



AUSTRALIAN CHILDREN'S
TELEVISION FOUNDATION



MY:24

STUDY GUIDE

HEALTH AND PHYSICAL EDUCATION



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USING MY:24 IN THE CLASSROOM

The **MY:24 Study Guide** addresses the areas of Health, Physical Education and Personal and Social Capabilities. The Study Guide provides teachers with strategies to use in the classroom with selected episodes from the *MY:24* series. The teaching strategies have been developed to support students in the development of knowledge, skills and dispositions that will reinforce their sense of self, and support them in building and managing satisfying relationships.

The stories of the *MY:24* episodes selected for inclusion in the Study Guide have a strong focus on resilience and decision making that allows them to take actions to promote their health, safety and physical activity participation and wellbeing. Many of the open ended questions in the Study Guide have been designed to support students to engage their use of critical inquiry skills to research and analyse what they have viewed and to further develop their comprehension and understand how the subject matter relates to them as individuals and how it can influence them in their own health, safety and wellbeing.

MY:24 offers students a wonderful stimulus to study Health and Physical Education and reflect on their own experiences and how these address the contextual factors that influence the health, safety, wellbeing, and physical activity patterns of individuals, groups and communities. It provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others' health and wellbeing.

SERIES SYNOPSES

In an upbeat, visual feast of social-media-inspired storytelling, *MY:24* is a factual series chronicling the life-changing events from just one day in their lives that has shaped a diverse and fascinating collection of young Australians. In each episode, an individual tells their story, taking us on a personal journey to relive their '**MY:24**' event and the transformational impact it's had on their lives.

What sets this true-life format apart is that in each episode the young person is the driver in the telling of their own story – the series is built not only on their own words, it is constructed with the contribution of their own content created specifically for the series. With this emphasis on individual perspective, *MY:24* is a factual entertainment series where social history meets autobiography for kids.

26 young people, aged between 11 to 21 years from around Australia, tell their own story about the one day that changed their lives forever and how the events of 24 hours can fundamentally change attitudes and aspirations.



MY:24
THE DAY
THAT CHANGED
THEIR LIVES
FOREVER

TEACHING AND LEARNING ACTIVITIES

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01 BENEFITS OF SPORT AND RECREATION

STIMULUS - EPISODE: JAKE

Jake is the current open male world champion in rope skipping and holds the world record as the fastest skipper as at 2013.

Jake had been training for years as an elite swimmer when he happened upon the sport of competitive skipping at a school fete. It offered him a whole new world of passion and possibilities but the reaction of his family and peers caused considerable friction and heartache: he was bullied at school for joining the skipping group and did so behind his disapproving dad's back.

Jake is now studying primary education at university, a career direction inspired by his skipping coach Carolyn. He coaches a junior team of skippers and works for the Heart Foundation: visiting schools, giving skipping demonstrations and promoting the organisation's "Jump Rope for Heart" physical activity and fundraising program.

In future Jake wants to continue to give back through coaching, better his record at the next world titles, be an advocate for the acceptance of students who go against the norm, and give those students the skills to build their confidence.

Jake, 20, lives with his family on Queensland's Gold Coast and is the middle son of three boys.

THEMES AND TOPICS:

Bullying, family, personal development, wellbeing, relationships, achievement.

STUDENT ENGAGEMENT BEFORE VIEWING

- Define what it means to live a healthy and active lifestyle.
- Identify actions that promote health, physical and social development.
- Provide a list of the benefits associated with participating in sport and/or recreation.
- List social and community benefits from an individual's participation in sport and recreation.
- List three things you know about skipping.
- List all the sporting organisations you can think of e.g. Netball Australia, Swimming Australia

STUDENT ENGAGEMENT AFTER VIEWING

- How was Jake's participation in skipping a benefit and how was it conducive to his personal health?
- Other than sport, name five activities or programs that could help to improve the health, physical and social development of its participants.
- What were the main benefits to Jake from his participation in his chosen sports?
- What social or physical problems could sport and recreation remedy?

Explore the importance of fundraising and team work in relation to a cause, sport, or recreational activity.

