



THULA

Maverix

LEARNING RESOURCE



Australian Children's
Television Foundation

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ABOUT THE SERIES

In *Maverix*, Six young motocross riders come together to form a team, to make the national titles – or crash out trying. But the biggest win of all might be the friends they make for life.

Maverix episodes were rated G and PG by Australian broadcaster, the ABC. With production taking place in Alice Springs and Adelaide, the series was filmed on the lands of the Arrernte and Kurna Peoples.

USING THIS RESOURCE

Developed for Year 5 and 6 teachers and students, this resource details 10 lessons on teamwork and leadership. These can be delivered consecutively as a learning sequence or as standalone lessons. The resource is mapped to English, Health and Physical Education and Personal and Social Capability content in Version 9.0 of the Australian Curriculum.

Each lesson incorporates curriculum links, a relevant *Maverix* clip, discussion starters to prompt classroom conversation, and learning tasks aimed at developing students' teamwork and leadership knowledge and skills.

To view the clips suggested in this resource, click on the timecodes provided in the PDF.

The complete *Maverix* series - including the clips referred to in this resource - is available to download from the ACTF Shop.

The ACTF welcomes feedback from teachers who have used and adapted our learning resources. To share feedback, please contact education@actf.com.au.

MAVERIX





LESSON 1: TEAMWORK

CLIP: EPISODE 1, 02:04 – 03:20

ENGAGE: Begin this learning sequence by watching the above clip as a class. Former Australian motocross champion Cam ‘Griffo’ Griffin and his son Scott – also a talented rider – announce that they are launching an elite riding academy called MaveriX. From their home in Alice Springs, they plan to build a strong team that can make it to the national titles. This clip shows the earliest stages of forming a team: Griffo and Scott have passion and an end goal, but as yet they have no idea who will join their team and how effectively these members will work together.

EXPLORE: Teamwork is widely recognised as being fundamental to students’ success at school, in personal pursuits and in their future careers. But what does teamwork actually involve? Does being in a team necessarily mean that teamwork is taking place? In which contexts might we see teamwork

in action? How are teamwork and leadership intertwined? Ask students to respond to these questions in a class discussion by sharing their prior knowledge and experiences of effective teamwork.

ELABORATE: Following this discussion, have students record their perspectives of what effective teamwork ‘looks like, sounds like, feels like’ on a Y-chart. This could be completed in workbooks as an individual or pair task, or jointly constructed as a class anchor chart.

EVALUATE: As a reflection, ask students to consider the differences and similarities in individuals’ contributions to the chart/s. What explains these differences and what implications does this have for teamwork within the class? What implications does this have for the newly formed MaveriX team?

	Year 5	Year 6
English	Use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea (AC9E5LY02)	Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions (AC9E6LY02)
Health & Physical Education	Participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities (AC9HP6M09)	
Personal and Social Capability	Identify and describe a variety of relationships and the roles and responsibilities of people within them	



LESSON 2: VALUING DIVERSE PERSPECTIVES

CLIP: EPISODE 4, 03:14 – 05:38

ENGAGE: In this clip, Ritchie demonstrates mechanical knowledge and skills. When questioned by the team mechanic Vic, Ritchie explains that his granddad Joe taught him to 'tinker'. This is clearly a valuable skillset to have at MaveriX academy – but so too are Angie's resilience, Bear's showmanship and Scott's knowledge of the track. Each individual brings unique and valuable perspectives and skills with them, and this diversity makes the MaveriX team stronger.

EXPLORE: After viewing the clip, ask students to reflect on the ways that an effective team could be compared to a smoothly running motorbike.

ELABORATE: Following this discussion, challenge students to individually write an analogy between a team and a machine, aiming to prove their similarities. For example, just like a bike needs all parts working for a smooth ride, an effective team requires all members working well together.

EVALUATE: Conclude the lesson by sharing and reflecting on student work. This could include students considering the valuable contributions which they can make to team or group situations, such as their class at school.

