

# POISON ISLAND

## STORY SYNOPSIS

Zac has landed on Poison Island—one of the world's most dangerous islands! His mission is to track down Dr Drastic, an enemy scientist. Zac must discover Dr Drastic's formula—Solution X—save his brother and get home in time to walk his dog!

## LEARNING OUTCOMES

### Students will:

- Engage with characters and events in the story
- Be highly motivated to read
- Construct an instructional text based on Zac's dangerous mission
- Research different types of frogs

## PREPARE FOR READING

Have the students read aloud the title of the book and then ask them to predict what they think this story might be about. Now read aloud the back cover blurb and invite students to confirm or revise their predictions based on what they now know. Use the following questions to prompt discussion:

1. Do you think you will enjoy this story and why?
2. Have you ever imagined yourself as a superhero who saved the world? What sort of adventures have you imagined?
3. Who is in your family? How do you get along with each other?

## AFTER READING

Use these questions as a guide for discussion.

1. What was Zac's secret mission?
2. What did Zac think of his brother Leon at the beginning of the story?
3. How did Zac feel about his brother at the end of the story?
4. What do the initials GIB stand for? How do they relate to Zac?
5. What is a Dentrebate?
6. How did Zac escape from the quicksand and later the piranha?
7. What happened to Leon?
8. How did Zac complete his mission?

## CLASSROOM ACTIVITIES

### CLASSIFIED MISSION

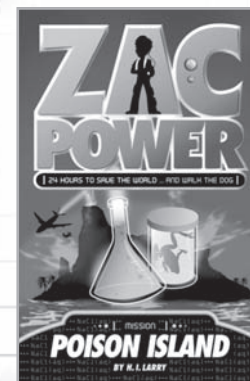
Have students examine Zac's mission on page 11. Discuss with them how this text provides Zac with instructions. Work together to identify the features of an instructional text and its purpose. Now invite students to work in pairs to create their own secret mission. Students can use **BLM 1** to guide them with their writing.

### RESEARCH PROJECT

Discuss with the class different kinds of frogs. Find books and information about poisonous frogs. Write different words and phrases related to frogs on the board. Provide the students with **BLM 2** with the shape of a frog. Ask them to copy words from the board onto their frog and to colour it in.

### CODE NAMES

Discuss with the class how Zac's mum's code name was Agent Bum Smack and his dad's code name was Agent Tool Belt. Talk about how these names relate to the character's real names or personalities. Now invite the students to invent code names for themselves and for their friends.



CONFIDENTIAL

SOLUTION X

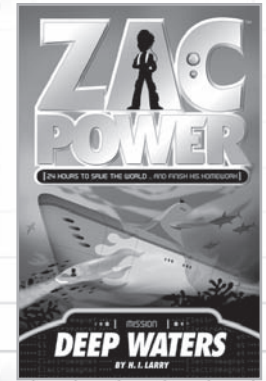
FORMULA

# DEEP WATERS

## STORY SYNOPSIS

Zac's first solo mission may prove to be his most dangerous mission ever! Zac must scour the depths of the West Sea to find an enemy submarine that has been designed to locate and bug GIB's top-secret communications transmitter.

With 24 hours to complete the mission, will Zac be able to sabotage the enemy's dive to the bottom of the ocean and protect GIB's most important piece of technology, or will his first solo mission also be his last?



## LEARNING OUTCOMES

### Students will:

- Engage with characters and events in the story
- Be highly motivated to read
- Recount major events in the story from a character's perspective
- Create an alternative book cover

## PREPARE FOR READING

Have the students read the title of the book and predict what Zac's mission might entail. Ask students to comment on the possible challenges that this mission might provide using the main illustration as a guide. Now read the back cover blurb aloud and invite students to revise or elaborate on their predictions based on this information. Use the following questions to prompt discussion:

1. Is there anything in the blurb that captures your attention and makes you want to keep reading the book? If so, what is it? If not, can you explain why?
2. Is there anything you are curious about? What questions are you already asking yourself?
3. Can you predict what sort of 'top-secret' information the GIB would want to store on the seabed? If your job was to protect sensitive spy information, where would you hide it?

## AFTER READING

### Use these questions as a guide for discussion.

1. What is a diversion? Describe the diversion that GIB used to send Zac to his next secret mission? In this setting, can you think of an alternative diversion that may have worked?
2. Identify what Leon's role was in this mission. What did that leave Zac to do? Could either of them have completed this mission on their own?
3. How was Zac able to rescue the passengers from the plane crash? What problem did this rescue create for Zac? Why didn't he simply ignore the Mayday message and continue with his mission? Did you agree with his decision?
4. Partway through the mission, Zac lost his memory. How did this happen?
5. Zac Blythe-Jones: A millionaire's son! How did Zac come to the conclusion that this was his identity? How did he explain the submarine?
6. What prompted Zac to remember his true identity?
7. The last part of Zac's mission was the most dangerous. Why?
8. Describe Zac's mood at the end of the mission.

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# DEEP WATERS

## CLASSROOM ACTIVITIES

### DIARY OF EVENTS

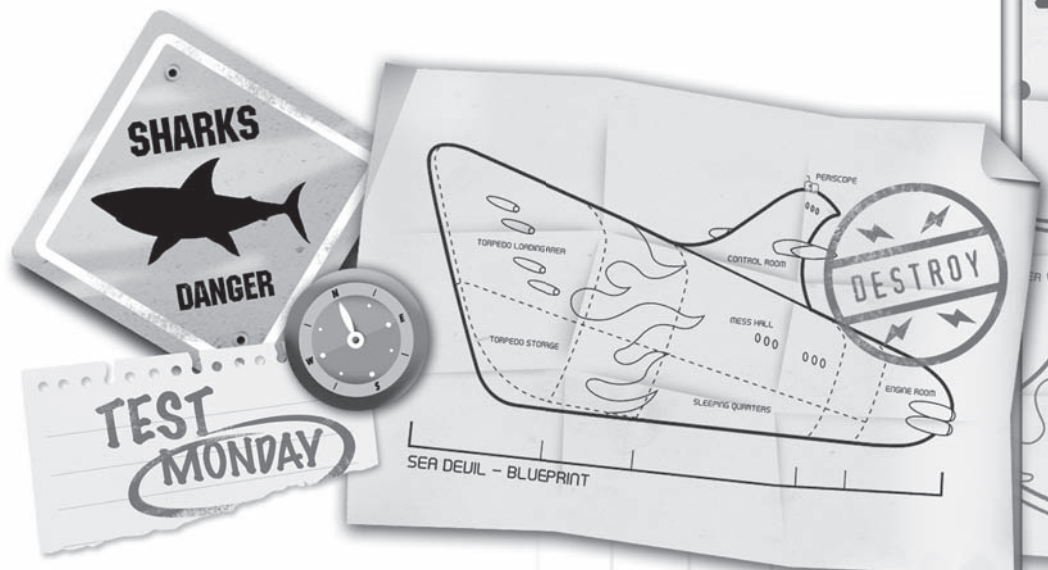
Have students create a series of diary entries, from Zac's perspective, that identify the key events in the story. Ask students to include information about Zac's feelings or questions he may have asked himself as these events unfolded during his mission.

### DESIGN ACTIVITY

Discuss the importance of a book cover. Direct attention to the cover of *Deep Waters* and ask students to comment on the features that make them pick up the book and want to read it. Now ask students to design a new book cover for *Deep Waters* in light of this discussion and what they now know about the story. Instruct students to create new illustrations and an alternative title and blurb.

### PERSONAL AMPHIBIOUS SUBMERSIBLE

Ask students to recall Zac's first few incidents whilst he was learning how to operate the amphibious submersible. Initiate discussion on the known and imagined features of this underwater spy vehicle. Ask students to create their impression of the amphibious submersible's interior and present it as a blueprint, similar to the one found on page 8. Invite students to label the important features of the vehicle.



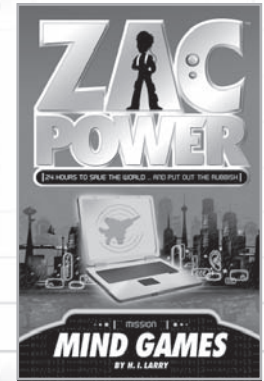
**ZAC  
POWER**

# MIND GAMES

## STORY SYNOPSIS

Hackers have breached all but one firewall that protects the software for GIB's ultra-powerful satellite, WorldEye, and Zac has less than 24 hours to locate the hackers and stop the final breach. Leon has managed to track the hackers to Bladesville, a mean and tough city which also happens to be the place where all the latest games and gadgets are developed. Zac's super spy work leads him to MindLab, a gaming company that stands to gain a lot from controlling WorldEye.

Will Zac be a match for these super-smart hackers or will it be 'game over' for this spy?



## LEARNING OUTCOMES

### Students will:

- Engage with characters and events in the story
- Be highly motivated to read
- Construct an instructional text based on their own invention
- Identify the main events in the order that they occurred and reflect on their emotional responses as they read the text

## PREPARE FOR READING

**Read the back cover blurb aloud. Ask students to highlight the words that they don't understand and invite responses from other group members to establish the meaning of these words. Invite students to predict the link that might exist between WorldEye and a location known for the development of games and gadgets. Now ask students to turn to the front cover and read the title of the book aloud. Encourage them to explain why they think the author might have chosen this title. Use the following questions to prompt discussion.**

1. What makes you want to open this book and read it?
2. What dangers or challenges do you think Zac will face on this mission?
3. What games and gadgets have you played with recently?  
What are some of the positive things about these games and gadgets?  
What are the negative things?
4. If you had access to WorldEye, what would you choose to monitor?

## AFTER READING

### Use these questions as a guide for discussion.

1. Before Zac's mission had even begun, Zac witnessed an explosion. Explain this event.
2. Can you identify any unfamiliar words that you came across while reading this story?  
What new ideas did you learn from this story?
3. *Vertical Supersonic* is written below one of the buttons on the mini-fighter jet Zac used.  
What did it help him to do and why was its function important to Zac's mission?
4. Zac hadn't been in Bladesville very long before he felt that his mission had become a lot more dangerous.  
What made him feel this way?
5. With Leon's help, Zac tracked the hackers down to a karaoke bar.  
Explain how Zac gained entry into this bar.
6. This mission was very serious and very dangerous, so what made Leon want to pop with excitement?  
How did this piece of technology turn out to be important to this mission?
7. What was Zac's opinion on computer games? What's your opinion?
8. What feature of Zac's SpyPad came in handy once he had arrived at the MindLab display?  
What important information did it help him to uncover?
9. Who is Jimmy Shady and why was he obsessed with hacking into WorldEye?
10. Share your thoughts on the way this mission ended.

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# MIND GAMES

## CLASSROOM ACTIVITIES

### SPY GADGET

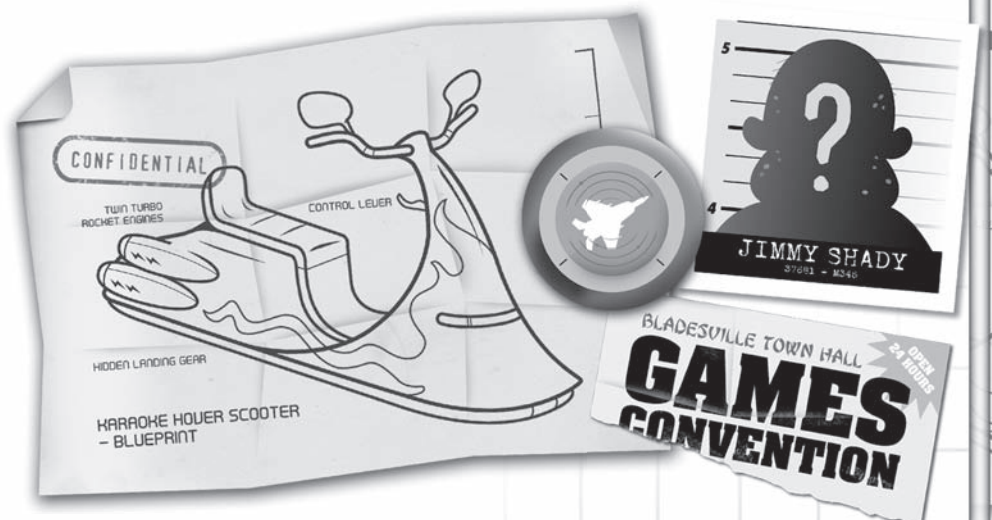
Have students discuss Zac's escape from MindLab's boss, Jimmy Shady. Direct discussion toward Zac's use of the stink bomb and ask students to comment on how effective they thought this gadget was. Assist students to create a list of features for an alternative diversion gadget that would allow a spy to make a quick escape from an enemy. Now invite students to create their own diversion gadget. Responses should include a diagram of the gadget that is labelled to show important features. Students should also include a set of simple instructions on how this gadget can be used.

### PLOT PROFILE

Ask students to recall the main events in this story. Allow students to refer back to their books to assist them if necessary. Record student responses in the order that they are offered. Discuss these events in relation to the level of emotion (fear, excitement etc) they evoked in the students. Show students how they may construct and use a line graph to show their emotional response to each chapter in the story. Graphs should include a short overall summary of the information presented in the line graph.

### POLICE REPORT

Invite students to discuss what they know about the character, Jimmy Shady. Ask students to use **BLM2** to create a police report for this character.



