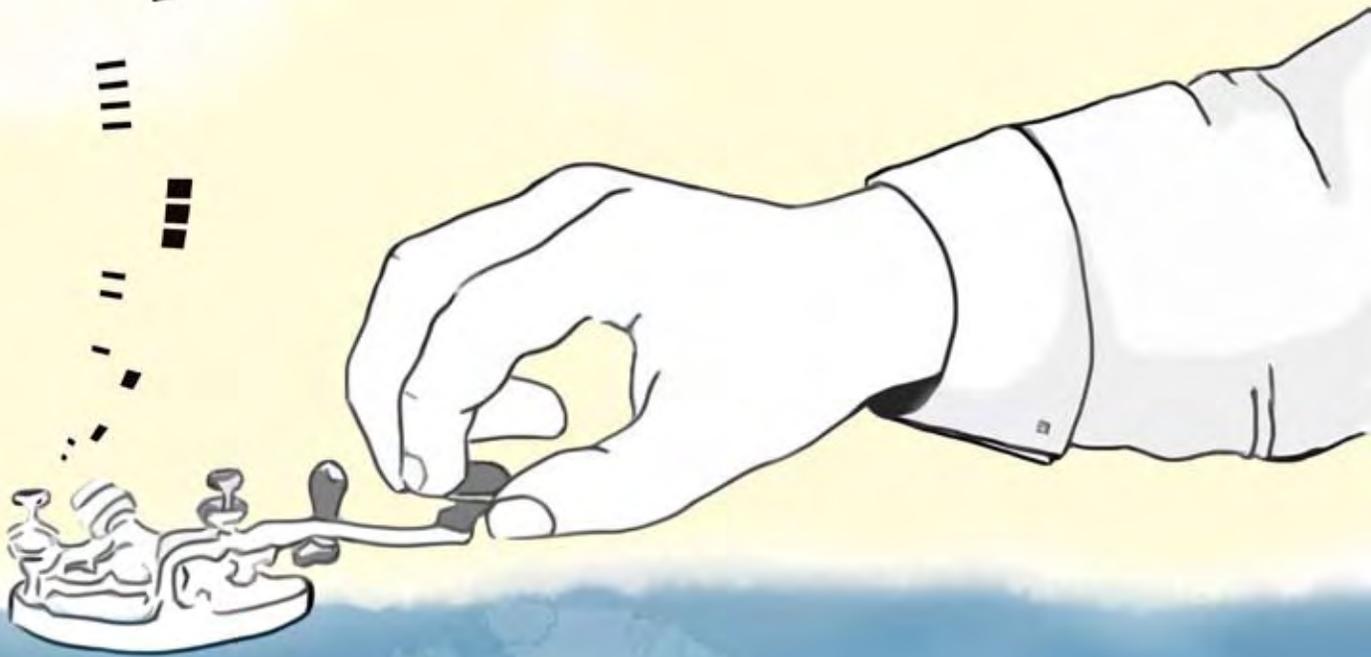


# Whispers In the Air



Written by: Attila Clemann

Directed by: Clea Minaker

Guide designed and developed by: Toni Hakem

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# CAST AND PRODUCTION CREW

## *Whispers in the Air*

Written by Attila Clemann

Directed by Clea Minaker

### Cast

Mariana Tayler

Ian Geldart

David Sklar

### Production

Production Stage Manager - James Douglas

Set, Props and Costumes - James Lavoie

# DIRECTOR'S NOTES

In this story, we travel back to St. John's Newfoundland at the turn of the century, when the Italian inventor Marconi has set up shop on Signal hill to attempt the world's first transatlantic telegraph signal. Alex, who lives with his Nan after losing his father at sea has stopped talking. The words just won't come out. At their wits end about what to do with this 'change' in Alex, the eleven-year-old is pulled out of school and given a job delivering lunch to Marconi. As Hatter Pete, the local madman prophesizes, Alex, not only learns Morse code, he investigates new ways to communicate, to express his thoughts, new ways to listen and to act in the world.

*Whispers in the Air* is a sensitive inquiry into the age-old perception that newness, and technological invention, risk to sweep us away in a disorientating tide of change. The question that Alex's story raises is whether contrarily, they can continue to simply allow us to be who we are.

This dramatic piece is presented by a cast of fine crafted wooden puppets and set in a maritime city built from humble old crates, flotsam, and jetsam. These design choices are to remind us of an older time, when homes, streets, and worldly experience were rather more modest than today. Using the power of their imaginations, puppeteer and audience, bring this world to life. The honest act of breathing life into these inanimate characters is a reminder of the potential of the creative and inventive spirit in us all.

# UNIT 1

## PRE- PLAY ACTIVITIES

# UNIT 1

To prepare students for *Whispers in the Air*, this unit will help them to understand theatre etiquette and also introduce them to some of the themes found in the play.

The QEP subject areas (and select competencies) relevant to the activities in this unit are:

- Cross-curricular competencies
- English, Language Arts
- Arts Education, Drama
- Geography, History and Citizenship Education
- To cooperate with others
- To use language to communicate and learn
- To invent short scenes
- To understand the organization of a society in its territory

## Understanding your Role as an Audience Member

Students may be unaware of how disturbing they can be when they talk, eat, or rustle in their seats during the show - not only to other audience members, but to the actors on stage that can see and hear them out in the audience.

Audience reaction strongly affects the actors and the quality of the performance on stage. We certainly do not want a passive audience; actors need your response and feed off of your laughter, your applause etc... When appropriate, such reactions “fuel their fire” – but that response must be in co-operation with the action on the stage or it is off-putting and distracting to the performers.

To help students understand appropriate audience behaviour(s), place them in small groups, and ask them to role play specific theatre behaviours (positive and negative). Make sure that each student has a chance to play the role of ‘actor’ and of audience member.

When complete, reconvene as a class, and ask students to describe their experiences when

dealing with audience behaviours.

Some questions to help prompt discussion:

- » When you played the role of actor, how did you feel when an audience member responded appropriately?
- » When you played the role of actor, how did you feel when an audience member displayed negative behaviours?

## Geordie Productions Theatre Rules and Etiquette

Please discuss the following Geordie Productions Theatre Rules prior to attending the *Whispers in the Air* performance.

- Because of union rules and safety issues, no cameras, cellphones, video cameras or other recording devices are permitted during the performance.
- No food or drink is allowed in the gym or auditorium.
- Please listen to and respect the instructions given by Geordie personnel. It is also important to communicate these rules to your group, especially in cases of emergencies.
- The show will begin at the scheduled time. If a group arrives late, the group will be seated at the back of the gym/auditorium so as not to disturb the rest of the audience and the performance.
- Please have your students remain seated throughout the performance. If you must take students out of the gym/auditorium, please do so quickly and quietly so as not to disturb those around you.

