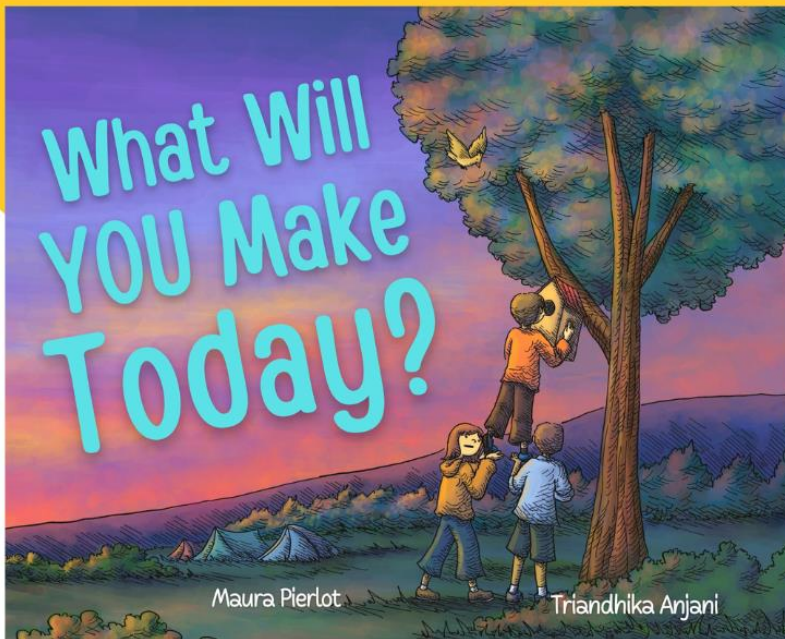




# TEACHERS' NOTES

Compiled by  
Kellie Nissen

This teacher  
resource  
is suitable for  
years 3 - 6



## WHAT WILL YOU MAKE TODAY?

**Written by Maura Pierlot**

**Illustrated by Triandhika Anjani**

Non Fiction Picture Book

**Storytorch Press**

**June 2023**

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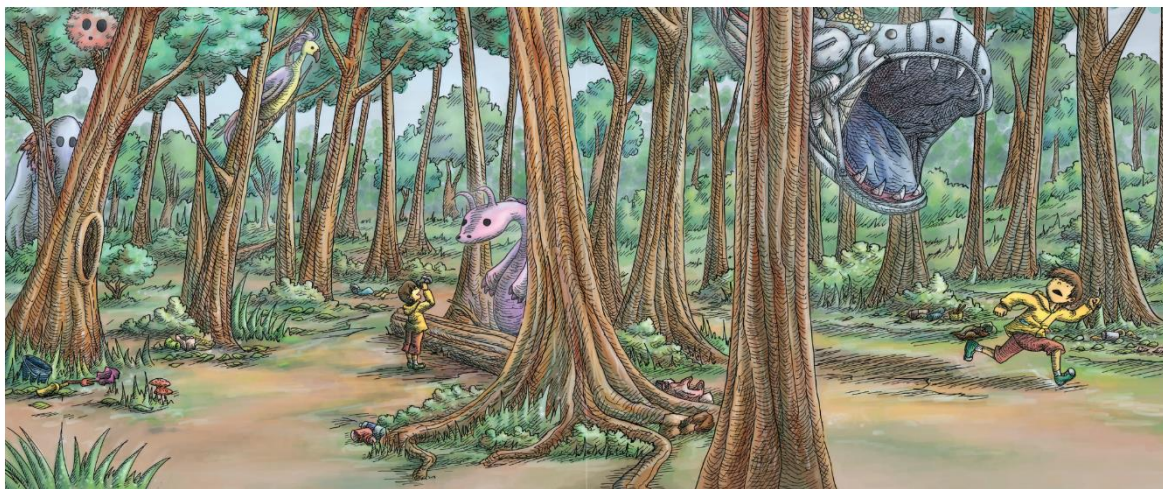
## About *What Will YOU Make Today?*

**What Will YOU Make Today?** is a non-fiction picture book that invites children to explore the many ways they can make a difference in the world.