**ZAC  
POWER**



# POLICE REPORT

**BLM2**

**CRIMINAL'S NAME:** \_\_\_\_\_

**CRIME:** \_\_\_\_\_

**DESCRIPTION OF CRIMINAL:** \_\_\_\_\_

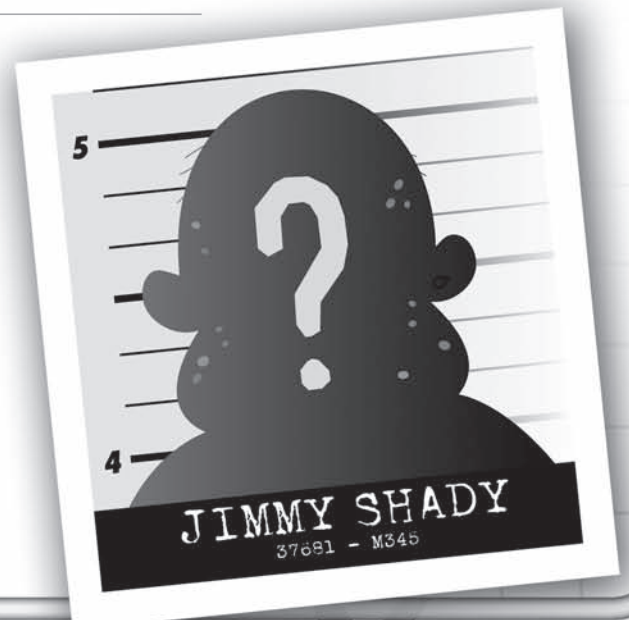
**DISTINGUISHING FEATURES:** \_\_\_\_\_

**PUNISHMENT:** \_\_\_\_\_

**OFFICER FILING REPORT:**

NAME \_\_\_\_\_

SIGNATURE \_\_\_\_\_



SOLUTION

FORMUL

# FROZEN FEAR



## STORY SYNOPSIS

The Great Icy Pole is the most remote and least explored place on earth. So why would GIB send Zac out there on his own? According to GIB surveillance, an increasing number of planes and boats are coming and going from this isolated place for no apparent reason. With no satellite surveillance to rely on, GIB must send in one of their best spies to investigate this suspicious activity.

While at the Pole, Zac encounters below freezing temperatures, pirates, robotic seals, metal underpants and a ballistic missile, all of which threaten to compromise his investigation. Will Zac make it back to Mission Control within 24 hours with the investigation complete, or does he face a lonely winter in one of the coldest and scariest places on earth?

## LEARNING OUTCOMES

### Students will:

- Engage with characters and events in the story.
- Be highly motivated to read.
- Complete and present research on the topic of seals.
- Write a set of rules.
- Pose and respond to questions regarding events in the story from the perspective of the main character.

## PREPARE FOR READING

**Read the back cover blurb aloud. Use a globe of the world to identify the real 'Poles'. Ask students to share any knowledge they have on these places. Now highlight the description of the Great Icy Pole. Invite students to invent and share their own creative ways of describing how cold this destination can get. Refer students to the individual pictures at the bottom of the blurb and encourage them to make predictions about the story based on these images. Record and refer to these predictions at the conclusion of the story.**

**Turn to the front cover and discuss the author's choice of words for the title of this story. Use the following questions to prompt discussion.**

1. What do you imagine the Great Icy Pole to look like? What would you expect to find there?
2. What reasonable explanation can you provide for all of this extra activity in the area? What about a theory that would confirm GIB's suspicions?
3. Do you expect Zac to succeed in this mission? Why or why not?

## AFTER READING

### Use these questions as a guide for discussion.

1. Zac's holiday was over before it had even begun. Describe the event which led to the cancellation of Zac's summer holidays.
2. Before Zac began his mission, he knew it was going to be tough. What led Zac to this conclusion?
3. On his way to the Great Icy Pole, Zac took a detour. Explain Zac's mini-mission.
4. Retell the event that led Zac to believe that he had found a sure sign that something funny really was happening at the Great Icy Pole.
5. How were the robotic seals involved in the suspicious activity?
6. Zac made a silly mistake during the mission. What was this mistake? What embarrassing situation did this lead to and how did Zac manage to free himself from this situation?
7. Who were Sky Industries and why did they want to blow up WorldEye?
8. What was the only use Zac had for his SpyPad during this mission?
9. Why did Zac miss his flight out of the Great Icy Pole? What was your opinion of Zac's way out of the Great Icy Pole?

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# FROZEN FEAR

## CLASSROOM ACTIVITIES

### TRIVIA CARDS

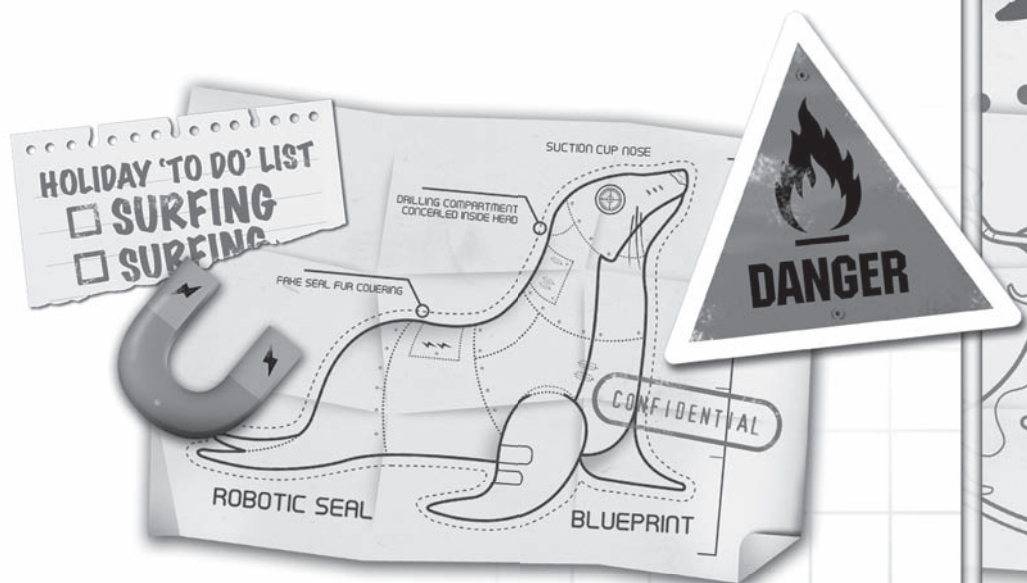
Provide students with a variety of resources to assist in their research on the topic of seals. Instruct students to identify both basic (e.g. location, diet & hunting habits) and quirky facts about seals. Demonstrate how to present their facts in a trivia card format, with a fact presented as a question on the front of the card and a selection of possible answers on the back, which includes only one correct response. Instruct students to complete a set of 10 trivia cards. Once complete, students must present their trivia cards to the group who will, in turn, respond as participants in a trivia segment.

### TV INTERVIEW

Ask students to imagine that they have the opportunity to interview Zac Power immediately after his mission to the Great Icy Pole. Invite students to formulate and share questions they would want to ask Zac. Record all questions on the board. Review the list of questions and help students to establish what qualifies as a good question. Use this discussion to remove/expand on questions from the list. Now invite each student to find a partner. Ask each group to establish who will conduct the TV interview and who will pose as Zac. Ask each group to allocate time to choosing five interview questions and creating responses for each of the questions chosen. Allow students ample time to review and practice their interview which should run for no longer than five minutes. Students should go on to record their interview for the audience who will offer constructive feedback at the end.

### RULES FOR LIVING

Invite students to discuss the concept of 'rules for living'. Ask them to comment on the rule that Zac shares on page 22. After an opportunity to discuss the concept, invite students to generate their own list of 'rules for living' that reflect their interests, experiences and personality. Allow students to choose a means of presenting their list of rules. Upon completion, each student should present their rules to the remainder of the group. Each presentation should include a comment about one or two of the rules presented in relation to their importance to the student. Note the similarities or differences in the rules generated.



**ZAC  
POWER**

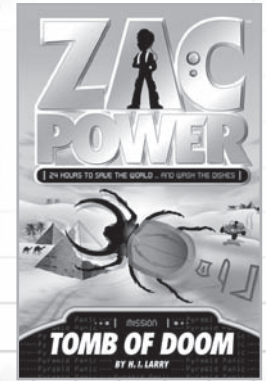


# TOMB OF DOOM

## STORY SYNOPSIS

GIB spy, Agent Track Star, has been on mission to guard the Vanishing Pyramid from tomb raiders. When tremors rock the Amber Sands Region, Agent Track star goes missing and GIB fear that he is trapped inside the Pyramid. Zac's mission is to locate Agent Track Star and investigate the possibility that the Pyramid has been broken into. But how will he find a pyramid that disappears the moment someone goes near it?

With less than 24 hours to complete the mission, will Zac be able to enter the Vanishing Pyramid, sidestep all the booby traps, locate Agent Track Star, repair any damage to the pyramid and leave before it collapses, or will he be trapped inside forever?



## LEARNING OUTCOMES

### Students will:

- Engage with characters and events in the story
- Be highly motivated to read
- Create a map based on the locations the main character visited in the story

## PREPARE FOR READING

Have students read the title of the story. Ask them to define the words 'tomb' and 'doom'. Explore the word tomb further with reference to the picture on the front cover. Now turn to the back cover and read the blurb aloud. Invite students to elaborate on what a 'booby trap' might be. Encourage predictions regarding the types of traps that might be found in a pyramid. Use the following questions to prompt discussion.

1. Describe the location of Zac's mission based on the blurb and pictures on the cover of this book.
2. What gadgets do you think would come in handy for a mission like this?
3. Can you predict what might have happened to the missing GIB agent?

## AFTER READING

### Use these questions as a guide for discussion.

1. What is a Cameltronic 9000? What was it used for?
2. With a dune buggy out of solar power and sand hot enough to melt a shoe, how does Zac continue his journey to the Vanishing Pyramid?
3. How did the Vanishing Pyramid get its name? How was Zac able to locate the Pyramid?
4. How was the game, *Pyramid Panic*, relevant to Zac's mission?
5. What is a beetle-torch? How was it useful to Zac during the mission?
6. At one stage of the mission, Zac knew to trust his gut instinct and stepped backwards from a doorway. What was inside that room? How was Zac able to move through this room and get on with his mission?
7. The Mummy Room had an interesting surprise waiting for Zac. What happened in this room?
8. What was guarding the Golden Sun Diamond? Did this stop Zac from reaching the diamond? Why or why not?
9. Who did Caz turn out to be? Why did she involve Zac in her plans to take the diamond?
10. What happened immediately after Caz left the Treasure Room with the diamond? How did Zac respond and why?
11. How did Zac's basketball skills help him to complete this mission?
12. Zac returned the diamond with about seven minutes to get out of the pyramid. So why was Zac still in the pyramid with only two minutes to go?
13. What was the last thing Zac noticed in his Pyramid-Pack?

TOP SECRET

Continued >>

# TOMB OF DOOM

## CLASSROOM ACTIVITIES

### SURVIVAL PACK

Ask students to recall the contents of Zac's Pyramid-Pack and identify how each of these items was used to help Zac complete his mission. Invite students to comment on the necessity of the Pyramid-Pack. With reference to Zac's mission on page 9, ask students to create their own secret mission for Zac. All missions should be designed on a SpyPad. Now ask students to create a survival pack that will help Zac to complete the mission safely and efficiently. Each survival item should be carefully drawn, clearly labelled and include a short description of its use underneath. Request that students provide details of no less than four survival items.

### VANISHING PYRAMID MAP

Discuss Zac's journey through the Vanishing Pyramid. Ask students to recall the different rooms that Zac entered as he moved through the pyramid and what details they remember about each room. Allow students to refer back to the book if necessary. Record the student's ideas in the order that they are presented. With the help of students, return to the list and number the locations according to Zac's journey through the Vanishing Pyramid. With this information, invite students to create a map that shows Zac's path through the pyramid. The map should include a title, a label for each location and important details that distinguish each room in the pyramid.

### SECRET CODES

Refer to page 26 and page 38 before engaging students in a discussion of symbols and coded messages. Ask students to discuss and invent symbols to match verbs they could imagine using as part of secret code. Do the same for a variety of nouns. Now encourage students to put together these and other symbols to create a variety of secret codes. Each student should create at least four secret codes that they present on a flashcard with the answer on the back. Students submit their codes for the group to crack.



**ZAC  
POWER**

SOLUTION

FORMUL

# NIGHT RAID

## STORY SYNOPSIS

Brink Bank has one of the most secure vaults in the world. So how do hundreds of gold ingots go missing? The vault is guarded 24 hours a day and is monitored by dozens of cameras and motion sensors. In addition to that, the combinations on the safes holding the gold change every day – who on earth could get past all of that security unnoticed? GIB intelligence suspects enemy spy agency, BIG, is involved ... but how? Zac's mission is to discover just that.

Will Zac be able to find out how the gold is being stolen and capture the thieves, or will the gold be smuggled out of the city before Zac puts all the pieces of this mysterious bank robbery together?