## Biography Project: Guglielmo Marconi

Guglielmo Marconi, a self-taught inventor, born in Bologna Italy on April 25th 1874 invented the radio, or long distance radio transmission. In 1902, Marconi patented his magnetic detector (aka Maggie in the play), which then became the standard wireless receiver. That year, he transmitted the first complete message from Poldhu, England to stations at Glace Bay, Nova Scotia and later Cape Cod, Massachusetts.

Marconi's contributions and inventions have shaped the telecommunications industry and other mediums as we know it. He also won a Nobel Prize in Physics in 1909, which he shared with Professor Karl Braun.

Taken from:

[http://www.nobelprize.org/nobel\\_prizes/physics/laureates/1909/marconi-bio.html](http://www.nobelprize.org/nobel_prizes/physics/laureates/1909/marconi-bio.html)

That was just a small sample of who Marconi was and how important his contributions were. As a class, discuss biographies with your class.

Some questions to help prompt discussion:

- » Have they ever read one or seen one on television?
- » What aspects are important in a biography?
- » Do they accurately reflect someone's life or are they just another's perspective on it?
- » What is the difference between a biography and an autobiography?

---

### Let's write a biography! – Option 1

As a class, students will conduct research on Guglielmo Marconi's life in order to complete his biography. Brainstorm areas to focus on (his early life, personal life, education, other novels inventions etc...). You may wish to divide up the class by who is responsible for a certain aspect of his life or you may choose to divide the research based on books and other sources of infor-

mation. The end project should be a book that is a biography of his life that you and your students can read.

---

## Let's write a biography! – Option 2

If you want to take this activity to the next level, instead of asking students to write a book biography on Marconi's life, ask them to write a script for the radio. If each group is assigned an area of his life to research and write their script on, they can then record that portion. When each group is satisfied with their recording, put it all together and the class can listen to their radio show on Marconi's life.

There are many tools online that students can use to record their work, including: <http://audacity.sourceforge.net/>.

### For more information on teaching biographies:

Scholastic: <http://www2.scholastic.com/browse/article.jsp?id=3094>

Ellen J. Stanius. Metuchen, N.J. : Scarecrow, (1971) **Index to short biographies: for elementary and junior high grades**

---

## Extension

Now that students know who Marconi was and how important his inventions and contributions were to the world as we know it, ask them to write a short paper answering the following questions:

**Why was Marconi's invention of the radio so important?**

Their papers should include information they learnt during their biography project, as well, how his invention has shaped the telecommunications industry and media as we know it.

## St. John's Newfoundland

Ask students to find a map of Canada and to locate St. John's, Newfoundland on it. Once every student has located it, ask them to research St. John's and to share what they know about it.

Some questions to help prompt discussion:

- » Has anyone ever been there?
- » What do you know about it?
- » Which province is it located in?
- » Is St. John's known for anything in particular?

With the discussion complete, ask students to research interesting facts about St. John's. With their research complete, ask students to display their work in a creative way, for instance, using a Wordle, a poster board etc...

Once complete, divide the class into two groups; Group A and Group B. Ask Group A to set up their work in the classroom so that the students in Group B can walk around the room to see the work and ask its creators any questions they may have. Then have Group B present their works for Group A to walk around the room.

Once everyone has displayed their work, debrief with the class by asking them what they learnt about St. John's.

---

### Extension

Ask students to write a short paper about what St. John's was like at the turn of the 20th century, when *Whispers in the Air* takes place. Their paper should include factual information about what it was like to live in St. John's during that time.

---

## For younger students

In small groups, ask students to:

- locate and colour Newfoundland on a map of Canada
- Accurately colour Newfoundland's flag

Please refer to Appendix A for activity sheets to photocopy so that your students may complete this assignment.

# UNIT 2

## POST-PLAY ACTIVITIES

# UNIT 2

Unit 2 is designed so that you and your students can discuss *Whispers in the Air* and also to help them further their understanding and appreciation for the play. With activities such as asking students to critique the play in a unique and creative way to making your own radio to asking students to use their imagination to think of the characters in the future, students are given different ways to think about the play.

The QEP subject areas (and select competencies) relevant to the activities in this unit are:

- Cross-curricular competencies
- Arts Education, Drama
- English, Language Arts
- To use creativity
- To produce individual works in the visual arts
- To write self-expressive, narrative and information-based texts

## *Whispers in the Air* - Debrief

After attending *Whispers in the Air*, discuss the play with your students.

Some questions to help prompt discussion:

- » Did you enjoy *Whispers in the Air*?
- » What was your favourite moment in the play? Least favourite? Explain.
- » Who was your favourite character? Why?
- » What are some of the themes from the play?
- » Why didn't Alex speak?
- » What eventually got him to communicate again? Why?

After discussing the play, brainstorm *Whispers in the Air* related-project ideas with your students. For each idea that comes up, discuss the project and its various components.

When the brainstorming is complete, ask each student to choose one project that they would like to produce. Discuss with your students your expectations in terms of curriculum, goals, and how their projects may go about meeting these expectations. Once students understand what is expected of them, they will then write up a proposal page outlining the project, including a deconstruction of each task and associated deadlines for your approval.

With their project approved, they can now go about producing it. Each student should also include at least one written piece that demonstrates their understanding of the play, a character from the play, a theme from the play etc...

Depending on the nature of the projects, it may be fun to share them with the class.

## Play Critique

Ask students to write a review or critique of *Whispers in the Air*. Instead of writing a standard review, ask them to be creative in how they approach this. (Here at, Geordie Productions, we are always interested in hearing your students' opinions of our plays. You can contact us at [schools@geordie.ca](mailto:schools@geordie.ca), if you wish to share your students' work or opinions with us)

Some ideas:

- Choose a character from the play and write a journal entry from their perspective
- Create a promotional campaign for the play (including posters, press release etc...)
- Write a letter to Attila Clemann or Geordie Productions
- Write a newspaper human interest story about one of the characters in the play
- Write a parody of the play
- Write a pitch for the play to be turned into a movie including casting info.
- Create a comic book
- Write the script for a radio show

---

## For younger students

Using any and all available art supplies create a diorama of your favourite part of the play.

## Character Analysis

As a class discuss and analyze the following characters from *Whispers in the Air*:

- Alex
- Marconi
- Nan
- Father Gregory

When the discussion is over, ask students to choose one of the characters from the play and to create a piece of art inspired by that character and the analysis of them as discussed in class. They can bring in materials from home, or use the ones supplied at school, but the main point is that they are as creative as they can be!

---

## Extension

Once they have completed their art-based character analysis, ask students to think about what that character would have been like if they were alive in the year 2012 instead of in the early 1900's. For instance, instead of using the Maggie to communicate, what would Alex be using in 2012? Texting? Social media?

Once students have given it some thought ask them to write a short story about it.