- What is fundraising?
- Who is usually involved in fundraising?
- How is fundraising usually undertaken?

Grass roots to elite level sport.

- Explore an athlete's progression through sport. What are the different levels of sporting participation?
- Identify how national sporting bodies assist athletes in achieving their goals.



02 HEALTHY BODY, HEALTHY MIND

STIMULUS - EPISODE: DAVE

Dave suffered depression until, aged 15, he went to a Sydney gym for the first time and met Greg. After that first workout he was hooked: the gym was his new anti-depressant and Greg became his trainer and mentor. Eight months later Dave was still on anti-depressants but believed the gym and Greg were more effective in enabling him to adopt a healthy mental and physical outlook and manage his anxiety and depression.

The support of his family has also been hugely important in managing his disorder: his mum and dad often work out at the gym alongside him. His mum also plays a crucial part in an arrangement that allows him to forego school when a panic attack is approaching and head for the gym instead. But he catches up on his schoolwork later of course.

As a result of sending the YMCA his story as part of a competition, Dave won a free year-long membership for his entire household and became part of the YMCA family. He has given presentations on behalf of the organisation and works part-time for the local YMCA. He has also talked publicly at his own school about how to identify depression and help friends with mental health issues.

Dave is passionate about spreading his message and aims to develop a career as a motivational speaker or within the mental health sector, perhaps within the public sector or as a lobbyist.

Dave says he feels happy and loved, and has a strong sense of belonging; sensations he never dreamed possible for himself. Months now pass without the dull fog of depression or panic attacks.

THEMES AND TOPICS:

Depression, body image, health, wellbeing, belonging, personal development, family, bullying, coping with challenges.

STUDENT ENGAGEMENT BEFORE VIEWING

Research and explain how gymnasiums are safe, healthy and inclusive places.

- Identify actions that help to promote physical health.
- Define the term 'social development'.
- Explain how individuals can develop their social capability.
- Provide some examples of 'alternative sport'.
- How can sport help to maintain a positive and healthy wellbeing?

STUDENT ENGAGEMENT AFTER VIEWING

What were the physical benefits that Dave experienced from going to the gym?

- What were the psychological benefits Dave experienced from going to the gym?
- What else could Dave do at the gym that might improve his social anxiety?
- What opportunities might arise for Dave if he stays involved in sport and recreation?
- Explain why Dave's experience might be common among boys his age.
- Research and explain why physical activity is healthy for the mind as well as for the body.
- List as many other sport or recreational activities as you can that may help to maintain a healthy mental state of mind.
- Why is it important to maintain a healthy state of mind?

03 GROWING SELF ESTEEM

STIMULUS - EPISODE: CRYSTAL

Crystal never imagined that a fun spare-time activity with her best friend would eventually become her life's focus even though her circus classes had got into her system by the time she was 12 years of age.

Her **MY:24**, the day she made the mental switch that the circus was her passion, she decided to get serious and trekked to a hardware store on a mission to make a stack of hula-hoops. Since then she's been on a steady, glittering trajectory to achieve her dream of one day performing around the world professionally. This has transformed her from an unconfident and hesitant schoolgirl amateur to a rising circus superstar.

Crystal has been with Australia's national youth circus, the Flying Fruit Fly Circus, for two years. She still gets terribly homesick for Broome and, given that her hometown is in the tropics, she greatly dislikes how cold it is in Albury, where the school and performance group is based. Being a circus performer is a very tough life physically – especially due to the pain associated with working with a trapeze. She hasn't settled in completely but is trying to make the most of this wonderful opportunity.

The future is very exciting for Crystal. Once she graduates her dream is to travel the world as part of an international troupe such as Cirque du Soleil.

THEMES AND TOPICS:

Family, personal development, body image, achievement, critical and creative thinking, friendship, relationships, wellbeing.

STUDENT ENGAGEMENT BEFORE VIEWING

- What are fundamental movement skills?
- Provide some examples of fundamental movement skills that will help an individual experience success in hula-hooping.
- Explain why you think it's important for individuals to develop their physical and social capabilities.
- What could be some innovative and creative ways to become more involved in sport and recreation?
- What are some obvious barriers to participation in sport?