## LEARNING OUTCOMES

### Students will:

- Engage with characters and events in the story
- Be highly motivated to read
- Create a detailed picture of a location described within the story
- Put together an action plan detailing a significant event in the story

## PREPARE FOR READING

**Read the back cover blurb aloud. Ask students to comment on the likelihood of BIG's involvement in this crime. Invite predictions regarding the crimes that BIG could commit with masses of gold. Encourage students to provide a link between the storyline and the visual clues on the back of the book. Record predictions for later discussion. Now turn to the front cover and read the title aloud. Ask students to define the word 'raid'. Ask what the inclusion of the word 'night' suggests about this crime.**

### Use the following questions to prompt discussion.

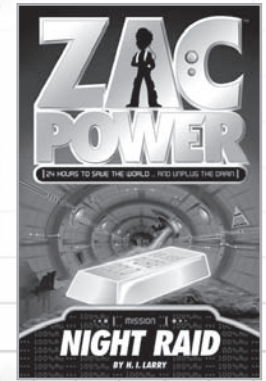
1. Can you suggest how thieves are stealing gold from such a secure bank vault?
2. Do you think BIG is really behind this crime?  
If so, what do you think they would do with all of the stolen gold?
3. Can you predict details about Zac's mission based on the pictures on the front and back covers?
4. What kind of security do you think 'the world's most secure bank' would have?

## AFTER READING

### Use these questions as a guide for discussion.

1. Where did Zac travel to in the GIB bullet train?
2. Describe Zac's challenge at the simulator.
3. The spy-mail message that Zac and Ned received surprised them both. Why?
4. What is a 'luge' and why did Zac use one?
5. What led Zac to believe something strange was going on in the safe?  
Why had he been baffled by this mission before making this discovery?
6. What was Leon describing when he said, "It's like drinking chocolate milk through a straw."
7. How did Zac's keyring play a part in his mission?
8. What creepy creature did Zac encounter in the sewer?
9. *SERIOUSLY, YOU DON'T WANT TO GO DOWN THERE!* What was this sign warning Zac about?
10. The missing gold was connected to choc-covered honeycomb bars. Explain how.
11. What did the Chameleon Suit allow Zac to do? What was the suit's only drawback?
12. How did Zac manage to convince a BIG agent to give him more information about the evil operation?
13. Zac was stuck in a cage wearing only his underwear. Why? Describe his escape.
14. The story concluded with the arrest of BIG agents – another successful mission!  
So how did Zac manage to do this?

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# NIGHT RAID

## CLASSROOM ACTIVITIES

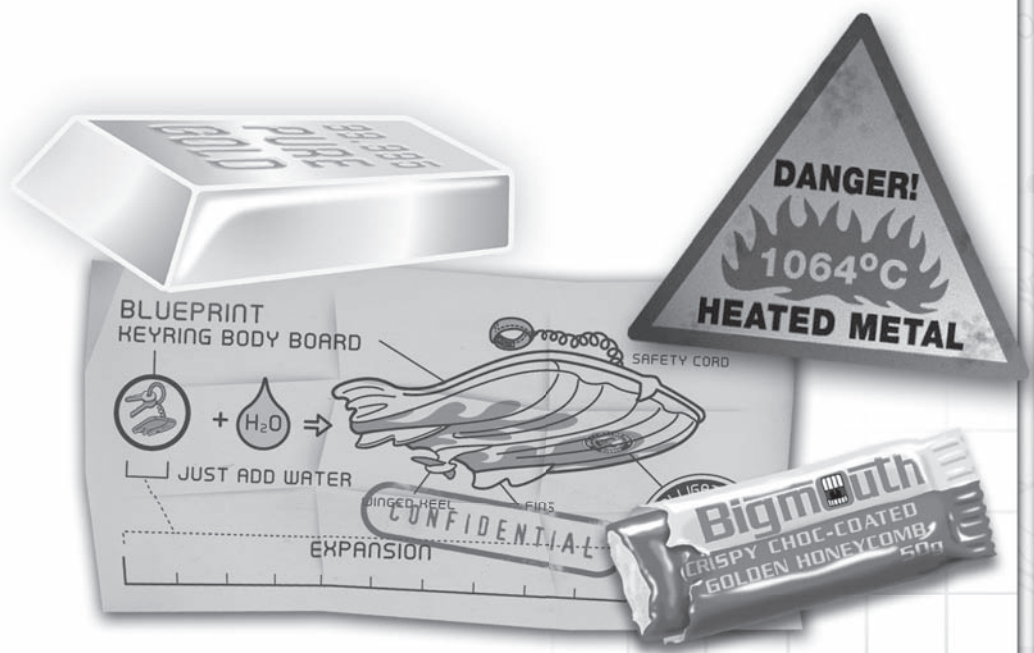
### PICTURE THIS

With students, re-read Chapter Eight which details Zac's visit to the Bigmouth Chocolate Factory. Instruct students to use this chapter to assist them in drawing the Factory as witnessed by Zac. Encourage students to re-read the chapter several times to ensure that they draw all the details as described.

### CHAMELEON SUIT

Discuss the suit worn by Zac once he had entered the Bigmouth Chocolate Factory. Take the time to discuss and identify the link between the suit's name and its purpose. Ask students to imagine that they had access to the Chameleon Suit for an entire day. Have students detail where and why they would use this suit.

**ZAC  
POWER**



SOLUTION

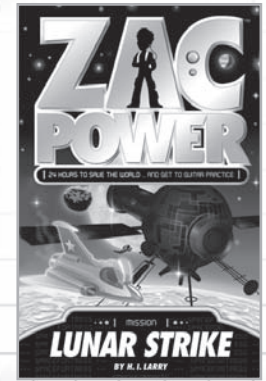
FORMULA

# LUNAR STRIKE

## STORY SYNOPSIS

Rockathon is a massive charity rock concert for all the countries affected by the tsunami – who would want to sabotage an event like that? BIG of course! They plan to steal billions of dollars in donations and they will stop at nothing to ensure they succeed.

Zac has less than 24 hours to prevent BIG from scrambling the webcast of Rockathon and transferring the concert donations into their secret account. Will Zac be able to stop the theft or will the donations be gone without a trace?



## LEARNING OUTCOMES

### Students will:

- Engage with characters and events in the story
- Be highly motivated to read
- Write a letter of request
- Label and describe an invention

## PREPARE FOR READING

**Read the back cover blurb aloud. Invite students to assist in defining the words 'sabotage' and 'charity'. Ask students to predict why this mission might be described as 'Zac's toughest mission yet' and what 'pressure' he would be under during the completion of this mission. Now turn to the front cover and read the title of the book aloud. Discuss the author's choice of words for the title. Ask students to comment on their interest in the story based on the blurb, title and illustrations and which of these influenced their decision to read the book.**

### Use the following questions to prompt discussion.

1. Who do you suspect is behind this evil plan?
2. What challenges would a mission into space present?
3. What questions are you asking yourself about this story?
4. Can you offer an alternative title for this story?

## AFTER READING

### Use these questions as a guide for discussion.

1. One moment, Zac was off to get an injection and the next, he was riding a huge motorbike. In your own words, describe what happened between these two events.
2. Why didn't Zac receive the emergency mission earlier? How much time had Zac lost because of this?
3. What is the Rockathon? What threatened the Rockathon's success?
4. How are the Rockathon and the Space Fortress connected in this story?
5. Zac had the opportunity to use the Chameleon Suit again. How is it designed to help him on this mission?
6. Zac had a surprise stowaway on the Star Master. Who is it? What significant part do they play in this mission?
7. Agent Mirror's identity was a surprise to Zac. Why?
8. What do Pinky and Britney do to Zac during his capture? How does this work to his advantage later in the story?
9. What is the 'Leon Power virus' and what did it do?

CONFIDENTIAL

Continued >>

# LUNAR STRIKE

## CLASSROOM ACTIVITIES

### DESIGN A ROBOT

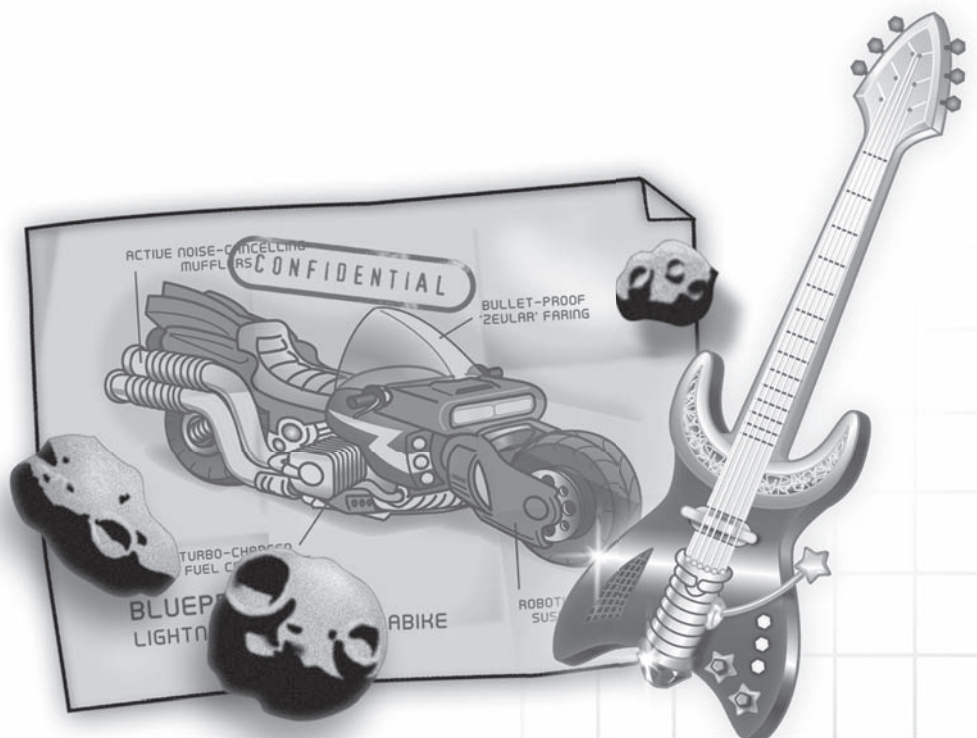
Ask students to return to Chapter Eight and re-read for any information about BIG robot, BOLTZ. List descriptions as students share them. Discuss and ask students to comment on how effective they thought BOLTZ was. Now ask students to pair off and brainstorm the features of their ideal robot. After discussing ideas in their groups, ask students to complete a blueprint of their robot similar to the one on page 10. Ensure that students label their blueprint with important features and include a name for their robot. Ask students to write a short paragraph about the purpose their robot would serve.

### MY WISH COME TRUE

The mission ends with a dream come true for Zac – the opportunity to play guitar with his favourite rock band, Axe Grinder! Give students some time to think about and discuss the details of their own 'dream come true' event. Ask students to detail this wish in a letter to the relevant person or organisation.

### BREAKFAST FIT FOR A SPY

Zac's favourite breakfast cereal is Chocmallow Puffs – even his pet rat enjoys it as a snack! Using craft materials, instruct students to design a breakfast cereal that is fit for a secret agent like Zac Power. Remind students to include a name, a list of ingredients and an illustration for their super spy cereal.



**ZAC  
POWER**

# SUDDEN DROP

## STORY SYNOPSIS

Experiencing the worst drought in history, the country is dependent on the fresh water supply discovered inside Craggy Mountain. Plans to distribute the water were underway until evil spy organisation, BIG, took over the project and demanded a ransom of nine billion dollars to release the water back to the community. With GIB refusing to negotiate and BIG threatening to dynamite the Craggy Mountain pumping station if the ransom is not paid, Zac sure has his work cut out for him!

Will Zac manage to regain control of the pumping station or will BIG's ruthless plan spell disaster for a drought-stricken country?

## LEARNING OUTCOMES

### Students will:

- Engage with characters and events in the story
- Be highly motivated to read
- Attempt to create a simple 'non-fiction' text on the fictional topic of mutant predators

## PREPARE FOR READING

**Read the back cover blurb aloud. Establish the meaning of 'hijack' and 'outback'. Ask students to predict how BIG would be able to hijack a water supply. Invite students to offer suggestions as to what BIG's deadly defence system might be. Encourage students to search for any visual clues on the front or back cover of the book. Now turn to the front cover and read the title aloud. Ask students to offer an explanation for the choice of title. Take time to identify and discuss the picture on the front cover.**

### Use the following questions to prompt discussion:

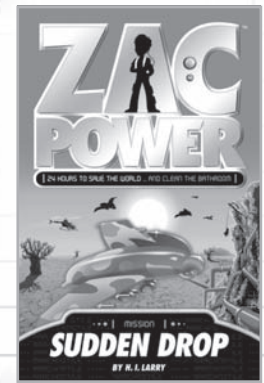
1. What ideas come to mind when you read that BIG have a deadly defence system to protect the water? Do the pictures on the cover of the book help you generate any ideas?
2. Did you think it was possible to hijack a water supply? If so, how do you think this can be achieved?
3. The blurb tells us that this mission takes place in the harsh outback. What visual clues support this?
4. What questions do you already have about this mission?

## AFTER READING

### Use these questions as a guide for discussion.

1. A pizza with seagull topping. Explain.
2. Outline Zac's mission in your own words.
3. Who is Agent Tool Belt and why does he message Zac?
4. How did the Craggy Mountain water supply occur?
5. Why do you think this mission is described as being of utmost importance? What makes this mission incredibly dangerous?
6. What does Zac mean when he says, 'The deep end is where I do my best swimming?'
7. Explain what the Fizzle-44 Explosion Inhibitor and the Black-Out Power Sucker do.
8. Cocka-2 Parrots. What are they?
9. Zac's climb up Craggy Mountain was difficult and challenging, but what caused Zac to throw himself back down the mountain?
10. How was Zac able to judge how far he had fallen down the mountain? Where did he go from there?
11. Who was Captain Stewart?
12. Explain Zac's plan to put the BIG guards out of action so that he could defuse the dynamite charges attached to the pumping station.
13. Handcuffed and under the guard of two Arachnotiles, how did Zac manage to free himself and complete the mission?