*In a world bursting with possibilities, what will you make today? Will you make your bed? Will you make your breakfast? Will you make believe? Will you make noise? Will you make friends?*

A series of questions subtly builds perspective from a personal standpoint, culminating in a wholistic view of the world. **What Will YOU Make Today?** aims to show children how their choices can effect change and make an impact on their own lives, the lives of others and in the world.

For dreamers and makers aged 4 and beyond, **What Will YOU Make Today?** is a perfect read-aloud for any classroom, when you want to create a spark and hook students into thinking about what they need to do care for themselves, their friends and their place in the world.



## **From the Author: Maura Pierlot**

*What Will You Make Today?* empowers children to be active participants and changemakers in their lives. It's a story about identifying a problem and coming up with a solution, about building and motivating teams, about considering the views of others but finding your voice, about dreaming of the person you want to be and the world you want to live in.

The story's open-ended questions invite young readers to think about 'big' issues but do not prescribe a specific course of action. Each reader will engage with the work differently and take away what speaks to them.

As a very curious child, I was excited (and occasionally overwhelmed) by all there was to learn, see and do in the world, and frustrated that I lacked the agency to dive right in. I learned early on that free will is an elusive ideal in childhood! As parents and educators, we encourage children to 'reach for the stars' but necessarily impose limitations on their ability to do so.

*What Will You Make Today?* inspires children to reclaim a sense of agency. The story encourages young people to see themselves as knowing, thinking beings, to observe and engage with their surroundings and to realise that the choices they make have an impact on themselves, on others and in the world. In this sense, *What Will YOU Make Today?* is a gentle reminder that tomorrow starts today.

## **From the Illustrator: Triandhika Anjani**

How often do you see a book made up completely of questions? This is what makes the manuscript of *What Will You Make Today?* so unique. At first, it appears that the text itself doesn't tell any specific story, so I saw this as an opportunity to freely create a visual narrative. As a starting point, we had decided early on that we'd set the story in nature and focus on children as the main characters who would drive the story forward. I hope that readers can see themselves in the vastness of nature and imagine their very own little adventure as they read this story.

When exploring the book, children could try and pick up the little progressions that happen slowly throughout each page. Although the journey started on a grey, rainy day, the main character decides to go out and explore anyway. Eventually, they find friends and make unexpected discoveries. Through these little events, I'm hoping to highlight the main theme of the book: what you do today, does matter – whether it is now or at some time in the future.

## **Themes**

- Sustainable Living
- Community
- Friendship
- Adventure
- Leadership
- Teamwork

## **Links to the Australian Curriculum**

### **English**

#### *Language*

Language for interacting with others  
Text structure and organisation  
Language for expressing and developing ideas

#### *Literature*

Literature and Contexts  
Engaging with and responding to literature  
Examining literature  
Creating literature

#### *Literacy*

Texts in context  
Interacting with others  
Analysing, interpreting, evaluating  
Creating texts

### **Science**

#### *Biological sciences*

Features of living things, needs for survival, human impact (F, 1, 3, 4, 5, 6)

#### *Earth and space sciences*

Impact of weather and seasonal changes (1)  
Water cycles, impact of climate change, erosion (4, 5)

#### *Science as a human endeavour*

Nature and development of science (5, 6)  
Use and influence of science (F, 1, 2, 3, 4, 5, 6)

#### *Science inquiry*

Questioning and predicting (F, 1, 3, 4, 5, 6)  
Planning and conducting (F, 1, 2)  
Processing, modelling and analysing (3, 4, 5, 6)  
Evaluating (F-6)  
Communicating (F-6)

## **Design and Technologies**

### *Processes and production skills*

- Designing and making (F)
- Investigating and defining (3, 4, 5, 6)
- Generating and designing (1, 2, 3, 4, 5, 6)
- Producing and implementing (1, 2, 3, 4, 5, 6)
- Evaluating (1, 2, 3, 4, 5, 6)
- Collaborating and managing (1, 2, 3, 4, 5, 6)