	Year 5	Year 6
English	Use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea (AC9E5LY02)	Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions (AC9E6LY02)
Health & Physical Education	Participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities (AC9HP6M09)	
Personal and Social Capability	Identify and describe a variety of relationships and the roles and responsibilities of people within them	



LESSON 3: TEAM BUILDING

CLIP: EPISODE 5, 00:00 – 02:36

ENGAGE: The above clip opens with the MaveriX team participating in a cooperative riding drill, much like a relay race on wheels. When Richie stumbles while mounting the bike, his drill partner Kaden rides off, leaving Richie in the dirt. This display is the final straw for MaveriX coach Griffo and manager Tanya, who are already frustrated following the team’s public infighting at a recent race. As a consequence, Griffo and Tanya send the group on a team building distance ride, urging them to demonstrate that they ‘really can ride like a team!’

EXPLORE: With reference to this scene, ask students to reflect on their own experiences of team building exercises in various contexts. These may include collaborative tasks, competitive games or school camps. The following prompts could be used to guide conversation:

- What are some ideal outcomes of team building activities? (E.g., increased trust, improved communication, new friendships.)
- Are team building activities commonly undertaken at any particular times? Why might this be?

- What makes a good team building activity – or does this depend on the context and individuals?
- What did you like or dislike about previous team building experiences?

ELABORATE: Reflecting on their prior knowledge, their school context and the resources available to them, challenge groups of students to design an engaging team building activity for their peers. For example, groups could design an obstacle course, a cooking challenge, an escape room involving a series of riddles, and more. Groups should consider possible modifications or accommodations to support inclusive participation in their activity.

EVALUATE: If time and resources permit, students could undertake one or more of these activities at a later date, then critically reflect on the success of the various activities. ‘Success’ might include effective decision-making, increased trust or improved communication within either the designing or participating groups.

	Year 5	Year 6
English	Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas (AC9E5LY05)	Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources (AC9E6LY05)
Health & Physical Education	Devise and test alternative rules and game modifications to support fair play and inclusive participation (AC9HP6M08)	
Personal and Social Capability	Select and use different leadership approaches when acting as a sole leader or leading with others	



LESSON 4: TEAM COHESION

CLIP: EPISODE 3, 18:05 – 20:22

ENGAGE: 'Whoops' refers to a stretch of evenly spaced bumps on a dirt bike track. When riders are skilled and knowledgeable in gearing, entry and exit speed, body position, weight distribution and wheel placement, they can skim across the peaks of these bumps. Less experienced riders will find the whoops section of a track intimidating – and potentially dangerous.

In this clip, Bear's arrogance leads him to underestimate the difficulty of whoops on the MaveriX track. After Kaden questions his abilities, Bear approaches the challenging whoops section in a rage. He loses control of his bike and is thrown to the ground. Angie criticises team captain Scott over what she perceives as his role in the situation, with Scott's dad (and MaveriX coach) Griffio reinforcing this message when he tells Scott: 'A good captain brings people together.'

EXPLORE: After viewing this clip, have students share and substantiate their views on the different

characters' perspectives in pairs or groups. The following questions could be listed on the board as conversation prompts:

- How could Scott have taken some responsibility for this outcome, given he is captain?
- Could Kaden have been more supportive of Bear in mastering this new skill?
- Would Bear have accepted an offer of help anyway?
- What motivations might the team have for excluding Bear?
- What are some possible ways to build cohesion in an ineffective team?

EVALUATE: As a reflection, have students share and compare their views with another group.