## Whispers in the Air – Q & A

With students in small groups, ask them to discuss the following questions:

- How is Alex with Maggie stuck to his ear any different than from them with their cells stuck to their ear or continuously texting their friends or checking social media sites?
- How does teaching Nan how to use Maggie compare to them having to teach older adults how to use Facebook or Twitter?
- Do they relate to Alex when Nan gets on his case for always using Maggie?

Each group will create a Wordle (<http://www.wordle.net/>) of the key words brought up during their discussions. Ask each group to share them with the class.

With the discussions and presentations complete, ask each student to respond individually to the following question as creatively as they wish (short story, journal entry, piece of art etc...)

**How is the story relevant to today's world?**

Depending on what students create, you can display the work around the room or continue having class discussions on the topic.

## Radio Art

Ask students to build their own radio.

To get their creative juices flowing, show them pictures of radios over the years. (Appendix B has some pictures of radios throughout the years that students can colour. Ask students to also research which year or decade, each radio is from.) Ask them to be original and creative by bringing in materials from home, or outside. Display their art work in the class.

## Word Games

For *Whispers in the Air* word-related activities please see Appendix C. These activities are mainly geared towards younger students but there are one or two that will appeal to older students as well.

## Whispers in the Air – What does it mean?

As a class, discuss the title “*Whispers of the Air*”.

When the discussion is complete, ask students to explain what they think “whispers in the air” means. They can craft their response through the written word (any style or genre), art, a Wordle, a play, song etc... Any way they wish.

---

### For younger students

Ask students to create a piece of art inspired by the play and what the title makes them think of. They can use any materials they wish and should strive to be as creative as possible.

# UNIT 3

## EVOLUTION OF COMMUNICATIONS

# UNIT 3

Unit 3 explores the evolution of telecommunication and communication methods, giving students a chance to bridge the gap between the past, present, and future. The activities are designed for students to be actively involved in their learning so that they can experience some of the different telecommunication models while also giving thought to how we communicate in the 21st Century.

The QEP subject areas (and select competencies) relevant to the activities in this unit are:

- Cross-curricular competencies
- English, Language Arts
- Geography, History and Citizenship Education
- Arts Education, Drama
- Arts Education, Visual Arts
- To use creativity
- To represent his/her literacy in different media
- To interpret change in a society and its territory
- To invent short scenes
- To produce media works in the visual arts

## Evolution of Telecommunication Methods

With your class, discuss the different methods of telecommunication over the years. To begin research the definition of communications and telecommunications, here are our favourites:

**Communications:** the act or process of transmitting information

a: exchange of information between individuals through a common system of signs, symbols, or behavior

b: personal rapport

Taken from: <http://www.merriam-webster.com/medical/communication>

**Telecommunications:** the electronic process that enables communication across distances, large and small, from one sender to another.

Take from: <http://www.unesco.org/education/educprog/lwf/doc/portfolio/definitions.htm>

Once the class has researched and found definitions that they agree with, go over them and discuss them to make sure that everyone understands them.

Next, as a class, discuss some of the different methods of telecommunications over the years. As you go through the different types of telecommunications, discuss them, their definitions, and how they were/are used to communicate with others. If you want to focus solely on communications or telecommunications you can.

Here are some telecommunication methods to help get the discussion started:

- Smoke signals (prehistoric)
- Drums (prehistoric)
- Electric telegraph (1838 AD)
- Telephone (1867)
- Radio (1890)
- Television (1927)
- Computer networking (1969)
- Internet (1983)

Some questions to help prompt discussion:

- » Can anyone name some methods of communication or telecommunication?
- » How do you think people communicated in prehistoric times if they weren't face-to-face?  
(Brainstorm ideas if necessary)
- » How did your parents communicate with people when they were growing up if they weren't face-to-face?
- » What did people do before the internet?

Once students have an understanding of the different types of telecommunications (or communications if you decide to choose that route), ask them to create their own timeline of the evolution of telecommunications.

To create their timeline, students can use the website Timetoast (<http://www.timetoast.com/>) or they can draw their timeline.

With their timelines complete, debrief with the class and discuss the importance of this evolution and how it has led up to the current models of telecommunication that we use (internet, cellphones etc...). Put their timelines up around the classroom when they're done.

---

## Extension

As a class brainstorm ideas for what comes next in the evolution of telecommunication methods. Ask students to write a short proposal pitching their idea for the next important telecommunication method that will transform how we communicate with others!

---

## For younger students

Choose a few (3-4) different methods of early communication models to introduce to your students. For instance drums or cave drawings. Bring the materials into your classroom so that students can have a chance to try each method.

## Communication Exploration

Now it's time for students to explore different methods of communication. Below are some suggested activities, but you can always brainstorm ideas with your students to see what interests them.

---

### Morse Code

Morse code, developed by Samuel F.B. Morse (an artist), is a system of transmitting textual information. The transmission of information can be through dits and dahs (short and long beeps), the use of a flashlight, or even written, this is because Morse code is a language.

As a class research how Morse code works. To introduce it to your students, you can show them how it works with this online translator: [http://www.brownielocks.com/morse\\_code.html](http://www.brownielocks.com/morse_code.html).

You can also share with them stories from: [http://telegraph-office.com/pages/Telegraph\\_Talk-McClure-1902.html](http://telegraph-office.com/pages/Telegraph_Talk-McClure-1902.html).

There are many online websites that can help you learn Morse code, including the following:

<http://www.wikihow.com/Learn-Morse-Code>

[http://www.chow.com/how\\_4546629\\_plan-morse-code-lesson-classroom.html](http://www.chow.com/how_4546629_plan-morse-code-lesson-classroom.html)

<http://www.nsa.gov/kids/home.shtml>

The following are Morse code charts:

<http://morsecode.scphillips.com/morse2.html>

<http://www.enchantedlearning.com/morsecode/notopad.shtml>

Once students begin to familiarize themselves with Morse code, have them try the following activities:

- Have each student write out a question in Morse code. Place them in a bag and have students randomly select one question that they will reply to in Morse code
- Randomly pair students up and see if they can have a conversation in Morse code using the

following activity: [http://www.education.com/activity/article/Morse\\_Code/](http://www.education.com/activity/article/Morse_Code/). You will need to ask students to each bring in a working flashlight for this activity

- Write out a message in Morse code and place students in groups to see which group can decipher it correctly first
- Using a flashlight, send out a Morse code message and see who can decipher it, then have that person send out a message to the class and continue until everyone has a chance

---

## Telegram

A telegram is “a message sent by telegraph and then delivered in written or printed form” (source: [google.ca](http://google.ca)).

As a class research telegrams, you may wish to begin by seeing if any of your students have ever even heard of a telegram. If not, introduce them to it, by sharing an example of one with them.

There are many online sites that send telegrams for free; here is one that we recommend:

<http://www.telegramsworldwide.com/>

When students begin to understand what a telegram is, move on to discussing how to write one.