## **Humanities and Social Sciences**

### *Knowledge and understanding*

- History (2, 3, 4, 6)
- Geography (F, 1, 2, 3, 4, 5)
- Civics and citizenship (3, 4, 5)

### *Skills*

- Questioning and researching (F-6)
- Interpreting, analysing, evaluating (F-6)
- Concluding and decision making (1-6)
- Communicating (F-6)

## **The Arts**

### *Drama / Music / Visual Arts*

- Developing practices and skills (F-6)
- Creating and making (F-6)
- Presenting and performing (F-6)

## **Health and Physical Education**

### *Personal, social and community health*

- Identities and change (F-6)
- Interacting with others (F-6)

## **Mathematics**

### *Measurement*

- Time concepts (F, 1, 2, 3, 6)
- Statistics (2, 3, 4, 5, 6)



## General Capabilities

General Capabilities are usually covered across the curriculum rather than specifically taught. In the context of this set of teaching notes:

- **Literacy** (listen, interact, speak, and understand and create texts) is covered throughout all listed subject areas
- **Personal and social capability** is covered under Health and Physical Education
- **Critical and creative thinking** (inquiring, generating, analysing and reflecting) is covered through Science and HASS activities
- **Ethical understanding** is incorporated into Health and Physical Education, HASS and Science activities.

## Cross-curriculum Priorities

Cross-curriculum Priorities can be taught explicitly or incorporated into units of work in other subject areas. In the case of these teaching notes, the following Cross-curriculum Priorities are covered as described:

- **Sustainability** (Systems, Futures) is addressed under the Science activities listed.
- **Aboriginal and Torres Strait Islander Histories and Cultures** (Country/Place) is incorporated into the HASS (Geography) activities.



## Learning Activities

### Discussion Questions and Activities

#### *Before reading*

##### *Explore the title*

Write the title of the book on the board.

What type of sentence is this? How would you answer this question?

- Why would the author select a question as the title of the book?
- What genre do you think the book is? Why?
- Predict what the book might be about.

##### *Explore the cover and blurb*

Show students the front and back cover of the *What Will You Make Today?*

- Make a list of everything you see on the cover.
- Where might this be? (setting)
- Who is involved? (characters)
- What is happening? (events, plot)
- Read the blurb on the back cover. What extra information does this give you? Is it useful in predicting what the book might be about? Why or why not?
- Revise your prediction about the genre and content of the book (or add to it). What clues are you using to help you predict?

##### *Brainstorm, categorise and graph*

Ask students, 'What could you make today?'

- Have students individually or in small groups write the different things they could 'make today' on individual sticky notes (or brainstorm ideas and scribe these for a younger class). Single words or short phrases are fine. Accept all answers.
- Work with students to sort these words into categories (e.g. food, tangible items, intangible things, actions, sounds etc.)

- Rank student ideas from most popular to least. Graph the top five (or ten) individual ideas. (Alternatively, graph the categories.) Are there any 'original' ideas that only one student came up with?

NB. Add to these categories or graphs as you read the book.

### *Predicting the text from the illustrations*

'Read' *What Will You Make Today?* with the students using only the illustrations (cover the text).

- What is happening in the story? Ask students to tell the story that is happening in the pictures. Depending on the age of the students, you may do a whole group storytelling, an oral (recorded) storytelling, or have students write the story in small groups or independently.

Remind students of the title that is in question form and tell them that the actual text is a series of questions, rather than a story.

- Working closely with the illustrations, have students predict the questions that may be asked on each page (or a teacher selection of pages).

### ***During and after reading***

The initial reading of *What Will You Make Today?* would be best done in one go. Then, go back to the start and have students respond to questions that are asked on all pages (over several readings) or a selection of pages, as relevant to the class focus.

