



**Tuesday August 20, 2019**

**Read the feature topic about comics and graphic novels in today's ED! Magazine and complete some of the activities below.**



- Find the definition of these words used in the text:
  - sequential
  - voracious
  - fallible
- Who was the first superhero? When was he created?
- What are the very early origins of comic books?
- Which characters did the following people create?
  - Stan Lee
  - Bob Kane
  - Jimmy Bancks



- Research and create a profile of one of the comic creators mentioned in the article.
- Read the chapter of *Brobot* on page 7 of ED!
- Borrow and read a graphic novel or comic book from your school library.
- Create a timeline of comic book history using key dates from the article.



- The “Golden Age of Comic Books” started in 1936. Research some of the factors that made comic books so popular at this time.
- Create a Venn diagram to compare and contrast graphic novels with traditional novels.



- Class discussion: Are graphic novels and comics just for kids?
- Which superpower would you most like to have? Why?
- Make a list of the pros and cons of reading graphic novels/comics.



- Design a new superhero. Include strengths, weaknesses, costume, tools/gadgets, allies and foes.
- Comics often use onomatopoeia such a BLAM, SPLAT and BOING to add “sound effects”. Listen to the sounds in your classroom and come up with some onomatopoeic words to represent the sounds you hear.
- Find a comic in the *Today* section of the newspaper. Blank out the words and create a new comic using the original images with your own words.



- Choose a story from today's newspaper. Create a 5-10 panel comic strip to tell the main events.
- *The West Australian* is full of images that provide information to the reader. Choose one image from today's paper and list what the image tells the reader that the text doesn't.

Join *The West's* Media Education team in our aim to create a media-savvy generation.

Online Media Education activities are designed to enable students to become critical consumers of news. Through completing the activities, students will develop the skills to consider, question, inquire and challenge reported news stories. Media Education encourages students to be informed citizens of global issues considering multiple perspectives before generating their own ideas and opinions.



## August 20, 2019

Read the stories in ED! Magazine's *NEWS FLASH* column and complete some of the activities below.

### Farewell to WA legend



- What is Graham "Polly" Farmer famous for?



- Search online to find out some of the ways Graham "Polly" Farmer has been honoured for his contribution to AFL and Aboriginal education.



- Search online to find out the goals of the Graham "Polly" Farmer Foundation.

### Parents invade office



- What is a "helicopter parent"?



- Class discussion: Are parents who get involved in their children's work helping or hindering them?



- Write a short story involving a "helicopter parent" who is trying to help their child at school or work.

### People lonelier today



- Make a list of the ways technology is connecting people, and the ways it is creating loneliness. Overall, do you think technology is a positive or negative addition to our lives?



- Survey your friends and family to find out what positive and negative impacts they feel technology is having on their lives. Do your results agree with the article?



- Design a brochure promoting "healthy" use of technology.