STUDENT ENGAGEMENT AFTER VIEWING

How was Crystal's participation in hula-hooping conducive to her positive, personal wellbeing?

- What were some of the benefits Crystal experienced from her participation in hula-hooping?
- How would you define the term 'alternative sport' and what are some examples?
- What were some powerful messages that Crystal took away and can now pass onto others because of her participation in hula-hooping?
- How did Crystal develop and implement new movement and concept strategies to achieve a successful outcome?
- Explore how an individual's involvement in sport and recreation can help to boost their self-confidence.
- Explain why having a positive self-esteem is important in many aspects of life.
- Describe how having a positive self-esteem can help individuals overcome some of life's challenges, at school, at home and in the community.
- Explain what you think the term 'growing self-esteem' means.

04 MAKING A DIFFERENCE THROUGH SPORT AND RECREATION

STIMULUS - EPISODE: MADISON

Madison practically grew up on the ocean. Because of her parents' love of boats and sailing, she spent her first few years living at sea and the ocean was her second home.

Madison's MY:24 came when she went on a night dive with her Dad at a reef they'd visited many times previously. She was 14 years of age and was absolutely shocked to only see one shark, a dramatic decline compared to a year earlier when she had swum among a colony of hundreds of these sleek sea creatures.

This experience was Madison's "wake up call": overnight she went from shark admirer to shark conservationist and – to add weight to her cause – serious filmmaker. Her "shark girl" nickname suddenly began to carry more weight.

Madison is currently working on one of the vessels owned by the Sea Shepherd Conservation Society and expects her life to always involve conservation, activism and travel – when at home in Australia, her base is Byron Bay with her dad.

Madison's passionate and occasionally idealistic activism has matured. She is now a politically-savvy campaigner but her aims remain the same: to better protect sharks by lobbying to change the laws about legal shark fishing in marine parks and to educate the public about how amazing the much maligned shark really is.

THEMES AND TOPICS:

Bullying, animals, family, personal development, wellbeing, relationships, filmmaking, sustainability

STUDENT ENGAGEMENT BEFORE VIEWING

- How would participation in an outdoor activity support wellbeing and personal development?
- How might this differ from an indoor sporting activity?
- List five examples of occupations that involve some form of sport and/or recreation. e.g. marine biologist
- List some personal benefits that you have experienced from participating in sport and recreation.
- Research and write a summary of the definition of 'specialised movement skills'.

STUDENT ENGAGEMENT AFTER VIEWING

- How did Madison benefit both physically and mentally from diving and interacting with marine life?
- How did Madison's involvement and experience from diving and marine conservation help her to grow and develop as a person?
- When Madison was having a few friendship issues she was easily able to stay positive and look at the challenges as opportunities. How might an involvement in sport and recreation help individuals overcome the challenges of maintaining positive friendships?
- Swimming with sharks might be perceived by some people as a potentially dangerous activity. What are the positive aspects of participating in a potentially dangerous activity such as this?
- How did diving assist Madison's awareness of marine conservation?
- What are some examples of specialised movement skills which Madison developed?
- Define the 'vegan' way of living.
- List some other examples of healthy recreational activities that contribute to maintaining a sustainable environment.

05 COMMUNITY ENGAGEMENT

STIMULUS - EPISODE: TYRONE

Tyrone used to be an angry, alienated kid who found it was easier to spend time on the streets getting into trouble than to behave. That all changed when he was offered a full scholarship at a prestigious private school. That day was his MY:24.

Melbourne Grammar, with the support of his adopted family and his mum and dad, didn't just give him a foothold into the world of elite sport but also gave him an education, confidence, the skills to build a life of hope and achievement.

Tyrone was also encouraged to reconnect with his indigenous heritage and he is now a confident, laid back young man, no longer caught between his black/white parenthood – and with the Aboriginal flag tattooed on his arm and the symbol of the Gubbi Gubbi and Bindal people on his chest.

With the help of a scholarship Tyrone is studying sociology at university and has a cadetship as a social worker at the Department of Veteran's Affairs.