#### *General responses to selected questions*

- As a whole class, brainstorm a list of possible responses to selected questions.
- Ask students to illustrate their response to the selected question, and add an explanation by way of a caption, paragraph, dialogue etc.
- As a drama activity, have students act out their responses to selected questions.

#### *Question-specific discussions/activities*

- What is 'a world where anything is possible' like? Use all your senses – what does this world look/feel/sound/taste/smell like?
- What decisions do you have to make every day?
- What is something you have discovered recently?
- Why are the children in the story making a team and making a plan? Why is this important?



- What was the mistake made by the children in the story? How did they fix it? How could they have prevented it?
- Are mistakes okay? Discuss.
- Why is it important to make time for yourself? How did the child in the book do this? How do YOU make time for yourself?
- Look closely at the two pages: Will you make something for today? / Will you make something for tomorrow? What is happening on these pages? What is the author trying to say here?
- Why is listening important? What does it mean to 'be heard'?
- Look closely at the page: Will you make things happen? How are the children 'making things happen'? How else could you make things happen?
- Look closely at the page: Will you make a difference? What ways are the children dreaming to make a difference? What other ways can you think of to make a difference?

### *Thinking about the importance of PLAY and INNOVATION*

In *What Will You Make Today?* the children start out by simply playing and exploring. They engage in make believe and imaginative activities. This later leads to more serious activities where they set themselves a task and have to use their skills of innovation to come up with a solution to a problem.

- What is play?
- What is innovation?
- How is play different from innovation? How is play the same as innovation?
- Is playing only for children? Why?
- Do you need to be able to play and make believe in order to be innovative?

## English

### *Responding to literature*

- Reread *What Will You Make Today?* and ask the students to discuss how the text made them feel.
  - Which question had the most impact on them?
  - Did they like the way the narrative unfolded completely in the illustrations?
  - Did they find the questions helped or hindered the story?

Encourage students to justify their opinions and guide them to explore their thoughts further.

- Respond to the text through a different mode. You may ask students to respond to the narrative element or to a specific question or group of questions.
  - Develop a skit in response to one of the questions.
  - Create a percussion piece to accompany a section of the story.
  - Design a poster, a wall mural or comic strip to encourage people to 'make' something.
  - Produce a board game based on the themes in the book or the questions.
- Tell the students they are going to write a letter to the author or the illustrator to explain how the story made them feel and what it made them think about.
- Imagine the author or illustrator were visiting your school. What questions would you like to ask them? (e.g. What inspired this story? Why did you do ...? How did you decide ...?)

### *Examining literature*

- Discuss the use of questions in the text.
  - How is a question formed?
  - Explore different tenses.
  - What are the answers to the questions asked in the text?
  - What alternative questions could be asked? (e.g. instead of 'what will you ...?' use 'did you ...?')
  - How do you turn questions into statements?
  - Are the questions skinny or fat? (Skinny questions require a very simple answer; fat questions require a longer explanation, usually with justification.)
- Examine the narrative elements of *What Will You Make Today?*
  - Identify the characters, the setting and the plot.
  - Identify the problem/complication and the resolution.
  - Create a story map or story mountain to visualise the story arc.
- What are the main themes in *What Will You Make Today?* What other books do you know that have similar themes? Select a theme and compare and contrast two or more books that focus on that theme.

- Identify the target audience for *What Will You Make Today?* Consider:
  - only the text
  - only the illustrations
  - text and illustrations combined
  - back matter (*New Pedagogies for Deep Learning Whitepaper*)
  - format (picture book)

Did you get different answers? Examine the reasons why the publisher might have chosen to do this.

- Discuss whether *What Will You Make Today?* is fiction or non-fiction. Narrative or informational? Recount or persuasive? Justify your thinking.
- Think about the message the author is conveying. What is her purpose with this story? Why is this important now?
- List all the ways ‘make’ is used in the text (e.g. make believe, make time). Then, explore the etymology of **make**. An online etymology dictionary (such as [etymonline.com](http://etymonline.com)) is a good place to start. Consider the origins of the word and how its meaning has changed. Go back to your list and explore the development of these phrases or expressions over time. What other words from the text might have interesting etymologies?

