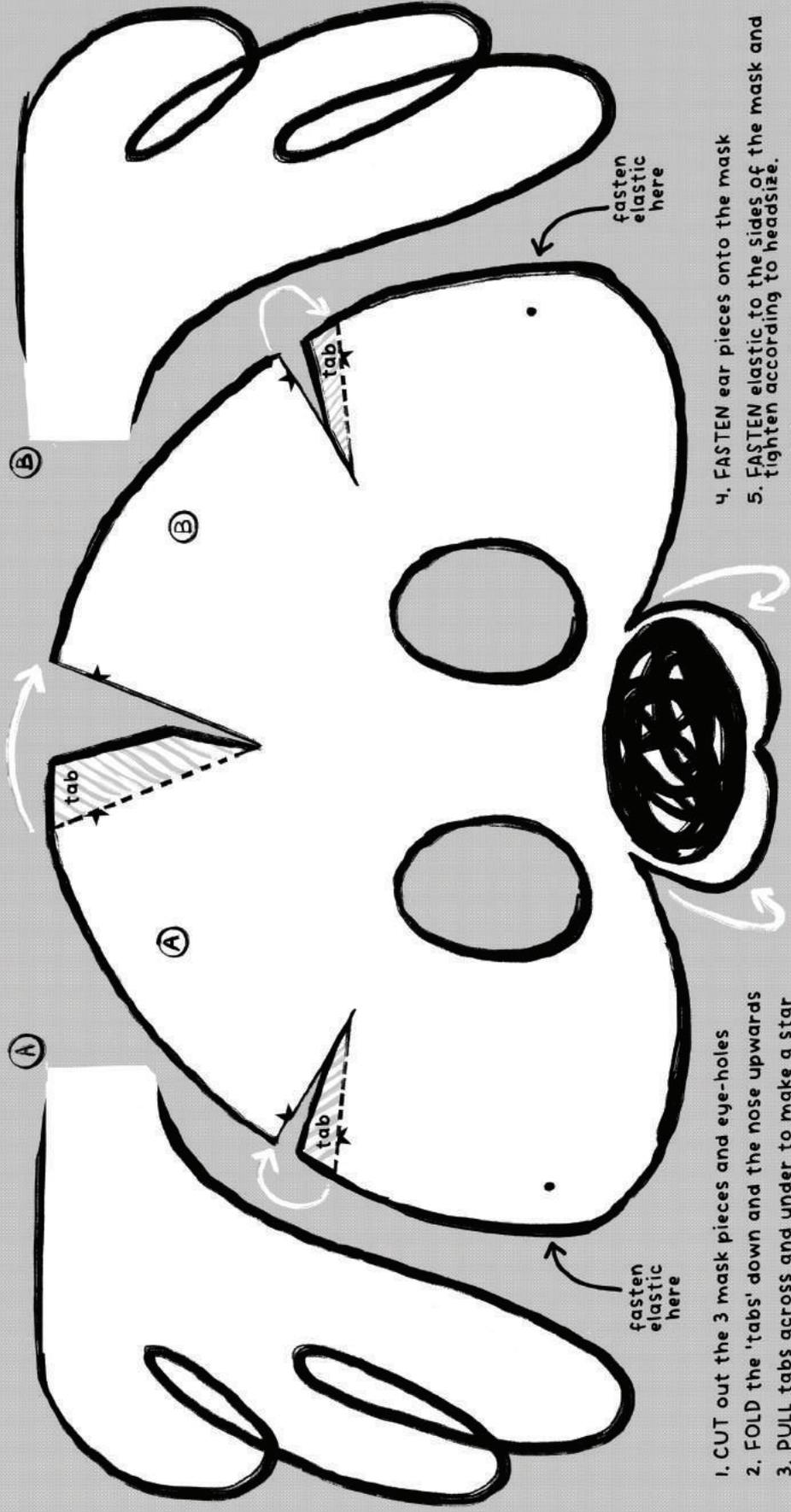
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building a state of creativity



MAGOO MASK!

©Briony Stewart

Things you will need: Scissors, stapler (or tape,) elastic (or string)



1. CUT out the 3 mask pieces and eye-holes
2. FOLD the 'tabs' down and the nose upwards
3. PULL tabs across and under to make a star and fasten with staples or tape.
4. FASTEN ear pieces onto the mask
5. FASTEN elastic to the sides of the mask and tighten according to headsize.
6. WOOF, woof! You are ready to go!