*Continued* >>



# SUDDEN DROP

## CLASSROOM ACTIVITIES

### BUGLIEST BUG

Refer students to page 28 and 29 which identify and detail the creepy creature Zac encounters in the outback. Highlight that the Arachnotile is a mutant predator and discuss what this means. Invite students to create a collection of mutant bugs that may be a combination of animal, arachnid and insect. Students should present their mutant bugs in a 'fact book' format which includes an illustration and set of basic 'facts' about each bug. Published books will be collected and placed in the classroom library.

### SURPRISE INGREDIENT

Ask students to re-read pages 64-65 and pages 78-79 which detail how Zac put an army of BIG guards out of action so that he could complete his mission without the risk of being captured. Invite students to comment on the Poison Detector feature on Zac's SpyPad and the ingredient that helped to create the 'omelette surprise'. Give students the opportunity to suggest creative alternatives to the Belly Buster Berries along with details of its use and the unpleasant side effects of consuming this ingredient. Students should go on to create at least four alternative poisons that Zac could have used in place of the Belly Buster Berries. Each poison should have a name, details of its effect, instructions on its use and an accompanying illustration. Each poison page should be designed as students would imagine it to appear on the SpyPad.



**ZAC**  
POWER

SOLUTION

FORMUL



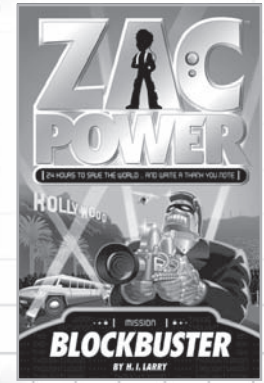
# BLOCKBUSTER

## STORY SYNOPSIS

An invitation to attend a Hollywood premiere... Zac would be mad to refuse! But the glitzy movie event is not what it appears to be. GIB agents have been invited to attend the premiere of a new spy movie as a way of thanking agents for all of the missions they have accomplished.

While it seems odd that GIB would organise such an extravagant event, Zac can't wait to attend. But by the time he touches down in Hollywood, Zac's growing suspicions, together with his new mission details, have him investigating the event a little closer. After some careful spy work, Zac discovers that BIG have issued the invitation to lure GIB agents to a movie that was created to brainwash agents to work for BIG.

Will Zac be able to save the world's best spies or will BIG succeed in turning most of GIB into enemy agents?



## LEARNING OUTCOMES

### Students will:

- Engage with characters and events in the story
- Be highly motivated to read
- Write a movie review
- Create an invitation

## PREPARE FOR READING

**Read the back cover blurb aloud. Establish where 'Hollywood' is located. Ask students to share what they know about this destination. Have students define the words 'plotted' and 'brainwash'. Invite students to predict what BIG would have to gain by brainwashing GIB agents and how they may achieve this. Ask students to consider each illustration on the back cover and comment on what possible insight each gives to the story. Now turn to the front cover and read the title aloud. Have students discuss the meaning of the word 'blockbuster' and why it has been used as the title for this story.**

### Use the following questions to prompt discussion.

1. Why would BIG want to brainwash GIB agents?  
Given what you know about the story so far, can you predict how they may do this?
2. Do any of the pictures on the cover allow you to make a prediction about the story?
3. Do you think BIG will succeed? Why or why not?
4. What questions do you hope will be answered when you read this story?

## AFTER READING

### Use these questions as a guide for discussion.

1. The principal collects Zac from after-school care. Why?
2. Identify the features of the blimp that make it the ultimate ride to Hollywood.
3. How does a hotdog lead Zac to his second mission?
4. Who is Poppet L'Estrange and how does she help Zac gain entry into the heavily guarded Cinemania Studios?
5. What is a PitStink capsule and how does it prove useful to Zac?
6. What did Zac stumble across in the haunted house?
7. With an android guard blocking the staircase, how did Zac escape the haunted house?
8. Running through a glass window and wrestling with a wild bear – how did Zac find himself in this situation?
9. What is a ThoughtVision camera? Why is BIG using one? Why was BIG using the camera on GIB agents?
10. What was happening in the Nightshade Theatre?
11. The Hollywood Walk of Fame and a DynaWrite pen. How are they connected in this story?
12. How did Zac protect himself from being brainwashed by the movie?
13. Zac's mission was to bring back the prototype of the ThoughtVision camera. He managed to do this, so why was Zac disappointed?
14. With Zac's mission complete, his final challenge was to leave Hollywood without being caught by an android. Describe how he did this?

*Continued* >>

# BLOCKBUSTER

## CLASSROOM ACTIVITIES

### FILM REVIEW

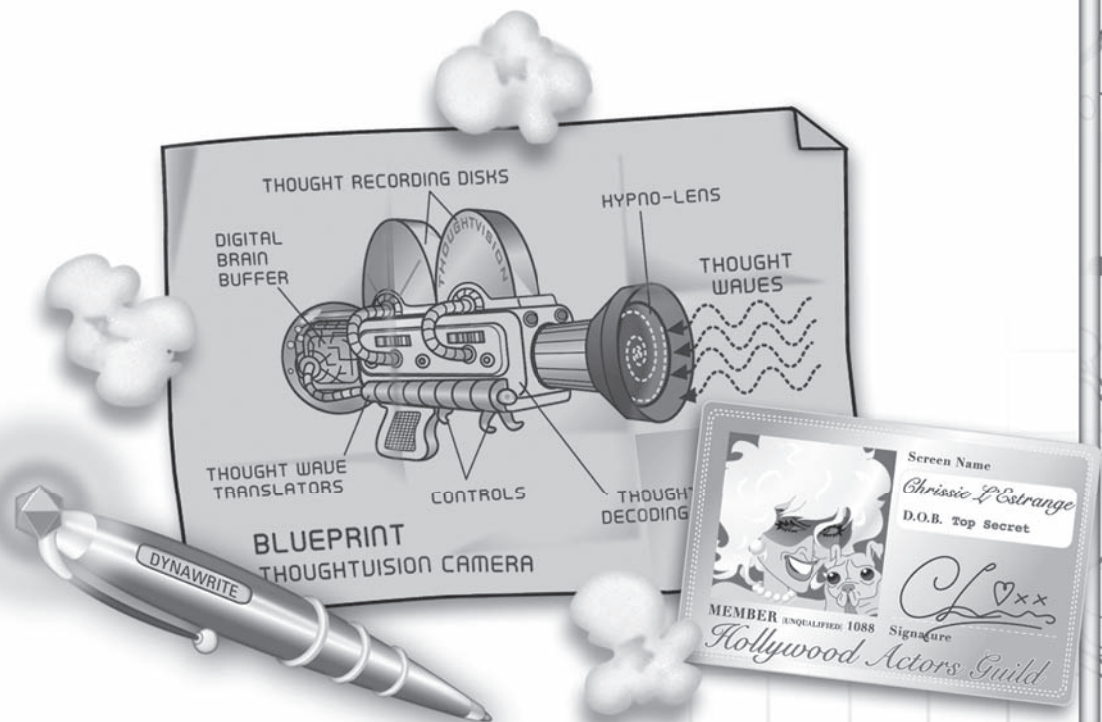
Direct the student's attention to the film, *Covert Operations*, as mentioned in the story. Ask students what they know about the film, including the storyline and Zac's opinion of the blockbuster. Invite students to reflect on a movie they have seen recently. Ask them to focus their thoughts on the characters, plot and their enjoyment of the movie. Show students the template of a Film Review. Discuss the purpose and features of a review. Use a movie known by students to demonstrate how to complete a review using **BLM 1**. Invite students to find a partner and agree on a movie to review. Ask students to complete their review according to the presentation details as outlined by the teacher and using the features highlighted in the teacher example.

### YOU ARE INVITED TO ...

Refer students to page 5 and 6 and direct their attention to Zac's invitation to the premiere of the film, *Covert Operations*. Discuss the presentation and features of the invitation. Now ask students to create a fictional event and think about the invitation that would accompany this event. During the brainstorm phase, ask students to consider the design and content of their invitation. Students complete and present their invitation which is then submitted to the teacher and compiled into a class book.

### DESIGN YOUR OWN TRANSPORT TO HOLLYWOOD

Ask students to recall the different methods of transport Zac used in this story. Direct conversation toward the blimp and yellow stretch hummer and discuss the features that made them appealing to a spy like Zac. Invite students to consider the features that they would like to see included in a luxury spy vehicle. List all ideas offered. Now invite students to create their own luxury spy vehicle fit for a trip to Hollywood – the place of glitz, glamour and stars! Ask students to present their idea as a detailed blueprint.



# ZAC POWER

SOLUTION

FORMUL



# FILM REVIEW

**BLM1**

**MOVIE TITLE:** \_\_\_\_\_

**MOVIE RATING:** \_\_\_\_\_

**THE CHARACTERS:** \_\_\_\_\_

**THE PLOT:** \_\_\_\_\_

**THE BEST BITS:** \_\_\_\_\_

**FAVOURITE CHARACTERS:** \_\_\_\_\_

**THE WEAK BITS:** \_\_\_\_\_

**REVIEWER'S RATING:** \_\_\_\_\_

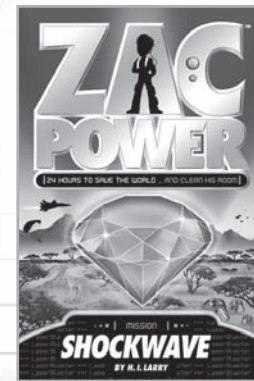
**REVIEWED BY:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

SOLUTION

FORMUL

# SHOCKWAVE



## STORY SYNOPSIS

Purple diamonds are something of beauty but, in the wrong hands, they can be deadly. GIB has received word that purple diamonds have been disappearing from a mine deep in the Wild Savannah. It seems that an evil genius has been stealing these diamonds and using them to create a LaserBlaster. This is a powerful piece of technology that is capable of sending shockwaves around the world that will instantly scramble lines of communication.

It is Zac's mission to locate and deactivate the LaserBlaster before the world is thrown into chaos. Will 24 hours be long enough to complete such a dangerous mission, or will all mobile networks be destroyed?

## LEARNING OUTCOMES

### Students will:

- Engage with characters and events in the story
- Be highly motivated to read
- Research a wild animal and present key findings in an information report
- Design a magazine cover using appropriate format, language and images
- Create a comic strip using the events detailed in the final chapter of *Shockwave*

## PREPARE FOR READING

**Read the back cover blurb aloud. Establish what a 'ransom note' is. Discuss the implication of all mobile networks being destroyed. Reflect on how challenging this mission is for Zac with so many unknown factors. Now turn to the front cover and read the title. Ask students whether the illustration on the cover provides any more insight into the location of Zac's mission and additional challenges he may encounter. Invite students to comment or question the title of the story in light of the pre-reading discussion.**

### Use the following questions to prompt discussion:

1. Do you have any suspicions about who is behind this evil plan?
2. What do you imagine that Zac is feeling going on a mission that he knows so little about?
3. Would you accept this mission if you were Zac?  
Why or why not?

## AFTER READING

### Use these questions as a guide for discussion.

1. Zac's running vest was no ordinary vest. Explain.
2. Why was Zac so surprised by the Rust Bucket? How does this make it a perfect spy vehicle?
3. Describe the appearance and features of the Exo-Skeleton.
4. *So this is what it's like to be a meteorite.* What experience was Zac referring to?
5. *Zac could hear the angry snorts of the rhino right behind him.* How did Zac manage to escape from this irritable animal?
6. How did Zac's Exo-Skeleton suit short-circuit?
7. Explain the robo-bird's role in the theft of purple diamonds.
8. What evil genius is behind the communications threat? Does this surprise Zac?
9. What was Dr Drastic's reason for inventing the LaserBlaster?
10. Was Zac successful in detonating the LaserBlaster? How did he do it?