	Year 5	Year 6
English	Present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others (AC9E5LE02)	Identify responses to characters and events in literary texts, drawn from historical, social or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors (AC9E6LE01)
Health & Physical Education	Apply strategies to manage emotions and analyse how emotional responses influence interactions (AC9HP6P06)	
Personal and Social Capability	Practise different strategies to prevent, defuse or resolve conflict, assessing the causes and effects of conflict	



LESSON 5: GOAL SETTING

CLIP: EPISODE 4, 00:00 – 01:17

ENGAGE: Strategy and goals are frequently discussed at the MaveriX academy. The team as a whole has a progressive series of goals for the season, such as competing in the NT Championships and then the Nationals. Working towards shared goals like this can build trust and teamwork. But each MaveriX member also has their own personal goals, and these are sometimes in conflict with the team's aspirations.

The clip above shows Ritchie wrestling with this conflict. He wants to spend as much time as possible training with the team, showing an awareness of how he can help MaveriX achieve their racing goals. However, Ritchie's parents are urging him to prioritise his studies over motocross; they want him to succeed at school for himself, his family and his community. They eventually agree to let Ritchie lodge at the MaveriX camp as long

as he maintains his studies, making these two goals complimentary and overlapping.

EXPLORE: After viewing the clip as a class and discussing the concepts above, prepare a large T-chart labelled 'Personal goals' and 'Class goals'. Give students two sticky notes each, asking them to write down one personal goal and one class goal then stick these notes to the relevant sides of the chart. (Alternatively, this could be completed as an individual reflective task.)

ELABORATE: Through a class discussion, students can then identify shared personal goals, ways to contribute towards class goals, and ways in which personal goals may overlap with class – or 'team' – goals.

	Year 5	Year 6
English	Use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea (AC9E5LY02)	Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions (AC9E6LY02)
Health & Physical Education	Participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities (AC9HP6M09)	
Personal and Social Capability	Select and use strategies to monitor own learning and refine goals to plan for further improvement	



LESSON 6: HEALTHY COMPETITION

CLIP: EPISODE 3, 20:00 – 22:59

ENGAGE: With his body and ego bruised after crashing out on the track, social media star Bear is set to leave MaveriX academy in frustration. This prompts Bear’s teammates and coach to reflect on the unhealthy competition and disharmony within their team.

Coach Griffo tells the team captain that ‘Healthy competition lifts all of you.’ Competitive teammate Kaden unkindly suggests that Bear can win friends by winning races. And – after appealing to Bear’s ego – fellow outsider Angie fuels his competitive streak, ultimately encouraging him to return to the track.

EXPLORE: After viewing the above clip, ask students to discuss the notion of ‘healthy competition’ within

teams. Can teamwork and competition coexist? In their own team experiences (whether sporting, academic or otherwise), has competition lifted the performance of all members? Did competition eventually unite or divide the MaveriX team? Are any individuals likely to be disadvantaged by competition within groups settings? And if so, how might this be avoided?

ELABORATE: Following this discussion, students could share their individual perspectives in a persuasive writing piece or debate, arguing for or against the statement: ‘Healthy competition lifts all of you’

	Year 5	Year 6
English	Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation (AC9E5LY06)	Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features (AC9E6LY06)
Health & Physical Education	Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities (AC9HP6P10)	
Personal and Social Capability	Explain the way their actions and the actions of others influence communities	



CLIP: EPISODE 5, 08:00 – 10:08

ENGAGE: Conflicts are a natural part of life for people of all ages, whether in our home lives, within friendship groups, at school or work, or in other group activities. Some conflicts can even have positive outcomes, because contrasting perspectives, ideas and opinions can improve a group's performance, problem-solving and decision-making. However, too much conflict has a negative impact on individuals and groups. Through developing and drawing on our social skills, we can prevent, defuse, resolve and recover from conflicts more easily.

EXPLORE: In the above clip, a conflict arises between Kaden and his teammates while taking part in a team building activity. After watching the clip as a class, ask students to share their initial thoughts on the conflict.

To learn more about the causes of conflicts and strategies for resolving these, split students into small groups and distribute copies of Worksheet 1 (page 15). Ask students to consider why this conflict arose between Kaden and his teammates, and whether his team's responses calmed or escalated the situation.