He hopes he can give people like himself the skills to aim high from an early age but his own future is yet to be written especially as sport remains a big motivator, despite two knee reconstructions and heart surgery. He is interested in leadership and is well aware of how much has to be done to break down negative stereotypes about indigenous people.

THEMES AND TOPICS :

Achievement, behaviour, Aboriginal and Torres Strait Islander histories and cultures, bullying, family, growth and development, wellbeing, health and fitness, social responsibility.

STUDENT ENGAGEMENT BEFORE VIEWING

- What would be the benefits of promoting sport and recreation opportunities to individuals and the community as a whole?
- How could participating in sport be a catalyst for behavioural change?
- How can personal development and social skills be applied to participation in sport?

STUDENT ENGAGEMENT AFTER VIEWING

- What were some of the main benefits that Tyrone experienced from participating in sport?
- How has Tyrone demonstrated leadership and collaboration?
- How do you think fair play and ethical behaviour in sport influenced a change in Tyrone's behaviour?
- How has Tyrone's passion for sport fostered a sense of responsibility to his family and the Murri community?
- Tyrone has aspirations of going to university to become a social worker. What sort of work are social workers involved in?
- How do social workers help to maintain a positive community?
- Tyrone makes mention of his connection to the Murri people. In order to better understand Tyrone's heritage, research the Murri people, their country and their traditional culture.
- Tyrone demonstrated a very high level of self-determination. Define the term 'self-determination'.
- Tyrone stayed with a host family while he completed his education in Melbourne. Explain why you think the host family was willing to take in a stranger and make him part of their family while he was studying.
- Being a host family is a great community service. How would you convince families at your school that this statement is true?



06 LIFE SKILLS

STIMULUS - EPISODE: MIKEY

Mikey grew up with parents who both suffered from severe mental illnesses and at times they were unwell his home life was extremely difficult. He would often go hungry and missed a lot of school, and when he did go to school he had no school bag or books. The one thing he always enjoyed though, was learning new tricks at the skate park.

Mikey's MY:24 was meeting an aunt that he never knew he had and realizing that she was going to take him under her wing and love him, care for him and support him. At that time he wasn't enrolled in a high school but Auntie Debbie made sure he got a good education.

She also encouraged and supported his passion for skating and it paid off when he won first the state titles, then the national titles. In 24 hours he went from "normal skater kid" to Australian skating champion.

He greatly appreciates the help he got to turn his life around and intends to spoil his aunt and uncle rotten if he ever becomes wealthy from his professional skateboarding. Perhaps the fact that he is school captain at a Gold Coast school indicates just how well he is also performing within the education system.

THEMES AND TOPICS:

Activity, adaption, behaviour, resilience, wellbeing, family, health and fitness

STUDENT ENGAGEMENT BEFORE VIEWING

- What would be some examples of fundamental movement skills used in skateboarding?
- What are the social benefits of participation in sport?
- Explain how sport helps individuals learn skills that are useful in other areas of life.

STUDENT ENGAGEMENT AFTER VIEWING

- What were some of the social benefits that Mikey experienced from participating in his chosen sport?
- How did sport assist in fostering a behavioural change for Mikey?
- What were the main barriers for Mikey's involvement in sport?
- Mikey spoke openly about his parents' struggles with mental illness. In order to better understand Mikey's experience research 'bipolar' or 'schizophrenia'. List the facts and symptoms of both disorders.
- Mikey demonstrated exceptional leadership skills and qualities. List some of these skills and qualities and how Mikey applied these skills in the different areas of life.
- Mikey was determined to succeed at school. Explain why this was so impressive and how this determination will continue to help Mikey to experience success.
- Describe what you think the term 'life skills' means.
- Why would Mikey's experience mean he'd have a good level of life skills?



07 DISABILITY, SPORT AND RECREATION

STIMULUS - EPISODE: COEN

Coen from Queensland's Sunshine Coast was born with cystic fibrosis and later developed diabetes. His MY:24 was a double lung transplant at the age of 15. In the six months before, he only had 20% lung capacity and would spend eight hours of every day for a stretch of two weeks taking medication and having treatment.