TOP SECRET

Continued >>

# SHOCKWAVE

## CLASSROOM ACTIVITIES

### SPY STUFF WEEKLY

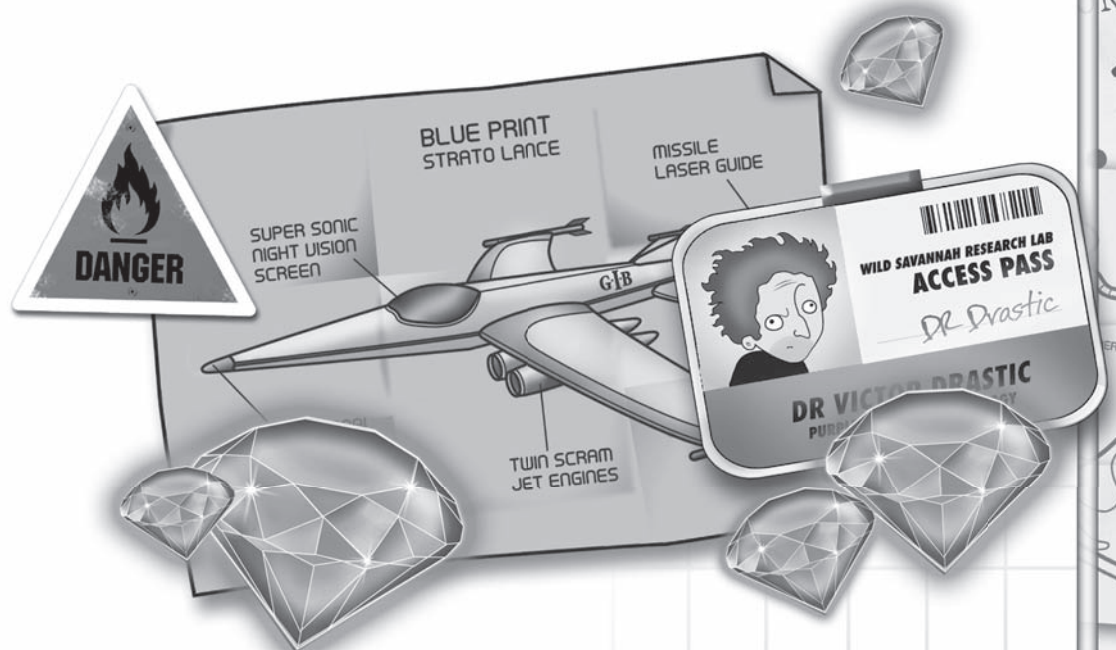
*Spy Stuff Weekly* is Leon's favourite nerdy magazine. It includes pictures and articles about the latest spy technology. Hand students a variety of different magazines and have them share their observations with one another. Set aside three different magazines and invite students to discuss the layout, language and images on the cover of these selected magazines. Compare the magazine covers and ask students to comment on their similarities and differences. Now write the title of Leon's favourite magazine on the board. Ask students to offer suggestions regarding the design format of this magazine in light of discussions. Strongly encourage students to reflect on the many gadgets detailed in this mission and incorporate these into a front cover for *Spy Stuff Weekly*. Using large poster paper, have students work in pairs to design their own cover for *Spy Stuff Weekly*.

### WILD SAVANNAH ANIMAL REPORT

Discuss the Savannah as detailed in the story on page 36. Present students with images of different types of savannahs in various locations around the world. Return to the description of the savannah that is detailed and pictured (on the front cover) in this mission and guide the discussion towards the wildlife that inhabits this savannah. Distribute material about these animals. Give students the opportunity to research a wildlife animal. Have students present their research as a report.

### COMIC STRIP

Show students a variety of comic strips. After reading several, invite students to discuss their features and appeal. From this discussion, devise a set of rules for writing a comic strip. Turn student's attention to Chapter Ten in which Zac finally defeats Dr Drastic and deactivates the diamond LaserBlaster. Guide students through the process of turning this final chapter into a comic strip by discussing key events, visual images and dialogue from the story. In pairs, ask students to complete their own comic strip version of the final chapter.



**ZAC  
POWER**

SOLUTION

FORMUL

# HIGH RISK

## STORY SYNOPSIS

The Hidden Kingdom is a country located high in the Northern Hemisphere. A remote and ancient community, The Kingdom is due to celebrate its most significant ceremony in centuries – the crowning of a king! But GIB received a top-secret distress call from an agent based at The Hidden Kingdom requesting urgent assistance after the king-in-waiting is kidnapped.

With less than 24 hours until the Prince is due to be crowned, Zac must travel to The Hidden Kingdom and, together with the local GIB agent, locate and rescue the Prince. To complicate matters, the Kingdom bans all modern technology and Zac will be forced to complete this mission without the aid of his spy gadgets.

Will Zac be able to save the Prince in time with the limited technology available, or will The Hidden Kingdom be ruled by a new and evil king?

## LEARNING OUTCOMES

### Students will:

- Engage with characters and events in the story
- Be highly motivated to read
- Re-write a section of the story from an alternative perspective

## PREPARE FOR READING

Read the back cover blurb aloud. Discuss the word 'remote' and have students comment on if and why the Hidden Kingdom's location would pose additional challenges to Zac's mission. Establish some reasons why a Prince would be kidnapped. Look at each illustration underneath the blurb and ask students to provide a reasonable link between the images and the storyline as found in the blurb. Now turn to the front cover and read the title aloud. Ask students to comment on the author's choice of title. Use the front cover image to further discussion on the location and challenges this mission might entail.

### Use the following questions to prompt discussion:

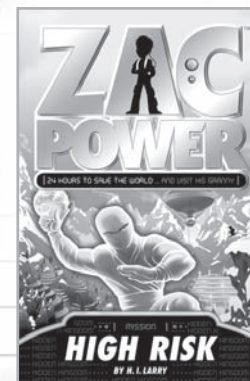
1. How do you think Zac will reach such a remote location?
2. Do you think that Zac is capable of completing missions without his spy gadgets? Why or why not?
3. Tell me about the character on the front cover.
4. What do you think the consequences will be if Zac fails this mission?

## AFTER READING

### Use these questions as a guide for discussion

1. Zac was at school when he was called to his next mission. How did he know that GIB was attempting to communicate with him? Describe the vehicle he used to leave the school.
2. Who was Gino Gibralto?
3. What is N.I.O and who has it?
4. Who is at the centre of Zac's mission?
5. What words did Leon mutter that 'set off alarms for Zac'? What does this mean for Zac?
6. Why did Zac need huge transparent wings? What was this gadget called? Did this gadget work as expected?
7. What are white ninjas and how are they related to Zac's mission?
8. Zac does sleep learning. What is this?
9. Zac was forced to ski off a cliff. How does he make a safe landing?
10. Who is Lucky Starbuck? What is his connection to this mission?
11. Tell me about Kah.
12. Retell the Prince's rescue. How did the Snow Fox assist in the rescue?
13. *You shall receive whatever reward you wish.*  
What did Zac wish for as a reward for saving the newly crowned King?

*Continued* >>



# HIGH RISK

## CLASSROOM ACTIVITIES

### POINT OF VIEW

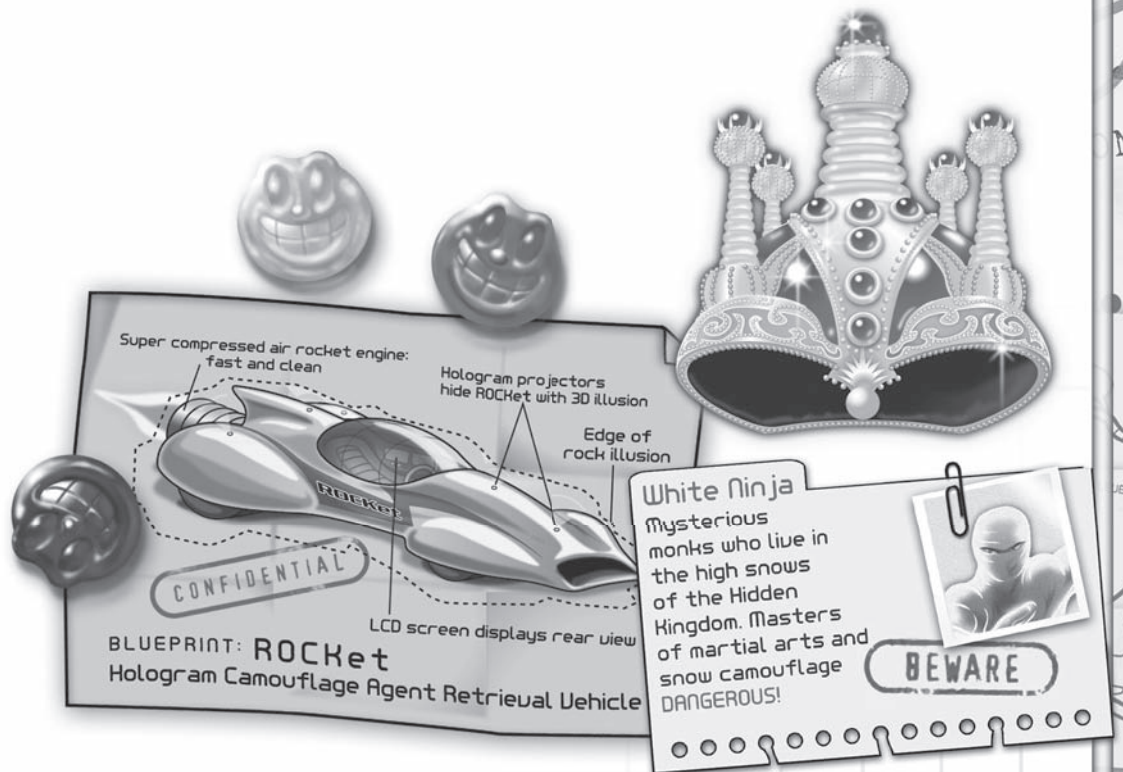
Reread and discuss Chapter Nine and Chapter Ten which detail Zac's rescue of the Prince. Walk through the rescue, stopping to ask students how the rescue is unfolding from the Prince's perspective. Where it is not stated, ask students what they think the prince would say, do or see. After much discussion, instruct students to re-write this section of the story from the Prince's perspective. Model this skill by re-writing the first two pages of Chapter Nine as seen through the eyes of the Prince. Invite students to use this introduction or create their own.

### SLEEP LEARNING INFORMATION

Discuss how the Sleep Learning application on Zac's SpyPad assisted him to complete this mission. Ask students to identify how this application would be helpful to them. Continuing the topic of White Ninjas or using a different subject matter, invite students to create their own Sleep Learning Information cards.

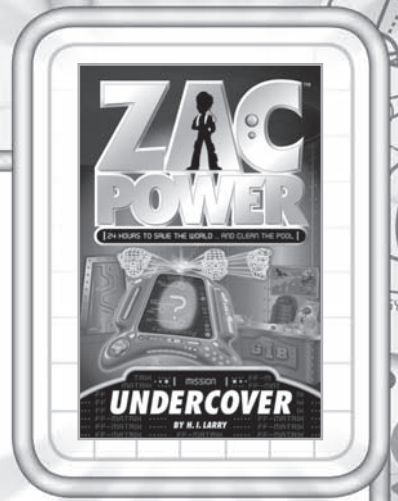
### A WEEKEND WITHOUT TECHNOLOGY

Talk with students about Zac's mission and his inability to rely on his usual range of spy gadgets. Ask students to comment on how they think this may have affected his mission, if at all. Now move the discussion towards the technology that students have access to in their daily lives and invite them to comment on the advantages and disadvantages of being without this technology for a day. Brainstorm a list of all technology that students access at home and school. With the permission of parents, instruct students to forgo as many items of technology as possible. Have students keep a journal over this time and comment on the challenges, benefits and imaginative alternatives they used instead. Students present a summary of their weekend experience to the group for comparison and discussion.



**ZAC  
POWER**

# UNDERCOVER



## STORY SYNOPSIS

GIB suspects that a mole has infiltrated Headquarters. What they don't know is whether the mole is a rogue GIB agent or a BIG spy that has managed to gain entry into the agency. Zac's mission is to track down the unidentified spy and arrest him. But to make this mission more complicated and dangerous, the mole's appearance at GIB is no coincidence. Rather, this security breach coincides with a yearly global back-up of all GIB computers. If the mole successfully hacks into the system, he has the potential to access all of GIB's valuable secrets.

Will 24 hours be long enough for Zac to solve this mystery and protect GIB, or will the mole spell disaster for GIB and their agents?

## LEARNING OUTCOMES

### Students will:

- Engage with characters and events in the story
- Be highly motivated to read
- Compose a letter requesting the use of a GIB gadget
- Write a job description for a new GIB spy

## PREPARE FOR READING

**Read the back cover blurb aloud. Ask students to define the word 'undercover' and the term 'double agent'. Ask students to predict why Zac would need to work undercover within his own agency. Have students reflect on some of the gadgets and secrets they have read about in other Zac Power books that GIB would be keen to protect. Discuss what the thief would have to gain from accessing these secrets and gadgets. Now turn to the front cover. Allow students time to examine the illustrations and encourage them to flesh out the storyline using the individual pictures on the cover.**

### Use the following questions to prompt discussion:

1. If you had to take on another person's identity for a day, whose would it be and why?
2. What are some of the cool gadgets that you can recall from other Zac Power stories that would be of interest to a thief?
3. Do you predict the thief is a BIG agent or a GIB spy turned bad?
4. Do you have an idea as to how the thief is going to steal GIB's valuable secrets and gadgets?

## AFTER READING

### Use these questions as a guide for discussion.

1. What is a Triox? How does it operate?
2. Leon tossed Zac's SpyPad into the recycling unit of the Triox! Explain.
3. Why didn't Zac receive his mission on time?
4. A double agent working inside GIB Headquarters is bad news, but what was GIB most worried about?
5. Was GIB HQ really a rusty-looking caravan in the middle of a car park? Explain.
6. What is the FF-Matrix and why did Zac have to wear one? Explain how it works. What were the rules that Zac had to remember while he was wearing one?
7. Who were Zac's prime suspects? What information was this based on?
8. What are the ScavMod and the TeraStick? Why did learning about these gadgets make Zac suddenly feel nervous about his mission?
9. What is a Stickystorm and what problem did it cause for Zac?
10. Zac was nervous when Agent TestTube first told him about the Intelli-Jelly. Why?
11. How did the Intelli-Jelly lead Zac to the mole? Were you shocked to learn the mole's real identity?
12. After the mission was completed, Zac was expected to go home and clean the pool. How did he manage to do such a boring chore in such a cool spy way?