ELABORATE: If time permits, or in a subsequent lesson, students could apply their conflict resolution knowledge by rewriting an excerpt from this MaveriX scene. Dialogue is provided on Worksheet 2 (page 15). Students' updated scripts should include dialogue between Kaden and at least one other team member, reflecting attempts to defuse the conflict.

	Year 5	Year 6
English	Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation (AC9E5LY06)	Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features (AC9E6LY06)
Health & Physical Education	Apply strategies to manage emotions and analyse how emotional responses influence interactions (AC9HP6P06)	
Personal and Social Capability	Practise different strategies to prevent, defuse or resolve conflict, assessing the causes and effects of conflict	



LESSON 8: LEADERSHIP

CLIP: EPISODE 2, 12:17 – 14:00

ENGAGE: While the previous lessons have focussed on teams as a whole, lessons 8 and 9 consider the importance of effective leadership within a team. A good leader can bring out the best qualities and abilities of each team member, guiding and motivating them to collaboratively pursue shared goals.

Watch the above clip as a class, asking students to focus on Scott's suitability as captain of the newly formed MaveriX team. Scott argues that he deserves the captaincy because he has trained on the track his whole life: he knows it 'inside out' – and he's the best rider. Why might his teammates disagree with him?

EXPLORE: Worksheet 3 (page 16) lists a character description of Scott written by the MaveriX creators. After viewing, share the character description with students on the whiteboard or with printed copies. In pairs or as a class, have students read the description then discuss the conclusions that readers could make about Scott's leadership based on this text. Can students identify any specific adjectives, idioms or phrases that speak to Scott's ability (or inability) to lead the MaveriX team?

ELABORATE: If time permits or in subsequent lessons, students could undertake one or more of the following tasks to better understand leadership capacity and the composition of character descriptions:

- Drawing on their own knowledge of Scott's character, ask students to compose one additional sentence for the provided character description. The sentence should relate to Scott's leadership style or capacity.
- With reference to Scott's character description, have pairs of students collaboratively compose a similarly descriptive piece for another leader in the series, such as MaveriX coach Griffio or Lawson Tiler from team Katzo.
- As a class, watch further MaveriX clips or episodes to identify instances of behaviours referred to in the character descriptions. Students could then reflect on the accuracy of their descriptions and identify possible areas for improvement.

	Year 5	Year 6
English	Navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming (AC9E5LY04)	Select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; for example, table of contents, glossary, chapters, headings and subheadings (AC9E6LY04)
Health & Physical Education	Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities (AC9HP6P10)	
Personal and Social Capability	Identify and describe a variety of relationships and the roles and responsibilities of people within them	



LESSON 9: LEADERSHIP CHARACTERISTICS

CLIP: EPISODE 2, 17:48 – 18:36
EPISODE 4, 01:22 – 02:25
EPISODE 10, 08:57 – 09:43

ENGAGE: After watching the short clips above, ask students to identify the positive and negative characteristics, skills and dispositions of some of the leaders depicted in *Maverix*. Do these qualities help or hinder their leadership of others? Are there universal characteristics a leader must have, or do these qualities change depending on the context?

EXPLORE: Working in small groups, have students further discuss the characteristics of effective leaders. They may choose to reflect on leaders in their own school, social, cultural or family contexts to inform their thinking. Ask groups to compile a short list of the qualities that they think epitomise an effective leader. If time permits, these lists could be displayed around the classroom in a gallery walk so that students can engage with each other's work.

EVALUATE: Coming back together as a class, review and compare the various lists, inviting students to justify (or challenge) the inclusion of given characteristics. Through undertaking this process, the class will develop a jointly constructed 'leadership criteria.'