Simple things were such a struggle before the operation but now he's able to breathe deeply, run around and wrestle with his little brother. He can also laugh: his version of a laugh used to be a hiss because of the pain it caused.

Coen can now live life to the full like a normal teenager and he and his family have recently been travelling the Whitsundays by boat. He is immensely enjoying snorkelling, jet-skiing and swimming. He is also enjoying the experience of eating like he never has before, in part because he no longer takes the medications that negatively affected his sense of taste.

In early 2014, Coen plans to jet ski the Murray River for a second time during DonateLife Week to raise awareness and encourage potential organ/tissue donors to sign up. He expects it to take seven days, rather less than the seven weeks it took before his transplant.

At a very early age, Coen learned the importance of making every moment count. He has big plans for his future and wants to be a TV presenter, preferably on a wildlife, environment or adventure show.

THEMES AND TOPICS:

Endurance, resilience, family, wellbeing, growth and development, exclusion, health and fitness

STUDENT ENGAGEMENT BEFORE VIEWING

- What are some strategies that could be used to ensure a safe and secure diving spot?
- Identify actions that help promote physical and social development.
- What are some examples of 'water sports'?
- How can sport assist people that have illnesses or going through rehabilitation?

STUDENT ENGAGEMENT AFTER VIEWING

- Research Cystic Fibrosis. Record and report on the facts, symptoms and treatments.
- How did Coen use sport to raise an awareness of Cystic Fibrosis?
- What were the health implications which acted as barriers for Coen when participating in sport and recreation?
- How did this impact psychologically and socially on Coen?
- What were the main changes for Coen post-transplant?
- Injury is always a risk in sport and recreational activities. What are some preventative measures that can be taken to avoid injury?
- How can low level sports and recreation benefit people who have sustained an injury?
- Many people who have a permanent injury or disability participate in sport. List 10 examples of sports that can accommodate people with an injury or disability.
- The Paralympics are a major, international multi-sport event. Explain why in many ways they are more significant than the able-bodied Olympics.



08 POSITIVE RELATIONSHIPS

STIMULUS - EPISODE: HARRY

Harry was a regular Melbourne kid with a love of video games when his baby sister Millie was born three months prematurely and was later diagnosed with Down syndrome.

He is now an adoring older brother who gets his satisfaction, not from the solo pursuits of sitting upstairs in front of his computer, but from being downstairs engaging with his family and playing with and helping to care for Millie. There's a lot to do: feeding her, changing nappies, providing entertainment and making her laugh.

The wonderful new addition to the family has largely shaped Harry's future goals and aspirations: he now wants to become a teacher working with kids with disabilities and help to educate people about what it's like to have a sibling with Down syndrome or other illness or genetic disorder.

THEMES AND TOPICS:

Family, wellbeing, behaviour, achievement, personal development, growth and development, health and fitness

STUDENT ENGAGEMENT BEFORE VIEWING

- Research Down syndrome and list three facts about the condition.
- What are some barriers to participation in sport that people with a disability may face?
- Plan and critique some ways to enhance the health, safety and wellbeing of those with an intellectual disability.
- What are some ways we can adopt inclusive practices in physical activities?

STUDENT ENGAGEMENT AFTER VIEWING

- In your own words, explain why Harry felt such a responsibility to his sister?
- Explain why Harry's story is important for all children, not just those with brothers or sisters with Down syndrome?
- List three reasons why you think Harry changed his outlook on life once his sister was born?
- By looking after his sister with Down syndrome, what were the health benefits that Harry experienced?
- How did Harry apply personal and social skills when participating in sport and recreation?
- What recreational activities did Harry participate in?
- Harry was so attentive to his younger sister. Explain the positive impacts this would have on her health and wellbeing?
- Why do you think positive relationships so important to one's health and wellbeing?



09 ETHICAL THINKING

STIMULUS - EPISODE: SAM

Sam had been involved in Sydney's Bronte Surf Lifesaving Club since he was five years old but he was 17 years of age when his whole perspective on life changed as a result of saving a man caught in rough seas from drowning.

It was a very frightening experience not just for the survivor but for Sam too, and it prompted him to develop an ethos of always being in the present, making the most of every moment and getting out into the world in order to see and feel as much as he can of life.