*Continued* >>



# UNDERCOVER

## CLASSROOM ACTIVITIES

### FF-MATRIX FOR A DAY

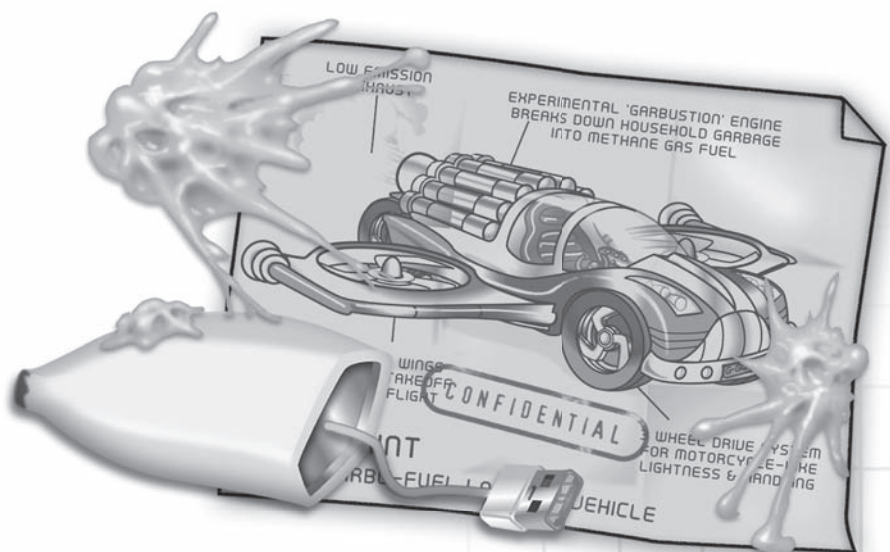
Discuss how the FF-Matrix works and what purpose it served during Zac's latest mission. Invite students to re-read pages 25-26 and 38-39 if necessary. Ask students to consider how the FF-Matrix might be useful to them. Have students compose a letter to GIB Headquarters, requesting the use of the FF-Matrix for the day. Ensure that students include details of why they are keen to use the FF-Matrix.

### WANTED: GIB SPIES

Identify the GIB spies that feature in this story and the skills that make them excellent GIB spies. Now ask students to imagine that Headquarters are hiring new GIB agents and they are in charge of writing the job description. Provide students with a variety of job advertisements and discuss the common features. Record and use as a template for the activity. Now have students write a job description for a spy based on this discussion. Collate and compare student responses.

### CLASS CODE NAMES

Ask students to identify the GIB agents introduced in this story. Have students explain how these agents may have received their spy names. Ask students to consider the other students in the group and reflect on their strengths, talents, interests, characteristics and hobbies. Invite students to invent a name for each of their group members. Students record a spy name, along with a brief explanation, for each member. Each student receives several suggestions for their spy name and should display suggestions in their preferred way. Students choose their favourite spy name and create a GIB card using this name as found on page 21.



**ZAC  
POWER**

SOLUTION

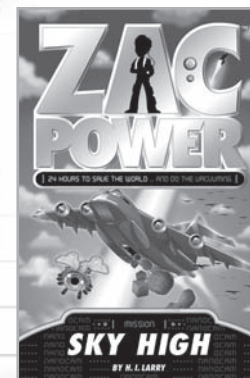
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# SKY HIGH

## STORY SYNOPSIS

Professor Voler, a known enemy to GIB, has been identified as the villain behind the theft of an expensive and top-secret piece of surveillance technology – The NanoCam. GIB has determined that Professor Voler plans to use this technology to enter one of their high-security vaults in less than 24 hours and it is Zac's mission to ensure that this doesn't happen.

Will Zac have time to locate and prevent Professor Voler from breaking into the GIB vault or will the valuable contents of the vault become part of the Professor's collection?



## LEARNING OUTCOMES

### Students will:

- Engage with characters and events in the story
- Be highly motivated to read
- Attempt to write a short and simple monologue based on a chosen event from the story
- Write a letter to the author
- Construct a timeline of events in the story

## PREPARE FOR READING

Read the back cover blurb aloud. Ask students to predict how Zac would be able to locate 'a secret hide-out in the sky'. Highlight the description of Zac's latest enemy and have the students comment on what they would expect 'his strangest enemy' to look and behave like. Now turn to the front cover and read the title aloud. Discuss the author's choice of title. Take some time to examine the illustrations on the front cover. Have students use them to 'tell the story'. Record all suggestions for discussion after reading the story. Invite comments on the illustrator's effectiveness in creating visual clues to the story once students have read the book.

### Use the following questions to prompt discussion:

1. How might Zac be able to locate a secret hide-out? Has he done this successfully before?
2. What hideout would you expect to find in the sky?
3. What do you imagine Zac's latest enemy to look like? How might he behave?
4. What story can you tell me using the illustrations alone?

## AFTER READING

### Use these questions as a guide for discussion.

1. Both Zac and Leon work for GIB. Leon is a technical officer in charge of creating gadgets and organising missions while Zac is a top spy. Which position would you prefer to have at GIB and why?
2. What is a Mobile Technology Lab?
3. Who is Professor Voler? Why did Professor Voler come to the attention of GIB?
4. What is a NanoCam? How did it help Professor Voler during this story? Why is it worth retrieving?
5. Looking back at Chapters 2 and 3, what problems were associated with locating Professor Voler?
6. *He looked as though he had just been sneezed on by a family of elephants.* Explain this description.
7. Professor Voler was not exactly what Zac had imagined. Describe Professor Voler. Why does Voler not meet Zac's expectations of a villain? Provide examples from the story.
8. A pair of eyeballs in a jar. What was Zac's assumption? What was the real explanation?
9. Why had Zac fallen asleep during the mission?
10. How was Zac able to overpower Alistair?
11. *The NanoCam remote quivered in the air between them.* What events led to this moment in the story?
12. Zac and Professor Voler both landed safely after jumping out of the jet plane. How?

*Continued* >>

# SKY HIGH

## CLASSROOM ACTIVITIES

### ONE MINUTE MONOLOGUE

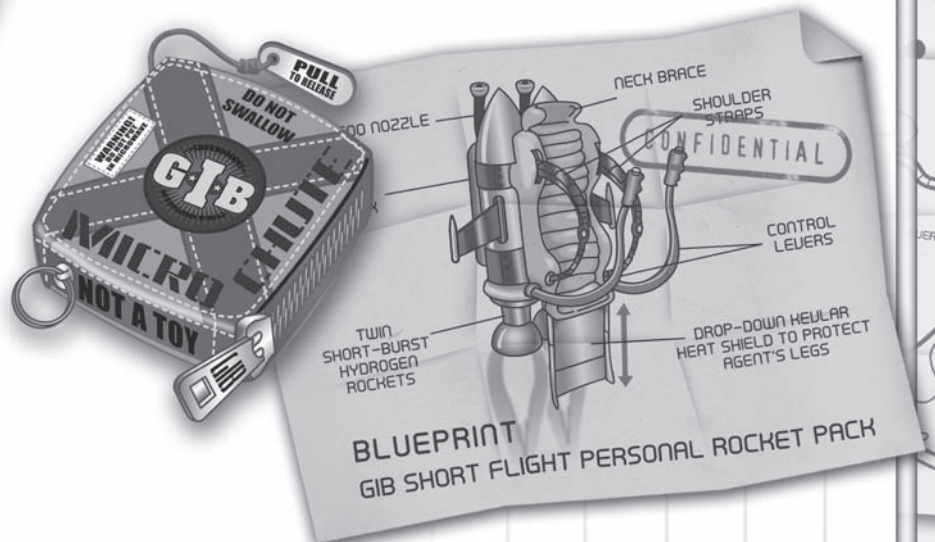
Ask students to identify some of their favourite events in the story and the character or characters they involve. Highlight your own event and direct students to the appropriate section of the book. Examine the event in detail, highlighting any speech spoken by the character at the centre of the event. Now introduce students to the concept of a monologue. Use the event discussed to demonstrate how a monologue would be constructed. Model creating, recording and performing a short monologue (one minute or less in duration) over the course of a few lessons. Give students ample opportunity to choose an event from the story, examine the event in detail and experiment with the construction of a monologue. Students then write and perform their own One Minute Monologue.

### DEAR H.I. LARRY

Have students reflect on the book in relation to their enjoyment of the storyline. Ask them to share any questions or observations that they have regarding the storyline. Steer conversation towards the author and the task of creating a fictional piece of writing. As part of this discussion, log onto the Zac Power website and access information regarding the author. With the discussion as their guide, ask students to construct a letter to the author. Teachers should expect letters that contain observations, questions, favourable comments and suggestions to the author.

### TIMELINE

Introduce the concept of a timeline and model the completion of one based on a familiar picture story book. Discuss the difference between a significant and a minor story event. Invite students to contribute towards a discussion on the important events in *Sky High*. Students go on to complete their own timeline of events in the story. Have students include some comments on their timeline such as their favourite event, the most exciting event or the event they would have enjoyed witnessing / participating in.



**ZAC  
POWER**

# VOLCANIC PANIC

## STORY SYNOPSIS

After a long and boring day at school, Zac was counting down the minutes to the bell. So the delivery of a new mission brought Zac the kind of excitement he needed... or so he thought. Not until Zac is on his way to his mission location does he realise he is not on a GIB mission at all! When he finally lands on the Isle of Magma, he discovers that he's been taken hostage by BIG who plan to use any ransom money to fund more of their world domination plans. Only then does Zac's real mission become clear: he must bring down the force field that protects BIG's Central Command centre and destroy the one place that GIB have been trying to uncover for years.

Will Zac prove to be a match for BIG HQ or will this be Zac's last mission?

## LEARNING OUTCOMES

### Students will:

- Engage with characters and events in the story
- Be highly motivated to read
- Attempt to re-write a concluding chapter to the story
- Identify and draw the most significant event in each chapter and present *Volcanic Panic* as a story board

## PREPARE FOR READING

**Read the back cover blurb aloud. Discuss the possible dangers associated with Zac's new mission. Make mention of Zac's feeling that *something isn't quite right* and ask students for suggestions as to why Zac feels this way and whether any clues might be found in the blurb. Now turn to the front cover and read the title aloud. Ask students to comment on the choice of title and its effectiveness in catching the attention of the reader and capturing the storyline. Give students the opportunity to discuss the front cover illustration.**

### Use the following questions to prompt discussion:

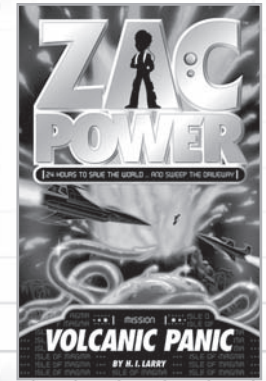
1. What challenges do you think Zac's mission location will present him?
2. The blurb mentions that Zac knows 'something isn't quite right'. Do you understand why Zac might feel this way? If so, how did you come to that conclusion?
3. Based on what you know so far, what danger rating out of 10 would you give this mission? Why?
4. Is *Volcanic Panic* a good title? Why or why not?

## AFTER READING

### Use these questions as a guide for discussion.

1. What was the location of Zac's mission? What was hidden there?
2. What does the word *cloaked* mean? What is it used to refer to in this story?
3. While Zac was travelling to the Isle of Magma, he discovered something terrible. What was it and how did he make the discovery?
4. Why did BIG take Zac hostage?
5. How did BIG create a mission disk to fool Zac into thinking he was going on a real mission?
6. What are marble flares and how do they work?
7. Central Command is located inside a volcano. How were BIG able to operate out of a volcano without burning up?
8. How was Zac able to communicate with Leon even though his SpyPad was confiscated?
9. What does the force field at Central Command do? Why does Zac want to bring it down? What risk does this create for Zac?
10. Zac felt that *sometimes being a good guy was a pain in the butt*. What made Zac think this?
11. The last lava jet left Central Command without Zac on it. How did Zac avoid death?
12. Zac's escape from Central Command was not his last challenge. Explain.

*Continued* >>



# VOLCANIC PANIC

## CLASSROOM ACTIVITIES

### CHAPTER TEN

Revisit Chapter Ten and discuss Zac's dramatic escape from the cavern in detail. Ask students to provide an opinion on the conclusion of this story. Are they left with any questions? Were they disappointed by any aspect of the final chapter? Do they have alternative ideas about how this story could have ended? After ample discussion, tell students that they have the opportunity to re-write Chapter Ten of *Volcanic Panic*. Discuss the elements of the chapter they will need to keep and the elements that they may alter. Once written, students will read their version of Chapter Ten to a small group of peers who will provide comment based on guidelines established by the teacher.

### VOLCANIC PANIC ... IN PICTURES!

After reading *Volcanic Panic*, ask students to recall the events that they consider significant to the storyline. Now revisit each chapter in order and assist students to identify the key events and characters in this story. Record this information. Using the first important event, demonstrate how to create a storyboard of *Volcanic Panic*. Students create their own sequence of illustrations and compare storyboards upon completion. Storyboards should include short captions summarising each event in the story. Storyboards will be put on display for comment and comparison.

### CALLING CENTRAL COMMAND

Ask students to identify the location of BIG Central Command and make comment on the challenges associated with this location as presented in the story and as imagined by students. Discuss how effective BIG were in overcoming these challenges. Invite students to imagine that they are responsible for choosing the location of BIG's next Central Command Centre. Students should present their location ideas to a small group of peers who are encouraged to ask questions and identify the challenges they foresee with this location. Using the feedback from this discussion, students revisit their choice of location and add details to their Central Command Centre that would allow BIG to continue running Central Command from this location. Students use a combination of labelled diagrams, illustrations and short descriptions to present their new location idea.