ELABORATE:

- Display the leadership criteria on a classroom anchor chart for future reference.
- As an individual writing task, have students write a reflective piece on which *Maverix* character – or leader in their own context – best meets their jointly constructed criteria.
- Working in pairs, challenge students to draft a job advertisement for the next team leader of the *Maverix* Academy. Alternatively, they could prepare an advertisement for a leader in their own school contexts, such as house captain or school principal. Students' advertisements should outline the responsibilities of the particular role and the qualities they believe are important for the position. Before writing, students could look at example advertisements online to see how this short text should be structured.

	Year 5	Year 6
English	Use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea (AC9E5LY02)	Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions (AC9E6LY02)
Health & Physical Education	Describe and demonstrate how respect and empathy can be expressed to positively influence relationships (AC9HP6P04)	
Personal and Social Capability	Select and use different leadership approaches when acting as a sole leader or leading with others	



LESSON 10: COMMUNICATION SKILLS

CLIP: EPISODE 10, 13:45 – 15:34

ENGAGE: This learning sequence highlights that positive communication is essential for developing successful personal relationships, for working cooperatively in groups, and for guiding others as a leader. In the clip above, the united Maverix team demonstrates strong communication skills despite the stress of mechanical issues and an impending race. Remaining calm under pressure, the team members use both verbal and non-verbal communication, listen carefully, speak persuasively, give and receive advice, explain their thinking and respectfully disagree with each other.

EXPLORE: To learn more about communication and to conclude the learning sequence, ask students to invite a leader from their school or local community to speak about teamwork and leadership in their context. This might be the school principal, a house captain, a member of school council, a representative from the local council or community organisation, a sports personality, or more. As part of this task, students could:

- Reach an agreement about the most suitable speaker/s to invite
- Write an invitation, explaining the purpose of the visit
- Draft a series of questions to ask the speaker
- Listen respectfully during the speech
- Write a brief reflection afterwards, recording the speaker's key messages about communication
- Write a letter thanking the speaker for their time

EVALUATE:

At the completion of this task, have students share what they learnt about communication in an oral or written reflection. Students could also reflect on their new understandings about teamwork and leadership and propose ways to use this knowledge in their own lives.

	Year 5	Year 6
English	Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas (AC9E5LY05)	Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources (AC9E6LY05)
Health & Physical Education	Describe and implement strategies to value diversity in their communities	
Personal and Social Capability	Apply skills to address factors that influence verbal and non-verbal communication	

Name _____

Date _____/_____/_____

Lesson 7: Conflict Resolution

After watching the MaveriX clip as a class, read this worksheet to learn more about the causes of conflicts and some strategies to resolve them.

In your group, discuss why this conflict arose between Kaden and his teammates. Did his team's responses defuse or escalate the situation?

Some common causes of conflicts in teams include:

- Disagreements over team tasks or goals
- Negative emotions towards team members, such as jealousy, insecurity or annoyance
- Communication problems

Some strategies for resolving conflicts include:

- Calm – It is easier to resolve conflicts when calm.
- Communicate – Identify and say the problem from each person's perspective.
- Consider – Think of all the different ways the conflict could be resolved.
- Choose – Select an outcome that everyone can agree on.

Name _____

Date _____/_____/_____

Lesson 7: Conflict Resolution

Working independently, in pairs or as a group, apply your conflict resolution knowledge by rewriting the following MaveriX scene. This should include dialogue between Kaden and at least one other team member that shows attempts to defuse the conflict.

KADEN: Hey! That's for the winner.

SCOTT: Mate, there's plenty of them.

KADEN: No, that's the prize.

SCOTT: Yeah, they were and now they're not. No biggie.

KADEN: You say we're a team, but only when it's suits you.

ANGIE: Can you relax?

JENNY: Yeah, we're trying to be a team here.

KADEN: Yeah, we train together but we race for ourselves because that's the way it is. Everyone for themselves.

SCOTT: Kaden...

KADEN: Well, stuff this. I'm going back to MaveriX to do actual training.