Sam is living up to his ideals by working as a ski instructor at Perisher in Australia for some of the year, in Canada for some of the year, and by holidaying and surfing in Bali at other times.

Nevertheless, he has stayed connected with the club and still goes on patrol with his mates at Bronte when he's back home. The beach, and this one in particular, will always be Sam's home but his future will continue to shape his "living in the moment" philosophy and his desire to experience different cultures, people and places.

THEMES AND TOPICS:

Family, wellbeing, achievement, personal development, growth and development, health and fitness, social responsibility, ethics

STUDENT ENGAGEMENT BEFORE VIEWING

- Define 'philosophy'.
- Why is it important for lifesavers to be fit and active?
- Explain what it means to be an ethical thinker.
- What are some life skills we can take away from sport and recreation?
- What are some examples of recreational activity which involve physical movement?

STUDENT ENGAGEMENT AFTER VIEWING

- Define 'metacognition'.
- What were some skills Sam learnt from his involvement with lifesaving?
- What are the risks associated with being a life guard?
- What do you think would be some helpful personal and social skills Sam could apply when involved in a similar situation?
- How could Sam and other lifeguards analyse the impact of effort, space, time, objects and people all at once?
- How does being a reflective thinker help to have a positive outlook on life?
- What does it mean to 'live in the moment'?
- Sam was involved in a life and death situation which prompted him to change the way he thought about his own life. Describe why this event prompted Sam to think and act differently.
- The dangerous situation Sam found himself in challenged both he and his dad's thinking. Analyse whether you think it was ethically correct for Sam to go out into the ocean to save someone else.



10 POSITIVE SENSE OF SELF

STIMULUS - EPISODE: MAKHALA

As a little kid in Rockhampton, Makhala was as bubbly, bright and optimistic as she is now, but there was a time in between when she was shy, quiet and tormented, in part due to one or two difficult relationships with friends and family. Anxiety and depression lead to the onset of anorexia when she was in her early teens.

A few years later, weighing in at 36 kilograms, Makhala was hospitalised and told she wouldn't live another two weeks if she didn't start eating. Her MY:24 occurred when she met a fragile horse named Karma that was in danger of being put down and was gripped by the need to save him. That led to her saving herself, discovering a passion for horses and being inspired to help others avoid downward spirals of the kind that nearly crushed her.

Makhala now has more friends than she's ever had in her life and enjoys an active social life. She is active, exuberant and is studying youth work and mental health in the hope that she'll be able to major in psychology at university and use her experience and knowledge for the benefit of others. She's already an active participant in the Inspire Foundation and regularly speaks to kids about depression and anxiety.

She also loves spending lots of time riding her horse – and dreams of eventually setting up an equine-assisted therapy school.

THEMES AND TOPICS:

Family, wellbeing, behaviour, achievement, personal development, growth and development, health and fitness

STUDENT ENGAGEMENT BEFORE VIEWING

- What are some strategies that can be implemented to ensure a safe horse riding environment?
- Identify actions that help promote physical and social development.
- What other benefits, aside from health and physical strength, can sport deliver?
- List some personal benefits which you experienced from participating in sport and recreation.

STUDENT ENGAGEMENT AFTER VIEWING

- What were the benefits that Makhala experienced by participating in sport?
- How did sport directly assist Makhala when dealing with her depression?
- What are ways that Makhala can transfer understanding from previous movement experiences while on a horse, to create solutions to movement challenges?
- What are some of the risks associated with horse riding?
- Makhala wanted to help a sick animal, but realised she first needed to help herself to help others. Explain why you think this was the case.
- Why do you think working with animals helped Makhala improve her own health?
- Makhala's work with the horses took her outside and into the natural environment. Research why being outside is so good for one's mental and physical health.
- Sometimes friendships can present challenges and can affect the way we think about ourselves and others. Provide suggestions of how individuals can maintain positive friendships and a positive sense of self.
- 'Giving to others is giving to yourself.' Analyse this phrase and explain in your own words what it means.