### *Creating texts*

Explore a range of modes (spoken, written, visual, gestural, spatial) to complete a selection of the following text creation tasks):

- Retell the story incorporating the question elements where possible.
- Innovate on the text by using the question format as a guide, but with a different focus (e.g. feelings/emotions)
- Choose either ‘Will you make things happen?’ or ‘Will you make a difference?’ and expand on these sections of the text with further questions or narrative.
- Select from one of the illustrated ways of ‘making a difference’ and construct an informational or expository text about how this ‘person’ makes a difference.
- Using your powers of make believe, devise a creature or a machine that ‘makes a difference’ – give it a name, describe its features, label it.
- Write and deliver a speech or multi-modal presentation about something you are passionate about. How will you make sure you are heard? How will you listen to the speeches of others?

- How do you make your bed or make your breakfast? How do you make friends? How do you make believe? Explore procedural texts with these and other questions from the book in mind.

## Science

[The activities listed below also meet the *Cross-curriculum priority: Sustainability* outcomes under 'Futures' and 'Systems'.]

### *Biological sciences*

In *What Will YOU Make Today?* the children 'make a home'. Have another look at that page and compare that 'home' with the home featured on the double page spread, 'Will you make a mistake?' Compare and contrast the two 'homes' in terms of location, materials, pros and cons.

Think about the birds or other native wildlife in your local area:

- If you can, observe some of your local wildlife in its natural habitat. Draw and label wildlife you see. Group different animals according to their main features or another category you choose (such as habitat).
- Apart from shelter, what else do animals need to survive?
- What features do these animals have that assist with their survival?
- What issues are being faced by wildlife in your local area? What has caused these issues?
- What is being done to counteract these issues? What could be done? What could YOU do?
- Explore any connections your local First Nations Peoples have with the wildlife in your local area. How can we use their knowledge and insight?

### *Earth and space sciences*

Many 'natural' occurrences, such as weather and seasonal changes, impact our lives and plans, as well as the survival of wildlife. However, not everything is 'natural' and some impacts, such as erosion, are caused by humans.

- Investigate weather patterns over time
  - Keep a daily weather chart
  - Research weather records in other regions or in past years
- Discuss how weather events impact your plans. Discuss how they might impact our wildlife.

- Compare and contrast recent weather patterns with those from 5, 10 or 20 (or longer) years ago. What differences do you notice? What reasons might there be for these differences? What impact might changing weather and climate have on our environment?
- Look at larger scale change, such as water depletion, weathering and erosion. What impact has this had on us, as humans? How has it impacted the environment? What can we do about it? Remember to investigate the knowledge and understandings of First Nations Peoples as well.

### *Science as a human endeavour*

While human activity has had serious impacts on our environment, there are also scientists who are 'doing good'. Research to find some scientists or other people, who have made (or are making) significant contributions to improving outcomes for our planet.

- How do people use observations and their other senses to understand the world around them? Go for a walk on Country and take particular note of what you see, hear, smell and touch, as well as your deeper emotions or intuitive understanding.
- Make a list of people who work on the land or in other environmental areas (farmers, horticulturists, bush care volunteers, rangers etc.) Choose one to investigate further, with a focus on what they do and the impact they have.
- How do scientists collect and use data with respect to environmental issues?
- Why is science and scientific knowledge important? (Consider the knowledge of First Nations Peoples as well as 'western' knowledge and 'eastern' knowledge.)

### *Science inquiry*

When scientists and researchers open an inquiry, they go through a specific process from beginning to end. To start they identify their inquiry question – this question needs to be broad enough to collect data and investigate, but not so broad that it becomes overwhelming. Following this, they go through processes of further questioning, planning, conducting tests, analysing data and results, evaluating the process and, finally, communicating.