Lesson 8: Leadership

In pairs or a group, read the following character description for Scott then discuss the conclusions that readers could make about his leadership based on the text.

Fifteen years old, a nationally ranked rider, Scott is a poster boy for potential. He's also at a crossroads, about to be tested in ways he's never imagined.

Scott's style is natural, fluid, intuitive - like him. He leads with his heart. He has the kind of maturity that comes from losing someone too early. For Scott, that was his mum. It's been eight years now, but Scott's lucky - he's got his dad, Griffio.

They're close. Griffio selflessly cut his own career short to care for his son when his wife died. Going to work in the mines, he and Scott went wherever the job took them. But they've always ridden together, and Scott has developed into an exciting racer. Back in Alice Springs now, Griffio's heart is set on providing the opportunities for his son that he couldn't take.

And it's Scott's last year of juniors, so if he wants to make the leap to the seniors, it's now or never.

His experience also makes him the logical team leader - but that doesn't mean the other riders are going to follow... He's got to prove himself beyond just being the team owner and head coach's son. As if that wasn't enough, Griffio has thrown every last cent of their savings into MaveriX. This needs to work - and Scott is the key.

It's a lot of pressure on young shoulders. Still a boy, but nearly a man. Loyal, empathetic, hot-headed sometimes, easy-going at other times, kind - he's a great mate to have. And the last thing he wants to do is let anyone down.

If riding is Scott's future, he needs to win. And his best chance of winning is to pull this team together.

After reading, identify and record any specific adjectives, idioms or phrases that speak to Scott's ability (or inability) to lead the MaveriX team.

EPISODE SYNOPSES

EPISODE 1

Rising motocross star Scott Griffin and his dad, former champion 'Griffo' Griffin, set out to build a team to win the national junior title.

EPISODE 2

With the arrival of social media sensation Bear Wallis, and local bad girl Angelique Summers attempting to rob MaveriX, training quickly goes off the rails.

EPISODE 3

Striking a deal to work at MaveriX while they fix her bike, Angelique witnesses unhealthy competition developing within the team – and dispenses some much-needed home truths.

EPISODE 4

Racing as a team for the first time, the MaveriX are excited and nervous... and those nerves get the better of them in the heat of battle.

EPISODE 5

Griffo sends the kids on a team-building exercise to camp out in the bush, but when Kaden gets lost, then Jenny collapses, they must fight just to survive.

EPISODE 6

With their bikes being upgraded, the kids get the day off, but Jenny, Kaden, and Angelique all struggle with major dilemmas, requiring the team to come together.

EPISODE 7

The NT Championships have arrived, and Team MaveriX are ready, they're eager, they're racing well – then Katzo's mind games get them better of one of them.

EPISODE 8

The team is desperate to minimise the damage after the NT Championships, but it won't be easy with Katzo circling as they host a Family Fun Day at MaveriX.

EPISODE 9

Scott's fight to put the team back together becomes a fight to save Bear when he acts out after an argument with his dad, putting himself in grave danger.

EPISODE 10

MaveriX is at the Nationals, hungry for victory after everything they've been through, but with a major accident, and Katzo stalking them, will it all be for nothing?



BEHIND THE SCENES

Maverix is an original idea by Rachel Clements of Brindle Films, largely inspired by her son Digby, and co-created by Rachel, Sam Meikle and Isaac Elliott. Digby was the under-10 central Australian BMX champion, but, like many Alice Springs kids, he decided he wanted to change to dirt bikes and asked to race in the junior club championships. It was a scary question for Rachel, and it made her think about the many lessons kids need to learn in order to ride competitively in such a dangerous sport.