11 DANCE CULTURE

STIMULUS - EPISODE: RYAN

Ryan is a hip-hop dancer who hails from the country town of Taree. His MY:24 started with a nervous solo plane trip from Taree to Sydney to attend a dance workshop, and ended with him meeting and being inspired by talented indigenous dancers. The experience left him with the firm conviction that he too wanted to be a dancer.

Subsequently Ryan auditioned for the NAISDA Dance College. When he was accepted he had no choice but to move away from his home and family in order to study on the NSW Central Coast.

He boards with a couple whose kids have grown up and left home and travels back to Taree during holidays to visit his family. One of his sisters lives in Newcastle and he'll often visit her on the weekend, especially if he's feeling a bit homesick.

Ryan's favourite dance styles are hip-hop and modern, although he is enjoying the challenge of learning ballet, contemporary and tap. He plans to continue his NAISDA studies for the next three years and, after graduating, become a professional dance and choreographer. He particularly wants to choreograph music videos and bring Aboriginal dance into mainstream music.

THEMES AND TOPICS:

Family, wellbeing, achievement, personal development, growth and development, health and fitness, Aboriginal and Torres Strait Islander histories and cultures, bullying

STUDENT ENGAGEMENT BEFORE VIEWING

- How can a dancer construct imaginative and original movement strategies to enhance their performance?
- Identify actions that help promote physical and social development.
- What would be some examples of sport and recreation which are affiliated with the arts?
- List some of the personal benefits experienced by participating in sport and recreation.

STUDENT ENGAGEMENT AFTER VIEWING

- What were the benefits that Ryan experienced from his participation in sport?
- What are ways that Ryan can enhance elements of effort, space, time and objects to better his performances?
- Where did Ryan draw his inspiration from?
- Ryan speaks of a sense of belonging when he's with other dancers. Explain what Ryan means by this statement.
- Dance is a large part of the Aboriginal and Torres Strait Islander culture. How can dance help to communicate stories, beliefs and values?
- List 10 cultural dances and what they symbolise, or their relevance to that particular culture.
- Ryan set himself goals to achieve his dreams. Explain why it's important to set goals.



LINKS

Australian Children's Television Foundation

www.actf.com.au

Australian Curriculum

www.australiancurriculum.edu.au

Bangarra Dance

www.bangarra.com.au

Beyond Blue

www.beyondblue.org.au

Disability Recreation Sport

www.dsr.org.au

Donate Life

www.donatelife.gov.au/

Documentary Australia Foundation

www.documentaryaustralia.com.au/films/details/1565/shark-girl

Heart Foundation

www.heartfoundation.org.au

Inspire Foundation

www.inspire.org.au

Lifeline

www.lifeline.org.au

Reach Foundation

www.reach.org.au

Make Poverty History

www.makepovertyhistory.com.au

NAISDA Dance College

www.naisda.com.au

Paralympics

www.paralympic.org.au

RSPCA

www.beyondblue.org.au

Surf Lifesaving Australia

www.sls.com.au



BEHIND THE CAMERA

Penny Robins, executive producer, producer

Penny Robins is an independent Sydney-based producer and executive producer who loves telling stories that entertain audiences and make a difference.

She has produced and executive produced for ABC Television, SBS, Canal Plus, BBC and Film Australia, where she worked as an executive producer from 2003 to 2008. From long-form documentaries to series, Penny has worked with some of the country's top talents and has drawn the best from an array of subjects.

At Film Australia she was one of the founding executive producers on the hit Australian series *Who Do You Think You Are?*, produced with Artemis and Serendipity Productions, and on the *LIFE AT* series with Heiress Films. Both have since become long-running repeat series.

Since going back into the world of freelance filmmaking in 2009 she has executive produced and produced, with Paul Clarke, a body of award-winning social history series for ABC TV: namely *Bombora the Story of Australian Surfing*, *Wide Open Road* and most recently *Whitlam: The Power and The Passion*.

Penny initiated, produced and was an executive producer on the 13-part youth series *MY:24* for Essential Media and Entertainment. The series was borne out of a passion to make stories for young people that allow them to speak openly and honestly about contemporary life and it will air on ABC3 in early 2014. *MY:24* is Penny's first children's television production.