- Select an environmental issue that you have identified in your local area.
- Identify your target audience (e.g. other kids, adults, parliament)
- Follow the same steps described above to:
  - develop your inquiry question
  - plan your research, observations and methods of testing
  - undertaking tests, observations and experiments
  - analysing results

- evaluating results to arrive at an ‘answer’ to your initial question.
- Prepare a presentation to communicate your findings and recommendations to your target audience.
- Reflect on the process and the presentations made by other groups in your class. Have you ‘made a difference’?

## **Design and Technologies**

In *What Will You Make Today?* the children make a wooden home for birds.

- Think about the pros and cons of this home. What else do you want to know about it?
- What do designers need to consider when they are planning a design?
- Design a home for a bird or another creature in your local area. Take into account different factors, including the habitat of the creature, its behaviours and its physical features. Communicate your design on paper or digitally. If you can, build your design – or construct a prototype. When you’re finished, analyse and appraise your creation.

## **Humanities and Social Sciences**

### *History*

Many people or organisations throughout history have created change – both good and not so good. Research this concept and select one person or organisation to explore further. Think about what they did, their reasoning for doing it and the long-term impacts.

### *Geography*

First Nations Peoples of Australia have a strong connection to Country and hold a deep sense of responsibility for the Country they walk on.

- What Country is your school located on?
- What are some local places of significance for First Nations Peoples and for you? Why are these places special? How are they cared for and who is responsible for this care?
- Investigate how these special places have changed over time. Discuss whether these changes are ‘good’ or ‘bad’ and why.

In *What Will You Make Today?* the children are camping in the bush. They explore the environment they are in and work together to solve issues they observe.

Go for a walk on Country and, if you can, spend time on Country. Observe everything around you. Take note of the natural environment and the made environment.

- Compare and contrast the environments you observed. Do they work well together – or does one hinder the other?
- What issues did you notice?
- What can you do to help reduce impact, solve issues or care for your local environment in general?
- What organisations or groups are present in your local area that you might be able to collaborate with? How could you get involved to learn more and start to effect change?

Collaborate with your peers to develop a plan of action that can start to address a local issue you've identified. Research your ideas, ask questions, test theories and analyse your results. At the end, communicate your plan and the results in a mode of your choice.

## The Arts

### *Drama*

- One of the questions in the story is 'Will you make believe?' Explore the concept of make believe. When can you make believe? What conditions do you need? What props do you need? Use a variety of props or settings to explore 'making believe' further.
- Using the illustrations from *What Will You Make Today?* as a guide, act out the story – or just one or two scenes. Add dialogue to further develop the story.

### *Music*

Music is used to great effect in storytelling (such as movies and theatre performances) to add drama, tension and emotion to the story being told. Some musical pieces tell a story on their own.

- One of the questions in the book is 'Will you make a noise?' Unpack this question a little further. What is 'noise' referring to? What does the word 'noise' imply? Is 'noise' the same as music? How is 'making noise' related to 'being heard'?
- Use a variety of percussion and other instruments to 'make noise'.
  - How could you represent the noise made by the make-believe creature and the boy in the illustration?
  - What sounds or music would you add to accompany other scenes in the story?



- Compose a short piece of music to play in the background as the story is read or acted out. Will this be one entire piece (for the whole story) or a series of pieces that change with each new scene?

### Visual Arts

- Create an artwork, using any medium or technique, that reflects your understanding of *What Will You Make Today?* or your emotions and feelings as you read and think about it.
- Choose one of your favourite scenes and expand on the illustrator's message with your own interpretation of the answer to the question.
- Maura Pierlot's dedication reads: *For dreamers and makers everywhere*. What does a 'dreamer' look like? What does a 'maker' look like. Choose one (or both – maybe they are the same person) and create a portrait.

### Health and Physical Education

Many of the questions in the story revolve around personal identity and relationships. Explore the questions further within your own context.