Here are some resources to help you get started:

<http://targetstudy.com/languages/english/telegram-writing.html>

<http://www.wisegeek.com/what-is-a-telegram.htm>

Now the fun begins! With students in small groups, ask them to come up with a short scene from a play and they must include a telegram in it. See who can come up with the most creative scene and most accurate representation of a telegram.

---

## Telephone

With a long string and two empty soup cans, demonstrate to your students how that can work as a telephone. Have one student place the can to their ear, while you send them a message through the other can and see if they can hear it.

After students have a chance to play with the 'telephone' talk to them about Alexander Graham Bell and his contributions to the communications industry.

For resources with related activities:

<http://gardenofpraise.com/ibdbell.htm>

<http://www.easyfunschool.com/Alexander-Graham-Bell.html>

To continue with the telephone theme, have students create their own telephones using any objects they wish and see if any of them work!

---

## Telephone for younger students

With the class in a circle, you can play the telephone game. Begin by whispering in one student's ear a short sentence and then have them whisper to the person next to them. Go around the circle and when it gets to the last person, have them share the sentence out loud. See if the message made it around the circle intact.

For more examples of this: [http://www.ehow.com/how\\_2044551\\_play-telephone.html](http://www.ehow.com/how_2044551_play-telephone.html)

---

## Radio

In small groups, students will create, write, and then record their own radio show.

First, they should research how to write a radio script to make sure that they have the basic elements included in their script. Then as a group, they should decide what subject they would like to cover on their radio show. Will it be a call-in show? An interview show? The news? It's their

choice. When their script is ready, they can record it using online software, such as:

<http://audacity.sourceforge.net/>

<http://advanced.aviary.com/tools/audio-editor>.

You can play their radio shows for the class when they're done.

---

## Podcasting

To complete this mini-evolution of telecommunications, talk to your students about podcasting. While not much different from a radio show, there are online tools where students can incorporate video or pictures into their podcast.

Some examples are:

<http://www.podomatic.com/login> (minicast option)

<http://blabberize.com/>

<http://studio.stupeflix.com/>

<http://www.voki.com/>

With students in small groups, have them to choose a software and then record/video their podcast on one of the following topics:

*Whispers in the Air*

**-Or-**

Evolution of telecommunications

When they're done, play them for the class and discuss with your students what they have learnt by engaging in all of these different telecommunication related activities.

## Social Media

Before you begin, brainstorm different social media with your class. When complete, place students in pairs or in small groups and have them research the different ways in which people communicate online. Each group will choose one website/software/method of communication and will learn how to use it. When they feel comfortable with it, they will then teach the class how to use it.

They should make sure that they choose something that isn't well known (i.e. not twitter, facebook etc...).

Once everyone has presented, as a class discuss which tools they would use, which they think will be popular etc... Also discuss why some of the tools aren't very popular. What works with social media and what doesn't? Brainstorm these ideas with the class and ask students to create a mock-up of what their ideal social media site would look like and how it would work.

## How do we communicate?

Now that students are familiar with different modes of telecommunication and their evolution, ask them to write a short paper answering the following question:

**How do we communicate now – is it better or worse than in *Whispers in the Air*?**

Their position should be supported by research and also from the experience and knowledge that they gained by working on the different telecommunication activities in this guide.



# UNIT 4 INVENTORS AND THEIR INVENTIONS

# UNIT 4 INVENTIONS

In the first unit of this guide and in the play, students were exposed to Marconi and his invention. Unit 4 takes that theme even further by exploring inventions and inventors while also contemplating the future of technology.

The QEP subject areas (and select competencies) relevant to the activities in this unit are:

- Cross-curricular competencies
- Geography, History and Citizenship Education
- Arts Education, Visual Arts
- English, Language Arts
- To exercise critical judgment
- To interpret change in a society and its territory
- To produce media works in the visual arts
- To write self-expressive, narrative and information-based texts

## Famous Inventors

As a class discuss inventions and inventors who have had an impact on how we live.

Some questions to help prompt discussion:

- » Which invention do you think has had the biggest impact on how we live?
- » Can you name an inventor?
- » Can you name an invention that you wouldn't be able to live without?
- » What do you think life would be like without (insert any invention)?

With the discussion complete, ask students to choose an invention and to write a research paper explaining:

- Who invented it (a short biography)

- How it was discovered
- Its evolution into its current state
- Why they chose to research this invention

You may wish to put students in pairs for this project.

With their research paper complete, ask students to prepare a short presentation to explain the invention to the class. They should try and incorporate the invention into their presentation (ex. if it's the light bulb, begin the presentation with the lights out and then turn them on once you explain how it was discovered or if it's the telephone, conduct the presentation on a phone etc...)

## Let's modernize an invention!

With students in pairs, ask them to choose an invention. They will then write a creative paragraph describing it in its original inception (ex. the first inception of the telephone, or the car).

Now here comes the fun and creative part. Once students have an understanding of the invention in its original inception, they will now get to update and modernize it into what they think it will be like in the future (2030 and beyond). For instance, they can make a model of what they think the car will be like in the year 2030. If they can't make a model of it, they can draw their idea and should label it in order to highlight the important details on it.

Ask them to bring in any materials that they think will help them make the best model of their modernized invention.

---

### Extension

Ask students to each bring in 2-3 random objects from home. Place all of the objects together and have students randomly choose 2-3 objects – not their own! Then in pairs or small groups, give them the task of using the objects to invent something. See who can come up with the most creative or innovative invention by displaying their products in the room like at a gallery.

---

## For younger students

Ask students to invent something that they think would make their life more exciting; for instance a new toy or way to communicate with friends. Provide your students with all available art materials and ask them to bring in some materials to use as well, such as egg cartons or old toys they no longer need. Once students have created their invention, display their work around the room and ask them to describe their invention to the class.

## What would life be like without \_\_\_\_\_ ?

Ask students to write a short story of what they think life would be like if a specific invention wasn't invented. For instance, a short story of what life would be like if the telephone or internet weren't invented.

---

## Extension

Now for a bit of a reversal – ask students to write a children's short story (like the children's picture books) about something they would like to see invented. Would the world be better or worse with this invention? Ask them to include some visual or pictorial descriptions of their invention in their story.