Carmel Travers, executive producer

Carmel is Head of Children's Content and Executive Producer at Essential Media and Entertainment. With four decades of experience in the film and television industry, Carmel has headed up major production

companies and been a senior network executive. As a Partner and Executive Director of Essential Media and Entertainment, she is overseeing the growth of its children's, youth and online content.

Bernadette O'Mahony, executive producer

Bernadette O'Mahony is Head of Development and Production at the Australian Children's Television Foundation (ACTF).

She has worked in film and television since the 1980s, and her name is linked to a number of prominent Australian productions including *The Henderson Kids*, *The Flying Doctors*, *Spotswood*, *The Man From Snowy River* and *Crackers*.

Since joining the ACTF, Bernadette has worked on *Crash Zone*, *Legacy of the Silver Shadow*, the award-winning series *Mortified*, *Lockie Leonard* (series 1 and 2), *Dance Academy* (series, 1, 2 and 3) and *My Place* (series 1 and 2), *Worst Year of My Life*, *Again!* and *Bushwhacked!*

Amanda Isdale, associate producer

Amanda Isdale is a producer/writer/development consultant who has been working in the children's television industry for more than 10 years. She has considerable experience in both live-action and animated children's factual/entertainment and also documentary television production, and is particularly drawn to working with the 10-14 age group. She is passionate about providing an empowered and genuine voice for them to share their real stories and real experiences with others.

After completing a journalism degree at the University of Queensland, Amanda worked in the children's and documentary Unit at Network Ten, then moved to London and Vancouver to gain international experience. She returned home to Sydney four years later and has had various local production and development roles with broadcasters and independent production companies since 2011.

Amanda's skills encompass producing, directing, writing, script-editing, format consulting, research and development. Her clients include Network Ten, CBBC, DHX Media, Disney Channel Australia, ABC3, Little Airplane Productions, The Feds, The Glorious Picture Company, Beyond Productions, activeTV, Blacklab Productions, and Essential Media and Entertainment.

Amanda was the producer of ABC3's children's television series *My Great Big Adventure*, which recently won the 2013 Association of International Broadcasters Award in London in the category for children's factual program or series.

Dan Mansour, field director

Dan is a passionate writer/director/producer who loves telling stories that can truly make a difference.

He studied film and television at Macquarie University and the University of North Carolina, and for the past 10 years has directed, produced and written for the Nine Network, ABC Television, SBS TV, Ambience Entertainment, The Feds, ASTRA, XYZnetworks, Nickelodeon and MTV, where he worked as a producer/director from 2006 to 2011.

From long form documentaries to animation and live awards shows, including the ASTRA Awards and the MTV Awards, Dan has an eclectic showreel.

His clear vision and people skills help him to get the best performance from both the talent/subject as well as the crew.

Dan produced, directed and edited an original rock 'n' roll documentary series in the USA for MTV, alongside his creative/business partner Tim "Gonzo" Ryan. He wrote, produced and directed the critically acclaimed documentary film *The Final Word* which premiered on ABC2 in 2013.

Britt Arthur – field director

Since making her first multi-award winning documentary *Not in Front of the Kids*, Britt Arthur has worked on more than 100 hours of programming for commercial, public and cross-platform broadcast.

Whether she is crafting a story about celebrities, buildings or the sex lives of the elderly, there is an empathy, candour and sense of humour that illuminates her work.

Her films have screened at prestigious international festivals such as IDFA and won a bunch of awards, including the Australian Directors Guild Awards and the ATOM Awards.

Her credits include *Grand Designs Australia*, *The Force*, *Life at Three* and *Who Do You Think You Are?*

Mike Connerty, supervising editor

Mike Connerty has more than 20 years experience in post-production, documentary, lifestyle and reality programming, public affairs and children's programming.

Recent projects include the feature documentary *The Crossing*, which won the audience award for best documentary at the Sydney Film Festival, the ABC3 music series *Stay Tuned*, a pilot for MTV International titled *The New Crowd*, and the acclaimed documentary *The Final Word*, which was part of the ABC TV's *Opening Shot* series.



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