- What are the qualities of a good friend?
- What 'teams' do you belong to? What is their purpose? What are the pros and cons of being in a team?
- Why is it important to make time for others as well as making time for yourself? What does 'making time' look, feel and sound like?
- What are the important factors to consider when you are 'making a decision'?
- How do positive relationships contribute to your identity?

Considering your responses to the above questions, come up with a game, activity or social event that requires teamwork. Devise the rules and determine responsibilities of each team member. Take this activity through from planning to implementation, then, at its conclusion, reflect on what took place, what worked well and what could be improved. (For example, an event could be a fundraiser for a charity or for Year 6 graduation.)

### Mathematics

'Making a plan' and 'making time for yourself' both require a knowledge of time management and an ability to schedule. Explore timetabling and scheduling further.

- *What Will You Make Today?* takes place over the course of a single day. Draw up a timeline or story map that maps out this time.
- Create a schedule of a day or a week (or longer) where you timetable in 'time for yourself' and 'time for others', along with other daily essentials (like sleeping, eating and school). What activities will be involved?



## The 6Cs of Twenty-First Century Learning (Citizenship, Collaboration, Character, Communication, Creativity, Critical Thinking)

At the end of the book, there is a page illustrating 'The 6Cs'.

Take time to discuss each of the 'Cs' and what they mean.

- Without looking at the descriptions, brainstorm one or all of the 'Cs' and create a mind map of characteristics and examples. Once this is done, compare the class ideas with those in the book. Which ones did you already think of? Are there any you would like to add or reconsider?
- Look back at the text and illustrations in *What Will YOU Make Today?* and sort the concepts into the '6Cs' (e.g. the child 'owns his mistakes' [Character] when he disturbs the bird nest).
- Explore each of the '6Cs' in the context of the story. For example:
  - Citizenship: How did the children show leadership and embrace sustainability?
  - Collaboration: What actions show that the children were collaborating?
  - Character: Make a list of the positive traits exhibited by the children in the story.
  - Communication: Did the children communicate well with each other? How do you know?
  - Creativity: What did the children create? What do they dream of creating in the future?
  - Critical Thinking: Would you say that the children in the story were critical thinkers? Why or why not?
- Rank the 6Cs in terms of importance. Is this possible? How do they interconnect? Can you have one without the other?
- Think of one activity you have done recently with your school friends, class or family. Which of the 6Cs did you do well? Which can you improve upon?
- The illustrator used the image of a branch with six leaves to illustrate the 6Cs. Why do you think she did this? How does it reflect the message in the book?
- Design your own version of the 6Cs to explain the concept to another group (e.g. a younger audience or adults). What image will you use? Will you create a poster, a booklet, a slideshow, a digital story?

## Understanding and actively participating in the world around you

- Connect with people and the world
- Lead others
- Motivate others
- Recognise culture & history
- Find strength in diversity
- Be tolerant and open-minded
- Build positive culture
- Embrace sustainability

**Citizenship**

## Working together to produce something new

- Share ideas
- Recognise abilities/talents
- Respect input of others
- Share knowledge
- Cooperate fully
- Build teams
- Participate wholeheartedly

**Collaboration**

## Putting forward ideas and information in a clear and meaningful way

- Speak out
- Speak confidently
- Inform and inspire
- Listen actively
- Be adaptable
- Be courteous
- Motivate and persuade
- Encourage feedback
- Clarify misunderstandings

**Communication**

## The healthy, positive traits that help you flourish

- Be curious
- Take responsibility
- Own your mistakes
- Nurture friendships
- Persevere
- Build resilience
- Be honest

**Character**

## Creating something new or producing something in a new way

- Conceive
- Develop
- Dream
- Dare
- Imagine
- Explore
- Innovate
- Improvise
- Adapt

**Creativity**

## Assessing, questioning and applying information to view the world and others

- Question assumptions
- Identify biases
- Look for evidence
- Filter information for relevance
- Recognise patterns
- Gain knowledge
- Form an understanding
- Analyse, interpret and evaluate
- Synthesise information
- Reframe thinking

**Critical Thinking**