They need to learn about safety and when to pull back from risk; respect for coaches, teammates, and your own body; teamwork; maintenance and care of equipment; fair play and sportsmanship; being humble when others are crashing around you; and always keeping an eye out for others to make sure that everyone else is ok. These lessons and more are all learnt by our characters in *Maverix*. It is a series that showcases family, community, diversity, and acceptance, in a world of action that we haven't seen before on our screens, and in the central desert of Australia. There's nowhere else like it in the world – an environment that's enticing and dangerous in equal measure. One that's intrinsically dramatic and demanding of the characters.

In 2016, Rachel joined forces with fellow AFTRS alumni Sam Meikle, a Sydney based television network writer with over 200 hours of television writing credits, and emerging filmmaker Isaac Elliott. Growing up in a caravan at the Alice Springs Motocross Club where his father was the caretaker, Isaac competed nationally in junior motocross, becoming a nationally ranked rider and a nationally accredited training coach. His future was going to be as a professional rider, until he had a bike accident and broke his back. The first thing he did when he left rehab was to buy a video camera and start filming races. Isaac brings an authenticity to the project as well as a strong connection to the dirt bike community.

Marketplace partners ACTF and ABC came on board very early and were terrific collaborators during development and production. They supported us to push the content towards a higher age group, while keeping us solid within the children's space. We are incredibly grateful to all our financing partners and are indebted to them for supporting such a challenging (and dangerous!) show.

The writing team was led by Sam Meikle, and we worked with some highly credited Australian writers as well as 2 emerging writers. Casting Director, Nathan Lloyd, undertook a national search for young cast and we were incredibly lucky with the turnout. We received over 1000 audition tapes from kids around Australia, almost all self-recorded during COVID self-isolation time. We are so very proud of our young cast, for many of whom *Maverix* was their first professional gig. Set up director Ian Watson was such a gift for the show. Ian's years of experience in Australian television drama, as well as being a long-term motorbike rider, provided the perfect balance of high-end creative skill as well as being 'of the world'. Geoff Bennett (director 4 eps) is another of Australia's most sought-after television drama directors and we were blessed when he agreed to come onboard *Maverix*. Isaac Elliott (director 2 eps) and Kelly Schilling (shadow director 3 eps and co-director 1 ep) completed *Maverix*'s directing team.

Production commenced in Alice Springs in April 2021, filming for 8 weeks in central Australia and 2 weeks in Adelaide. Safety of cast, crew and riders was integral to the production, and we were very fortunate to have some of the best Australian motocross riders doubling for our characters, including Dean Ferris (3-time national MX champion) and Emma Haylock (current South Australian U16 champion). We also engaged local

riders in Alice Springs and Adelaide, who were thrilled to be riding alongside Dean and our other professional riding doubles. We are delighted and humbled by the support given to the show from the dirt bike communities of the Northern Territory and South Australia.

We worked with leading Australian stunt workers and safety supervisors, as well as some of Australia's most prominent television drama crew who took on the *Maverix* challenge with gusto! In Alice Springs, the team had to deal with dust, flies and snakes, and with the main *Maverix* location being outside of mobile phone reception. In Adelaide, we were hit with monsoon weather which led to us having to put down tools on a number of days. It is a great testament to our cast and crew that we stuck to the production schedule, and that in the Adelaide scenes, an audience

can't tell that it was often bucketing down with rain in the background. We are very grateful to our riders in Adelaide who could sometimes hardly see in front of themselves because of the rain, and who would come off track covered head-to-toe in mud.

We are incredibly proud of *Maverix*. In production five years after conception, it was an incredibly challenging show to produce. We love our characters and the stories they take us on, and we are excited to see if kids around the world will come on the *Maverix* journey with us!

ACKNOWLEDGEMENTS

The *Maverix* Education Resource developed and distributed by Australian Children's Television Foundation.

Maverix is a Brindle Films production produced for the Australian Broadcasting Corporation and Netflix.

Financed by Screen Australia in association with the Australian Children's Television Foundation and Screen Territory, with support from the South Australian Film Corporation.

Maverix is distributed internationally by the Australian Children's Television Foundation.