By Briony Stewart

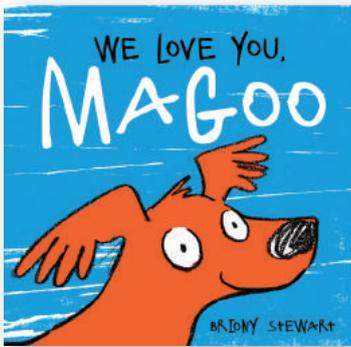


Colour me in



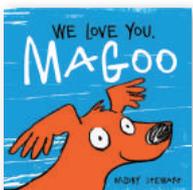
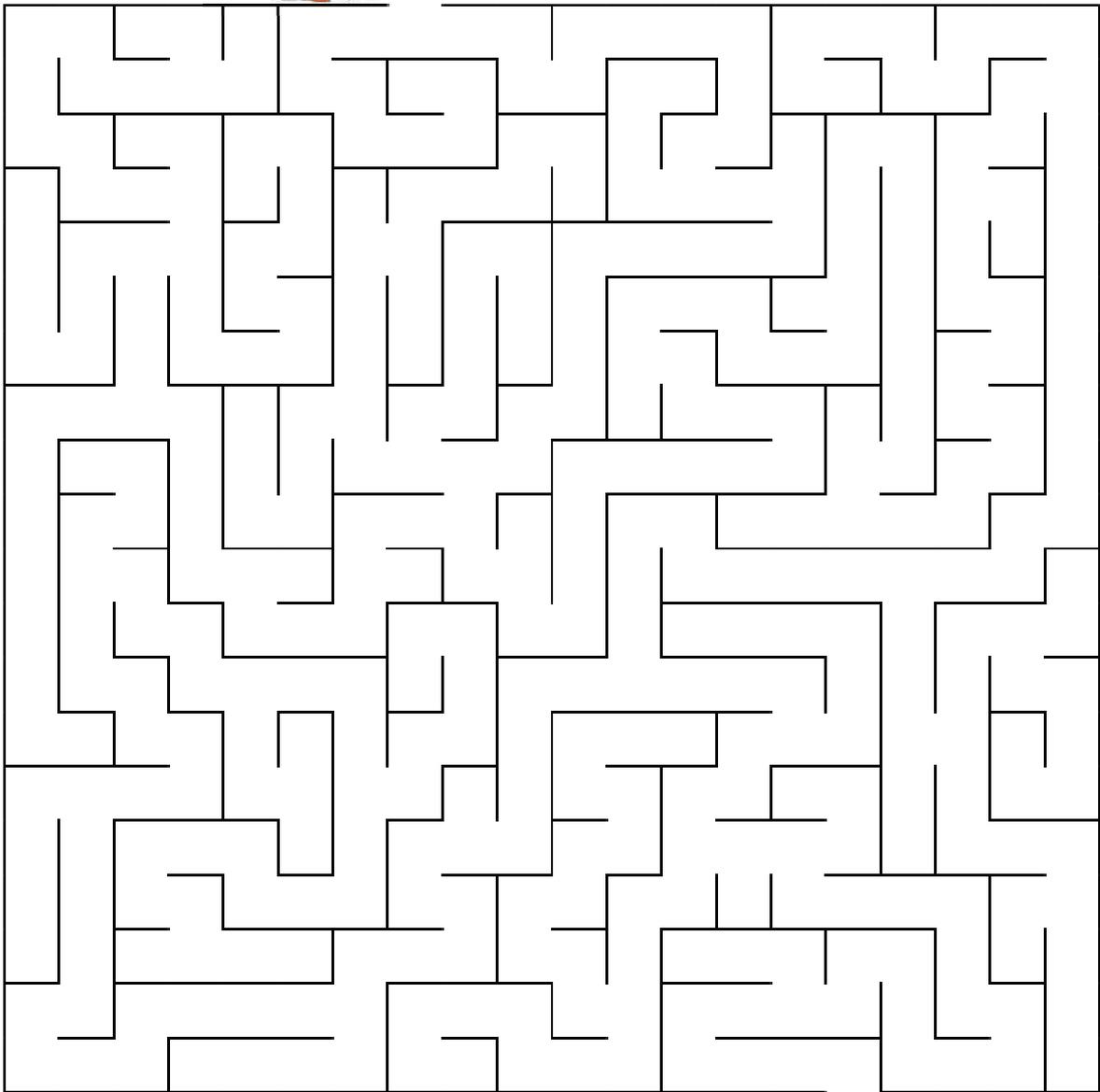
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Magoo has his own ideas about what a dog should do - in the kitchen, in the car, at dinnertime and bedtime! But there are so many rules! So many things a dog can't do.
But wait! Magoo, THIS is for you...
Silly dogoo, we do love you!

Make your way through this maze to help Magoo find the present



By Briony Stewart



Scribblers Festival



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