**ZAC  
POWER**



SOLUTION

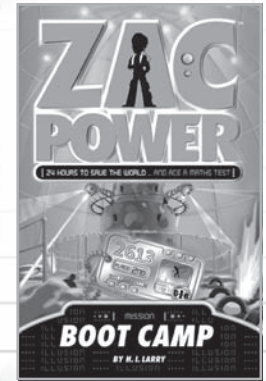
FORMUL

# BOOT CAMP

## STORY SYNOPSIS

As a reward for being one of the best spies to work for GIB, Zac has been invited to attend Boot Camp. There, Zac will have the opportunity to train against some of the most elite GIB spies in the world... just the excuse he needed to get out of maths class! But Boot Camp does not quite go according to plan. Aside from being partnered with a really annoying opponent, the head of GIB's Global Undercover Division, Commander X, is kidnapped... from Boot Camp itself! And just like that, Boot Camp training is over and Zac's new objective is to find and rescue Commander X... and quickly!

Will Zac succeed in rescuing Commander X or will he fail the biggest test of his spy career to date?



## LEARNING OUTCOMES

### Students will:

- Engage with characters and events in the story
- Be highly motivated to read
- Respond to and elaborate on ideas and concepts in a text

## PREPARE FOR READING

Read the back cover blurb aloud. Ask students to predict why Zac is being sent on Spy Boot Camp. Invite students to discuss the illustrations on both the front and back cover. Encourage them to offer ideas about the challenges Zac may encounter at Boot Camp. Now turn to the front cover and ask students to share what they know about boot camp as an activity. Ask students to choose an illustration that they are most curious or excited about and pose their question or idea to the group.

### Use the following questions to prompt discussion:

1. What challenge could be so big that it would be described as the *biggest test of Zac's spy career yet*?
2. What challenge would you like to see Zac take on at Boot Camp?
3. What does the word *illusion* mean?
4. Can you make statements about the storyline based on the clues on the cover of this book?

## AFTER READING

### Use these questions as a guide for discussion.

1. Where did Zac like to go when he had SpyPad messages to read at school? Describe what happened there on the morning Zac was called to Boot Camp?
2. A vehicle was waiting for Zac when he arrived in the sewer. What did Zac think it looked like? Why might it have been designed that way?
3. Using the map of Boot Camp, briefly describe its location and layout.
4. Who was Commander X?
5. What set Zac's spy senses tingling soon after arriving at Boot Camp?
6. What was Zac's first challenge at Boot Camp? What helped him complete the challenge successfully?
7. An emergency at Boot Camp. What was it?
8. What theory did Zac have regarding the whereabouts of the missing Commander X?
9. Disco ice-axes. Explain.
10. What was the key feature of the SnowBird suit that allowed Zac to get to the fire exit quicker? What problem did the use of this feature cause?
11. Zac's training buddy, Agent 24, found himself with his hands tied behind his back. What events led to this moment?
12. Illusion. Define this word and explain how it is related to the conclusion of the story.

*Continued* >>

# BOOT CAMP

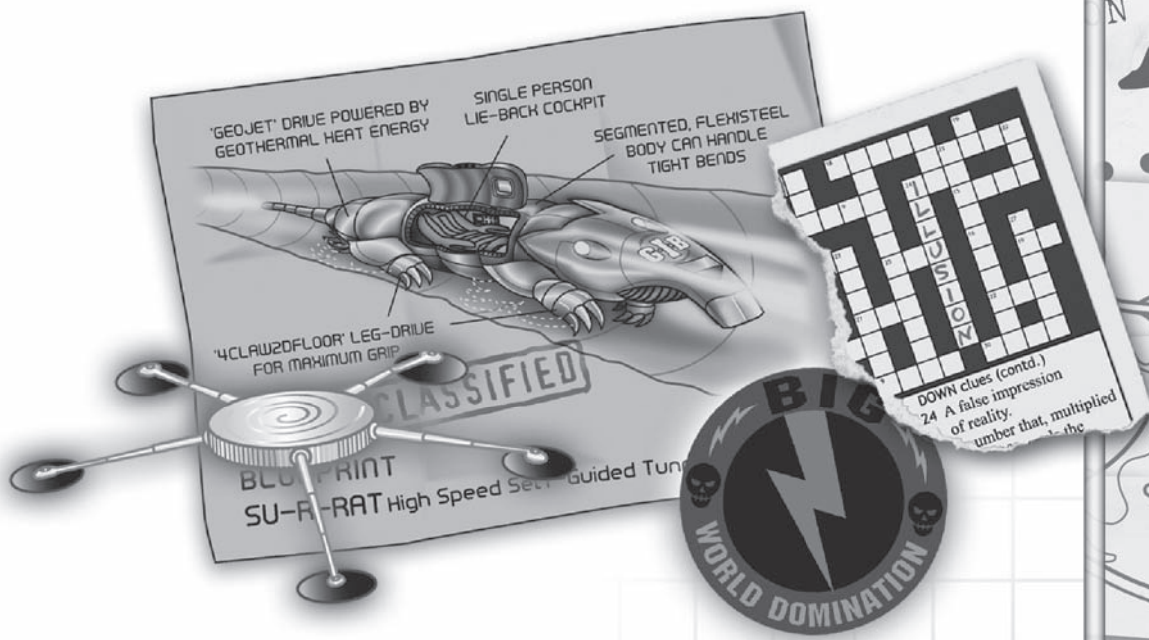
## CLASSROOM ACTIVITIES

### WHICH ROOM WILL YOU ENTER?

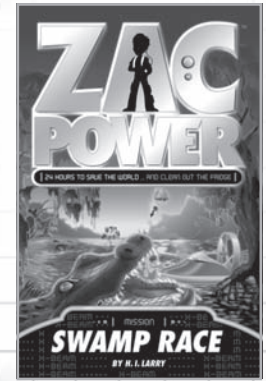
Direct students to the map of GIB Boot Camp on page 17 and encourage discussion amongst students regarding the training rooms. Ask students to consider which rooms they would like to have access to and what training activities they would expect to find in these rooms. As part of this discussion, ask students to re-read pages 28-30 which describes The Desert Room. Now instruct students to choose a challenge room from the map. Have students design and draw the interior of that room and label the important features. Students should complete a written description of the room and highlight the skills that a spy would gain in this training room. Ask students to include a list of gadgets (and a brief description of their use) that a spy would be able to access in this room.

### WHICH WAY OUT?

Ask students to identify and comment on the way that Zac was transferred from school to GIB Transport prior to beginning his mission. Invite students to imagine that Zac attended their school and GIB had to choose a location from which to leave the school without anybody noticing. Give students time to identify and discuss creative alternatives to Zac's school toilet departure. Ask students to create a detailed description of a location in the school that GIB could alter and allow Zac to leave for his mission without anyone knowing. This description should be accompanied by a labelled illustration of this escape route similar to the one found on page 6.



# SWAMP RACE



## STORY SYNOPSIS

Professor Voler is a thief, a liar and a known enemy to GIB. So why is Zac being sent to attend a meeting with him? It seems Professor Voler is in the possession of a very valuable set of blueprints and he is willing to give them away... for free. While this raises suspicions, GIB has decided to take the risk and send Zac to get those blueprints. The problem is Zac is not the only secret agent that is vying for those blueprints. Zac has less than 24 hours to follow Professor Voler's clues and find the hidden Data Storage Device that contains everything GIB needs to know to build an incredible piece of spy technology.

Will Zac locate the blueprints or will they fall into enemy hands with disastrous results?

## LEARNING OUTCOMES

### Students will:

- Engage with characters and events in the story
- Be highly motivated to read
- Attempt to write an alternative conclusion to the story from the perspective of a different character
- Research swamp habitats and the animals that reside in swamps and create fictional creatures based on this research
- Experiment with writing clues

## PREPARE FOR READING

**Read the back cover blurb aloud. Provide a definition of the word, 'swamp' and 'murky'. Establish what a blueprint is. Invite students to predict what a top-secret blueprint might contain and who Zac's arch-enemy may be. Focus on the picture and information about the Mutant Eel. Use this to initiate discussion on the dangers Zac faces during this challenge. Turn to the front cover and spend some time prompting discussion about the visual information they are presented with. Ask students to predict the name and function of the objects on the front and back cover.**

### Use the following questions to prompt discussion:

1. If Zac fails this mission, what might the consequences be?
2. If Zac is not able to escape the Murky Swamp, what do you think will happen to him?
3. As well as the Mutant Eel, what other creatures or objects do you imagine that Zac will find at the swamp?
4. Does this sound like a mission you would be interested in completing?

## AFTER READING

### Use these questions as a guide for discussion.

1. What does Professor Voler have the blueprints for? Why is GIB so intent on getting these blueprints? What problems can you imagine if Zac failed this mission?
2. Describe the Chopper Suit. Why did Zac wear one?
3. When Zac entered Professor Voler's jet, he saw something that made his stomach turn. What caused this reaction?
4. Explain the competition that Professor Voler proposed between Zac and Caz.
5. Why did Professor Voler create this competition to give the blueprints away?
6. What form is the blueprint in?
7. Zac and Caz were each given an envelope containing clues. Where did each clue card take Zac?
8. How did Zac disable the Hover-Voler Flying Laser Security Orb? How did this help Zac get closer to the blueprints?
9. The moment Zac realised where the X-Beam blueprints were hidden, something stopped him from following the next clue. What was it?
10. How did Zac defeat the robocodile?
11. Zac and Caz travelled together to where the X-Beam blueprints were hidden. How did this happen?
12. Zac gave up the plastic toad. So why was he grinning at Caz when she began to leave?

*Continued* >>



# SWAMP RACE

## CLASSROOM ACTIVITIES

### MUTANT TOXIC SWAMP CREATURES

Introduce students to the word 'habitat'. Provide students with a simple definition what a swamp is and show them pictures to support this definition. Spend some time researching the variety of animals that inhabit swamps. Once the class has established a list of swamp animals, refer students to page 48 and ask them to re-read the fact file on the Mutant Eel. Discuss the word 'mutant' and the cause given for this creature's existence. Using the list of real swamp animals, ask students to imagine how these animals may be affected by toxic swamp waters. Invite students to create a collection of mutant swamp animals and design a 'fact file' for each of these animals as presented on page 48.

### TREASURE HUNT

Refer students to page 43 and discuss the competition Dr Voler created between Caz and Zac for the blueprints to the high-tech spying device, the X-Beam. Ask students to identify where each of the clues lead Zac and comment on the competition's level of difficulty. Invite students to create their own clue-based competition for two of their peers. Take time to discuss the different ways students may present their clues. Consider including examples of clues that are represented as symbols, riddles, cryptograms using numbers or crossword clues.

### CHAPTER ELEVEN

Ask students to re-read Chapter Ten and comment on the conclusion of this story. Invite students to discuss this conclusion from the perspective of Dr Voler or Caz Rewop before discussing the outcome for these characters in light of their failure to secure a happy ending. Ask students to write an additional chapter for this story from the perspective of either Voler or Rewop that begins with Zac successfully acquiring the blueprints to the X-Beam as detailed on page 88.

#### MUTANT EEL

Beware! Toxic swamp waters have caused fresh-water eels to grow to massive size.

Always hungry, they will attack anything edible - they have no fear!

**DANGER!**

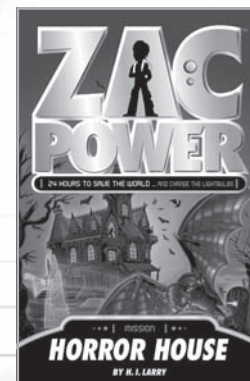


**ZAC  
POWER**

SOLUTION

FORMIT

# HORROR HOUSE



## STORY SYNOPSIS

Details of the latest top-secret BIG mission sent to Zac's SpyPad? Very suspicious... but also worth investigating! Zac puts his suspicions aside and decides to go undercover and check out the location of BIG's new mission – a haunted mansion! Once inside, Zac's spy senses are on high alert! But while he is mobbed by bats, confronted with party of skeletons, spooked by a ghastly ghost and chased by a sword-wielding knight, the biggest surprise awaits him in the mansion's tower.

Will Zac get to the bottom of this creepy mission or will he remain a reluctant guest at the mansion forever?

## LEARNING OUTCOMES

### Students will:

- Engage with characters and events in the story
- Be highly motivated to read
- Create a visual representation of the story location
- Attempt to write a simple sales advertisement

## PREPARE FOR READING

Read the back cover blurb aloud. Define the word **haunted** and discuss the possible events that await Zac in the creepy house. Make reference to the illustration of the 'No Fear Bubble Gum' and use it to initiate discussion about the other gadgets Zac might use in a haunted house. Ask students to share some of the fears they have overcome and whether or not they would accept a mission like this. Now turn to the front cover and invite students to create an alternative title for the story. Ask students to make as many predictions about events in the story as they can, using the main illustration.

### Use the following questions to prompt discussion:

1. Zac doesn't get scared easily. What things are you brave about?
2. No Fear Bubble Gum – if you had a piece in your pocket, when would you use it? What do you think it might be used for in the story?
3. What does the word 'undercover' mean? Can you predict why Zac would be going undercover on this mission?
4. What would you expect to find inside a haunted house?