## Future of Technology

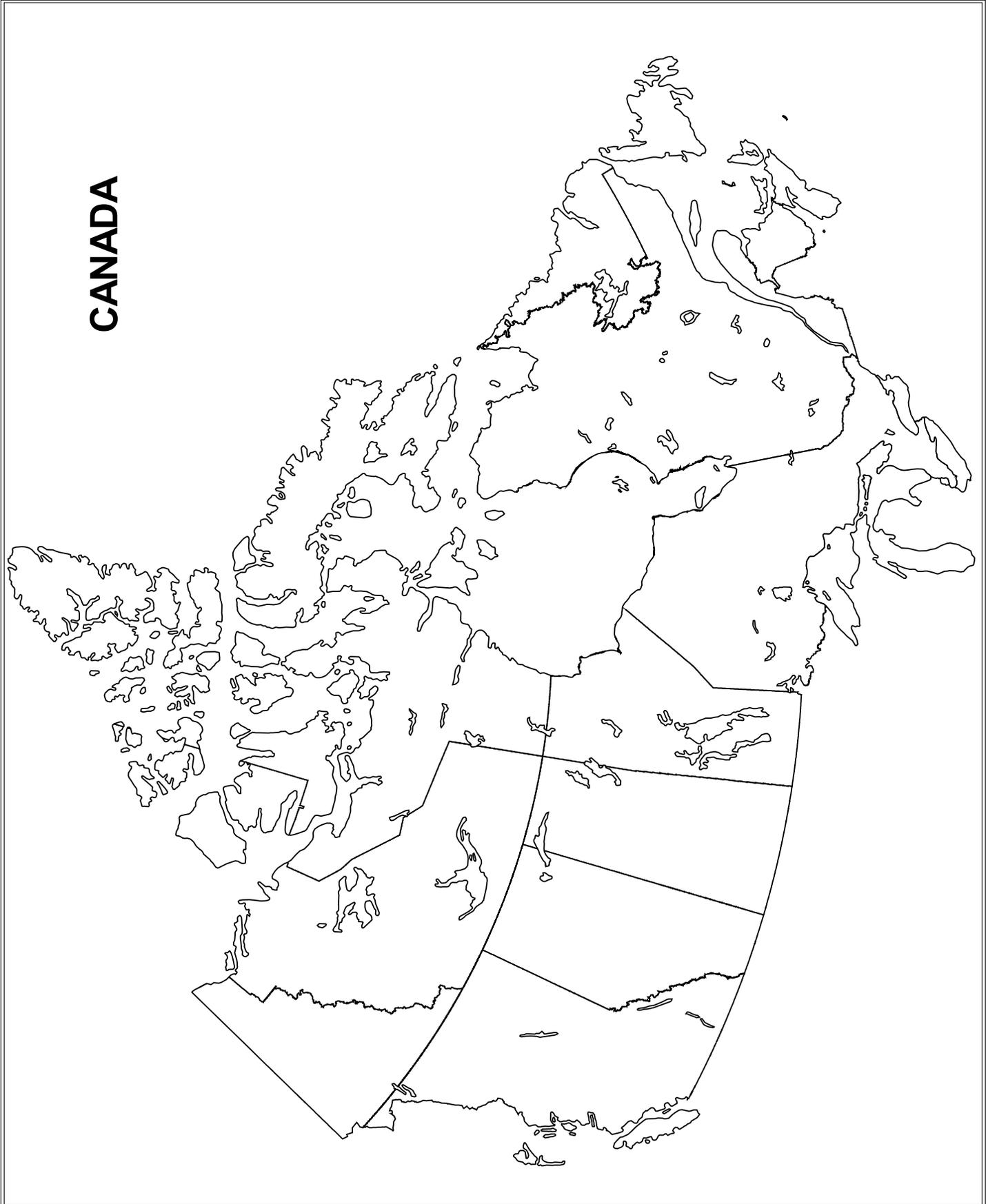
Now that students are familiar with inventions, inventors and the thought processes behind it, ask them to write a short paper answering the following questions:

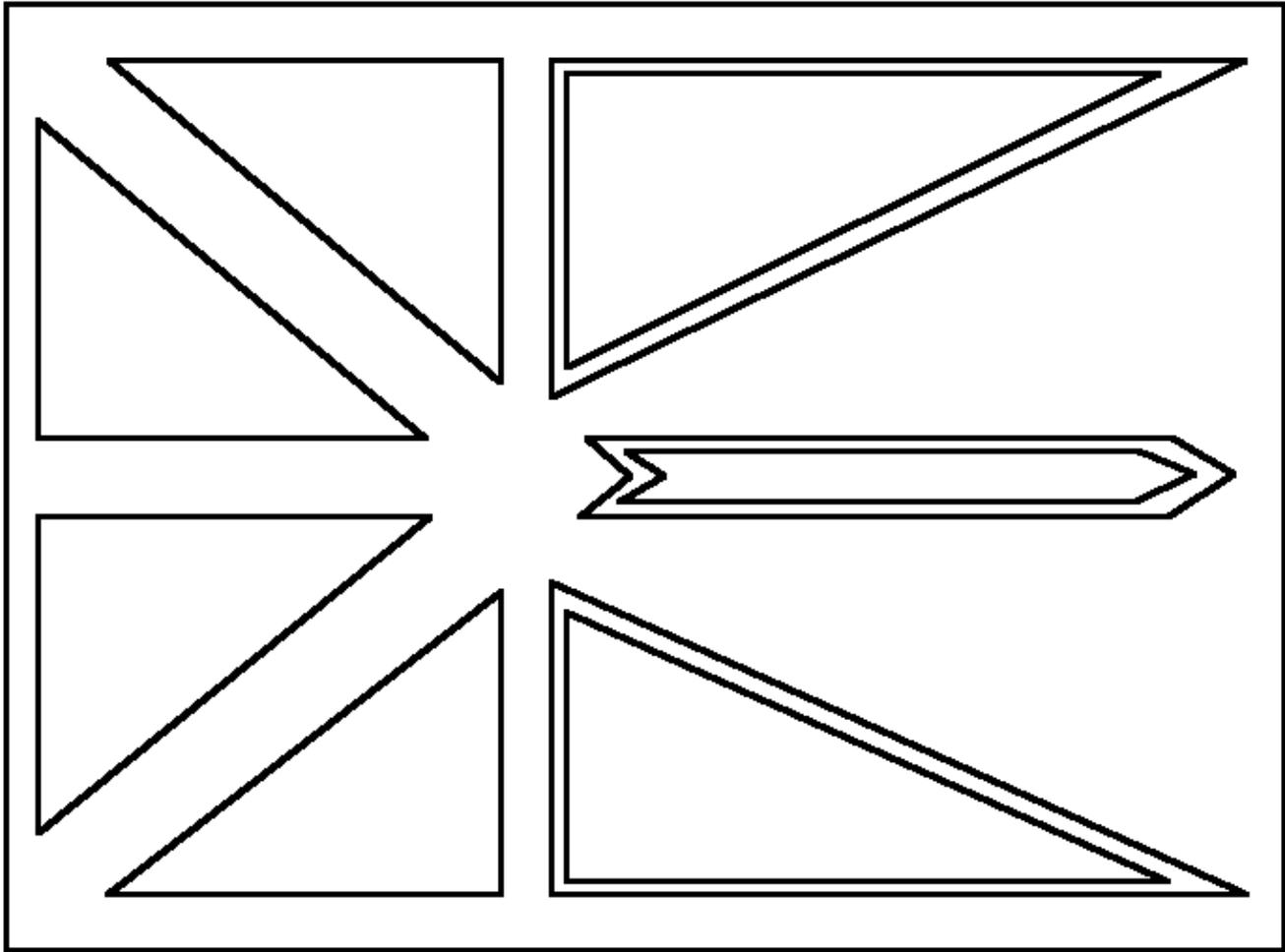
**What is the future of technology?**

They can answer the question by using any writing style they wish: short story, essay, poem, journal writing etc...

Appendix A

Map of Canada. Can you find Newfoundland?





# Newfoundland and Labrador

- Four blue triangles to the left represent the sea.
- Two outlined red triangles with white centers represent the human effort.
- Gold arrow with red outline represents our confidence in ourselves.
- White background represents snow and ice.

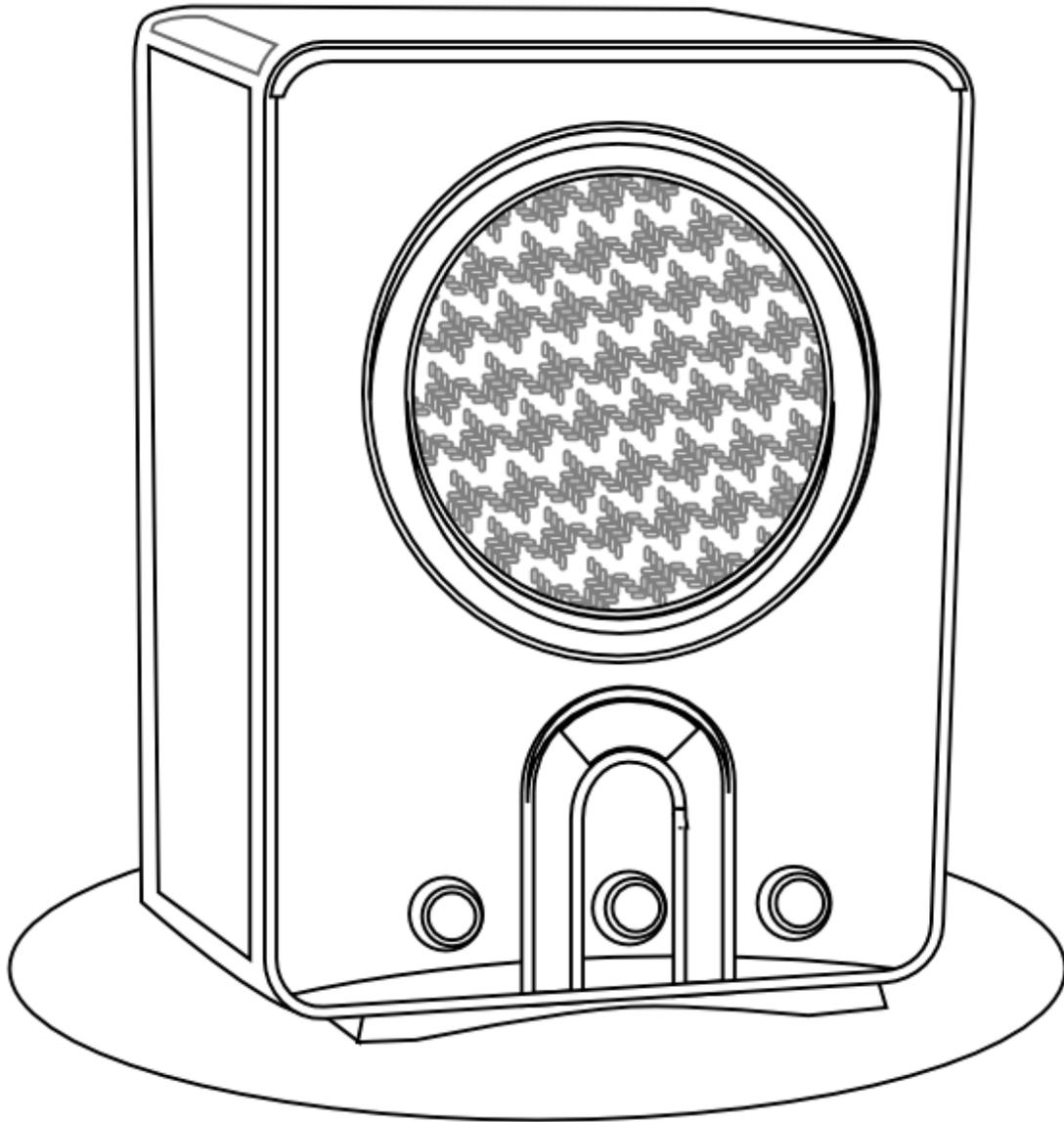
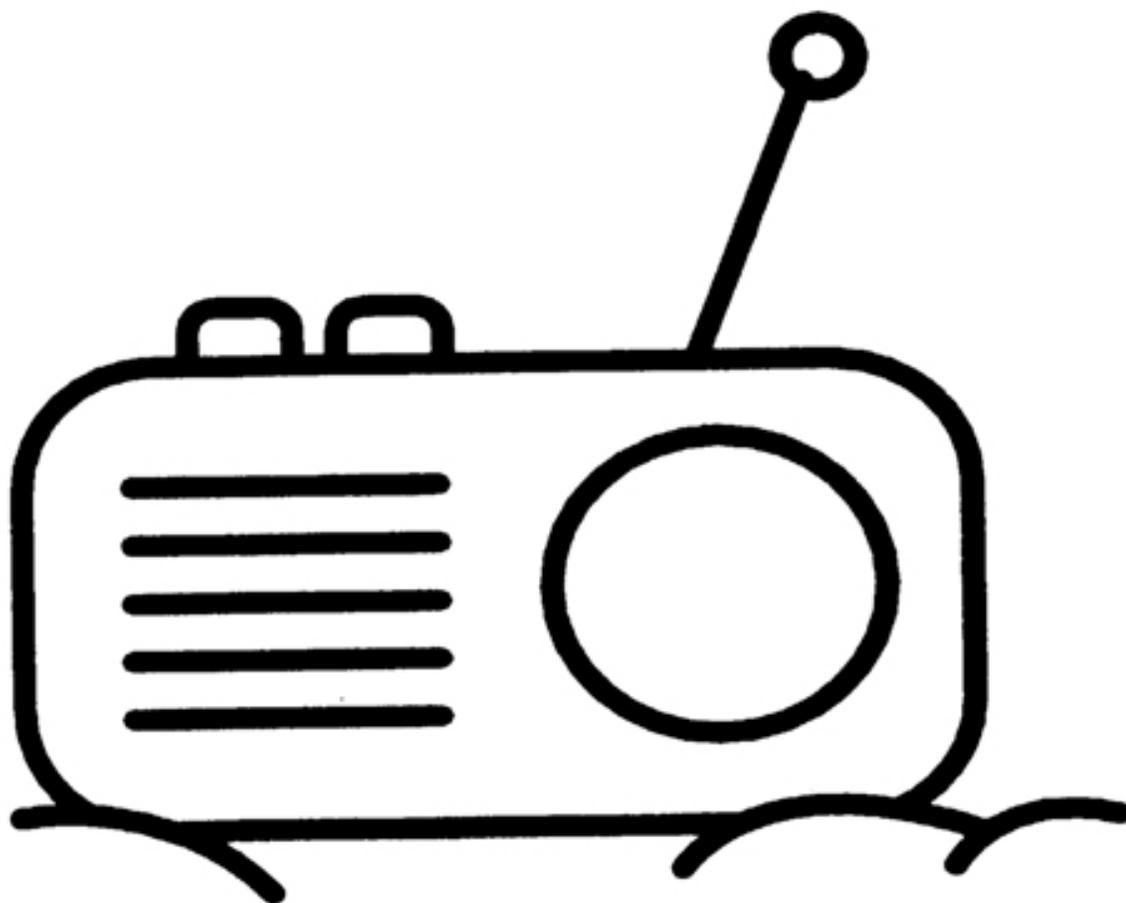
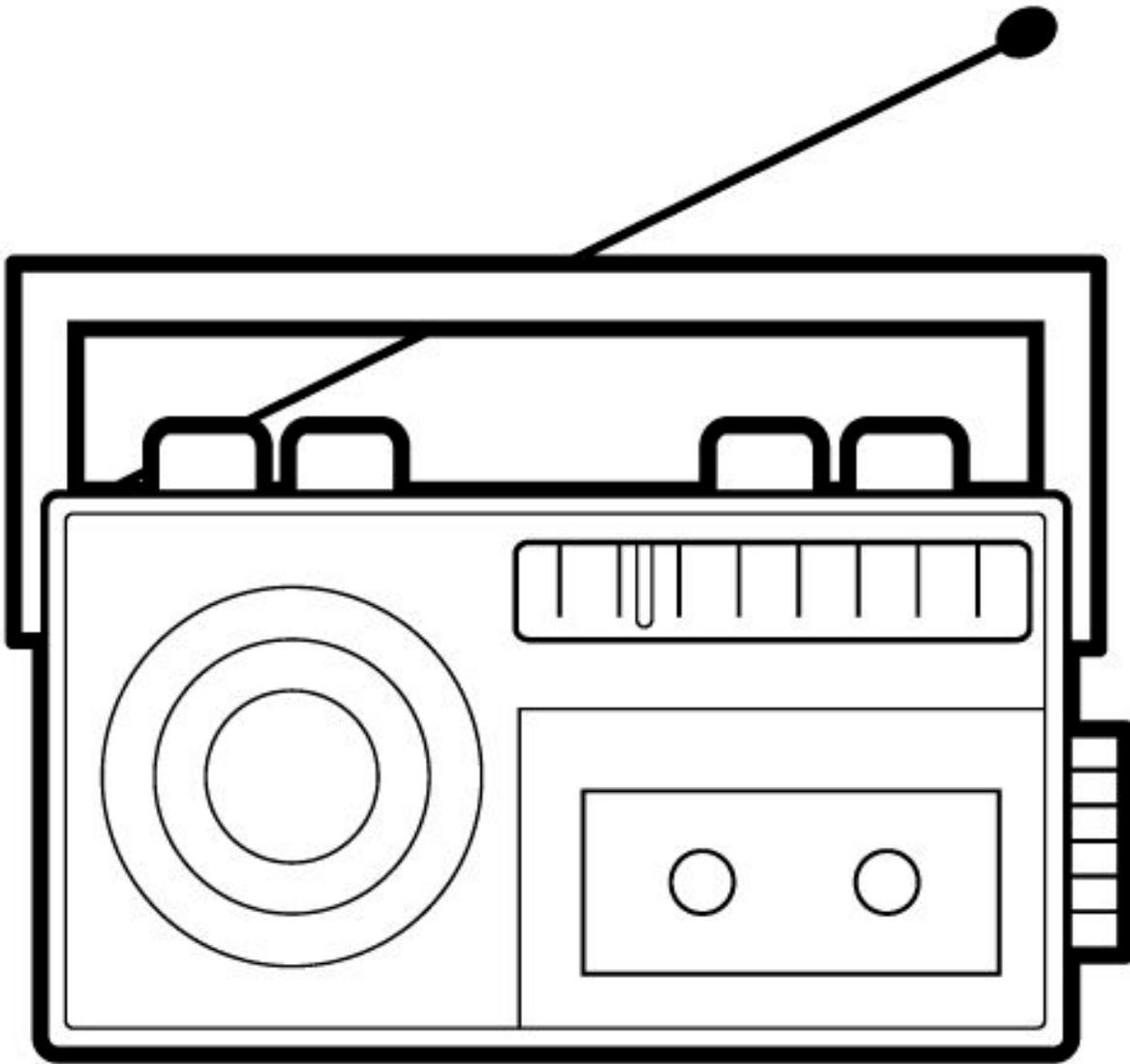


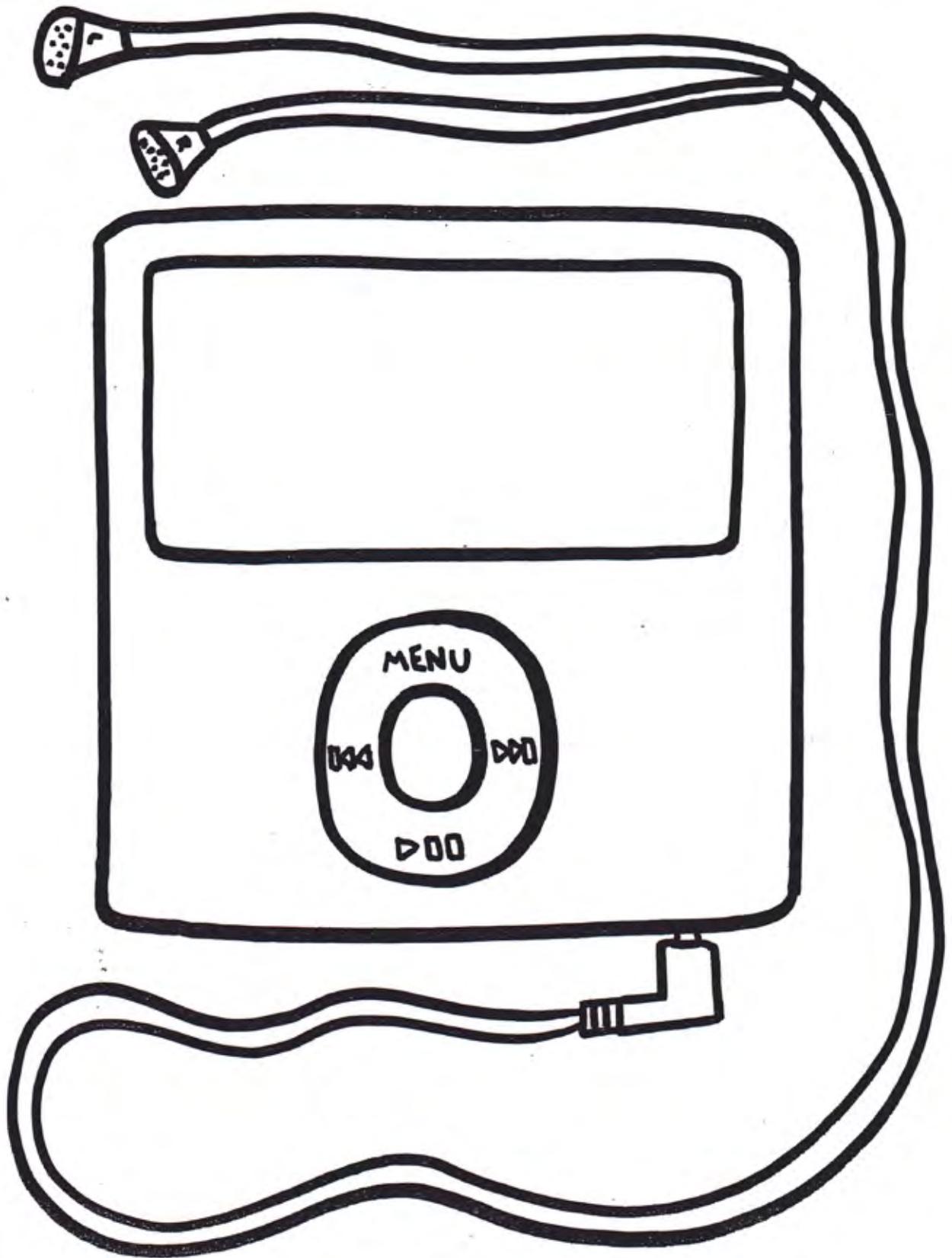
Image taken from: [http://colouringbook.org/RSS/August-2011/COLOURINGBOOK.ORG/radio\\_black\\_white\\_line\\_art\\_coloring\\_book\\_colouring-555px.png](http://colouringbook.org/RSS/August-2011/COLOURINGBOOK.ORG/radio_black_white_line_art_coloring_book_colouring-555px.png)







Images taken from: <http://coloringp.com/tag/radio-coloring-pages>

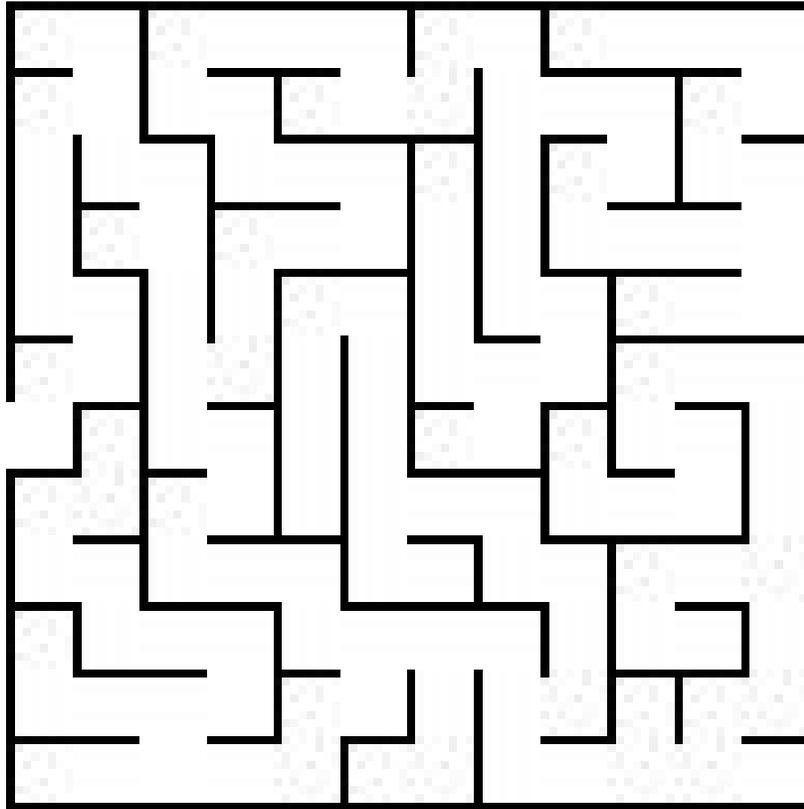


Images taken from: <http://westcheddar.files.wordpress.com/2008/07/ipod095.jpg>

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## Appendix C

Can you help Alex get home?



Activities in Appendix C taken from:

<http://www.discoveryeducation.com/free-puzzlemaker/?CFID=1941452&CFTOKEN=62861291>

Can you unscramble the following words?

ALXE

--	--	--	--

OAMIRNC

--	--	--	--	--	--	--

4

GIEMAG

--	--	--	--	--	--

RISWE

--	--	--	--	--

ASE

--	--	--

RIA

--	--	--

1

DSAH

--	--	--	--

2

TOD

--	--	--

3 5

--	--	--	--	--

1 2 3 4 5

Use the decoder to solve the mystery sentence!

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
4	10	20	21	1	16	8	25	3	17	26	13	7	11	15

P	Q	R	S	T	U	V	W	X	Y	Z
22	5	18	9	24	12	2	6	23	14	19

6	25	3	9	22	1	18	9

3	11

24	25	1

4	3	18

Use the decoder to make your own mystery sentence. See if anyone can decode it!

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
4	10	20	21	1	16	8	25	3	17	26	13	7	11	15

P	Q	R	S	T	U	V	W	X	Y	Z
22	5	18	9	24	12	2	6	23	14	19

Find the words listed below. With the leftover letters, solve the mystery word!

D	F	E	O	E	X
A	A	I	I	T	E
S	T	G	D	I	L
H	H	G	A	K	A
M	E	A	R	A	R
C	R	M	O	N	I

ALEX  
FATHER  
MAGGIE

DASH  
KITE  
RADIO

— — — — —

Find the words listed below. With the leftover letters, solve the mystery words!

M	O	H	S	A	D	M	T
A	I	A	M	O	A	E	N
R	D	R	L	G	L	S	O
C	A	S	G	E	I	S	O
O	R	I	G	G	X	A	L
N	E	R	N	E	C	G	L
I	A	A	O	D	E	E	A
M	L	W	I	R	E	S	B

ALEX	BALLOON
DASH	MAGGIE
MARCONI	MESSAGES
RADIO	SIGNAL
TELEGRAM	WIRES

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