## AFTER READING

### Use these questions as a guide for discussion.

1. Explain why Zac was in a buggy doing donuts in a hardware store?
2. Zac's spy senses were tingling after he read his latest mission. Why?
3. What is a Commuter-Scooter? How does Zac gain access to one?
4. List the reasons why Zac felt he had to be extra careful on this mission?
5. Explain why Zac put a spider in this backpack?
6. *There is no way I'm fighting that thing.* What was Zac referring to? Did he stay true to his word? Explain.
7. Who is Agent Choir Boy? Explain his significance in the story.
8. How did Zac gain entry into the room at the top of the tower? Who was waiting for him?
9. Why did BIG purposefully send Zac a mission?
10. What proposal did Commander Big Wig have for Zac? Did his answer surprise you?
11. After Zac refused to become a BIG agent, what were Commander Big Wig's plans for him?
12. *At least we've got rid of that pesky Zac Power.* Was Agent Commander correct? Provide details.

*Continued* >>

# HORROR HOUSE

## CLASSROOM ACTIVITIES

### FLOOR PLANS

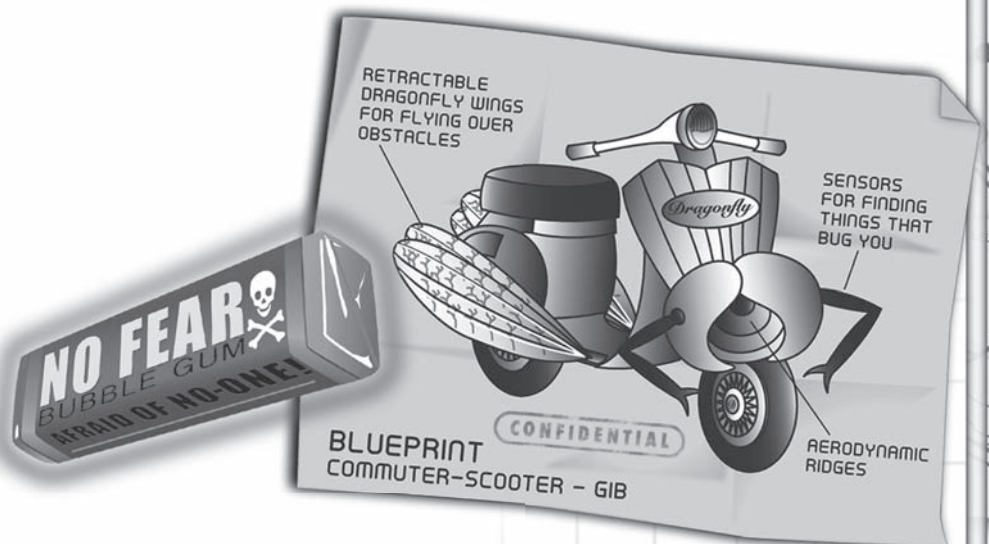
Ask students to reflect on Zac's passage through the Haunted Mansion. During this discussion, prompt students to comment on the rooms, events, and props they recall Zac encountering as he worked his way through the mission. Record these ideas as they are offered by students. Now ask students to refer back to the story to help them create a floor plan of the haunted mansion as mentioned on page 42. Show and discuss several examples of floor plans before establishing some guidelines for the task.

### HAUNTED MANSION PROPS

Invite students to share their opinion of the mansion and the props BIG designed to create the impression that the mansion was haunted. As a group, list these props and agree on a basic summary of how these props worked. Ask students to imagine that they were on BIG's design team for this mission and were responsible for designing and creating scary props for the mansion. Allow students time to discuss their ideas before asking them to draw a labelled diagram of their proposed prop, identifying all key features that they will include to ensure that it is one prop Zac Power WILL be scared of.

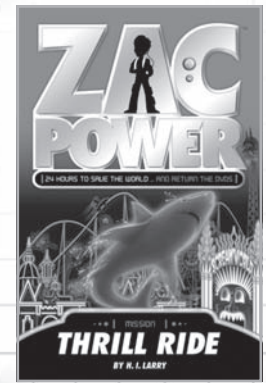
### FOR SALE: 13 GRANDE STREET

Invite students to comment on whether they would want to own the haunted mansion at 13 Grande Street. Ask students to ignore the fact that the haunted mansion collapsed and instead, consider the possibility that BIG put it up for sale. What features of the mansion do they think would be appealing to someone who loved haunted houses? What features could students add to the house to make it more appealing to a buyer? Show students a collection of house advertisements and identify the elements and language that are used to create a sales advertisement. Using both the known and imagined features of the haunted mansion, ask students to create their own 'for sale' advertisement.



**ZAC  
POWER**

# THRILL RIDE



## STORY SYNOPSIS

Where would a terribly evil spy agency like BIG hold their annual conference? At the world's scariest theme park of course! Zac's mission is to enter the park in disguise, locate and bug the conference facility and help GIB collect intelligence that could help thwart any wicked plans BIG are working on – just a simple intelligence gathering operation, really. Except from the moment Zac enters Shark Park, his mission no longer seems so simple. In fact, Zac isn't even sure that BIG are the target of his investigation!

With twists and turns that have Zac guessing what is really going on at Shark Park until the very last moments, this mission is one of the most challenging to date!

## LEARNING OUTCOMES

### Students will:

- Engage with characters and events in the story
- Be highly motivated to read
- Research and present information on a non-fiction topic related to the story
- Design, create and write a script for, and perform, a puppet show that depicts one or more scenes from the story

## PREPARE FOR READING

**Read the back cover blurb aloud. Invite students to share their theme park experiences which should include their favourite experiences. Help students to define the word 'plot'. With reference to the illustrations, ask students to predict what evil plot might be played out at a theme park called Shark Park. Highlight the words *brave the rides* and invite students to discuss the kinds of rides that might be found at a scary theme park. Now turn to the front cover and read the title. Help students to define the word 'thrill'. Ask them to talk about the front cover illustration as if they are at the scene – what do they hear, see, smell and feel?**

### Use the following questions to prompt discussion:

1. Have you ever been to a theme park? If so, did you have a favourite ride?
2. Can you imagine what evil plot will unfold at this theme park?
3. What does the word *thrill* mean? What events or activities would you describe as thrilling?
4. What are the positive and negative things about a mission that is located at a scary theme park? Would you accept this mission? Why or why not?

## AFTER READING

### Use these questions as a guide for discussion.

1. Who is Agent Clawhammer? Where does Zac meet him? How is he connected to Zac's latest mission?
2. Zac's mission vehicle was full of awesome features, but he couldn't enjoy any of them. Why?
3. Describe the appearance and features of the disguise that Zac must wear to complete this mission?
4. What's the HypnoTick? How does it work? Who does Zac use it on and why?
5. What raised Zac's suspicions about the White Pointer ride?
6. Where did Zac's investigation of the ride land him?
7. What is a fear factor rating? How was this being used at Shark Park?
8. Who are Ginger and Dwayne? Explain how and why they were controlling the White Pointer ride?
9. What is the Zac Power Method of Fearlessness? When and why does Zac use it?
10. Ginger told Dwayne he would make a great BIG agent. Is this true? Provide examples to support your answer. Why did Ginger make this statement?
11. Why did Ginger and Dwayne want BIG to hold their annual conference at Shark Park?
12. Why was Zac disappointed about the way this mission ended?

*Continued* >>

# THRILL RIDE

## CLASSROOM ACTIVITIES

### SHARK PARK MAP

Discuss Zac's journey through the theme park. Ask students to recall the different rides and sights that Zac encountered as he moved through the theme park. Allow students to refer back to the book if necessary. Record the student's ideas in the order that they are presented. With the help of students, return to the list and number the locations according to Zac's journey through Shark Park. With this information, invite students to create a map of Shark Park that includes the rides and sights described in the story as well as those created by the student. The map should include at least a title and a key.

### PROJECT SHARK

Present students with images of some of the more well known species of shark. Distribute material about these animals. Give students the opportunity to research a shark species of their choice. Have students present their research as an oral, written or visual report.

### PUPPET SHOW

Ask students to identify the event or series of events in this story that they found most enjoyable to read. Invite students to share and give an explanation for their choice. Instruct students with similar events to create a team that will plan, design, create and perform a puppet show depicting the event/events highlighted. Students may add dialogue but should be advised to keep the puppet show true to the events as described in the story. Students will perform their puppet shows to the remainder of the class upon completion.



**ZAC  
POWER**

SOLUTION

FORMIT

# CLOSE SHAVE

## STORY SYNOPSIS

The evil Dr Drastic is at it again! This time, he has taken control of the HairCo factory in Bladesville City with the purpose of producing a hair gel that, unbeknownst to the public, causes permanent hair loss.

It's Zac's mission to put a stop to Dr Evil's greedy plan. In fact, he has just 24 hours to travel to Bladesville City, locate HairCo factory, find Dr Drastic and get his hands on the antidote to UltraHold Gel. But when Zac finally tracks down Dr Drastic, he learns that the evil doctor's plans are even more wicked than GIB was aware of.

Will Zac be able to prevent thousands of people from going bald or will Dr Drastic pull off his worst plan yet?



## LEARNING OUTCOMES

### Students will:

- Engage with characters and events in the story
- Be highly motivated to read
- Write a set of instructions to accompany a gadget they have designed
- Attempt to write a letter of application
- Create a diorama that depicts their favourite scene

## PREPARE FOR READING

**Read the back cover blurb aloud. Define the word 'unleashed'. Discuss what the new ingredients in the hair product might be and how so many people could go bald as a result of it. Consider each of the illustrations on the back cover and take a few moments to predict how each of them may contribute to the storyline. Now turn to the front cover and read the title aloud. Discuss the term 'close shave' and what it means. Ask students why the author may have used this term for the title.**

### Use the following questions to prompt discussion:

1. Why would Dr Drastic create a hair product that makes people go bald?
2. Which illustration are you most curious about and why?
3. How do you think Zac will be able to save the town of Bladesville from going bald?
4. Zac's hair is his pride and joy. What is your favourite feature and why?

## AFTER READING

### Use these questions as a guide for discussion.

1. *You're going to wish you hadn't done that.* Explain why Leon made this statement.
2. Outline Dr Drastic's latest evil plan.
3. Explain how the Super-Compact Short-Range Hoverboard works. What is its one weakness?
4. Zac travelled to Bladesville City in a dumpster. True or False? Explain.
5. Zac was confronted by three teenagers looking for trouble. How does he get himself out of this situation? What do you think of this solution?
6. Zac was lost in Bladesville with a broken SpyPad. Where does he go for help? What kind of help does he receive?
7. Does Zac use Leon's Shift Suit during this mission? If so, why?
8. Zac finds a use for his broken SpyPad. What is it?
9. Zac destroyed one of Dr Drastic's machines right before he was knocked out. So what did Dr Drastic find so amusing about the situation?
10. Selling tainted Hair Gel was only the beginning of Dr Drastic's evil plan. What is the next stage of his plan?
11. With seven minutes remaining in his mission, how does Zac escape his glass cage and stop the spread of the UltraHold fog?
12. Dr Drastic got a taste of his own medicine. How?
13. Zac finds his brother Leon irritating AND helpful. Explain.

*Continued* >>

# CLOSE SHAVE

## CLASSROOM ACTIVITIES

### ADVANCED PRANKSTER TECHNOLOGY

Ask students to re-read pages 29-33 which detail Zac's confrontation with a group of trouble-making teens. Invite students to comment on the Wedgie-Copter and its effectiveness in warding off trouble so that Zac could continue with his mission. Introduce the idea of creating an alternative gadget that would serve to protect Zac but adheres to the GIB Code that prevents agents from using their fighting skills. Highlight that this gadget must be designed to qualify as a piece of Advanced Prankster Technology. Designs should be labelled with important features and should be accompanied by a set of instructions.

### DIORAMAS

Invite students to share their favourite event or moment from the story. Explain what a diorama is. Instruct students to plan their diorama using simple pictures that they will share with peers for constructive feedback. Once students have decided on the details of their diorama they may access a variety of craft activities to re-create their favourite moment or event. Dioramas should be accompanied by a short explanation of the moment students have chosen to re-create.

### LETTER OF APPLICATION

Invite students to reflect on the positive aspects of being a GIB spy as highlighted in this and other Zac Power stories. Ask students to use these reflections to devise reasons for wanting to become a GIB spy. Have students create a list of qualities that are required of a world-class spy like Zac. After ample discussion, ask students to write a letter applying for a position at GIB Spy School. As a class, construct a simple letter of application, carefully incorporating ideas from the discussion.



**ZAC  
POWER**

SOLUTION

FORMULA

# SHIPWRECK



## STORY SYNOPSIS

The Black Triangle is a region of The Tropical Sea within which hundreds of ships have mysteriously disappeared over many years. No one quite knows why but *everyone* knows that only the most daring and skilled sailors are brave enough to cross this area – sailors such as Agent Coconuts, a top GIB agent. So when Agent Coconuts suddenly goes missing, Zac is sent to search The Black Triangle and locate Agent Coconut before his sub's air supply runs out. But powerful winds, freak waves, a seabed littered with thousands of shipwrecks, damaging electrical currents and one seemingly unstoppable evil enemy may be one challenge too many on this dangerous mission.

Will Zac complete this underwater mission or will he become another victim of the dreaded Black Triangle?

## LEARNING OUTCOMES

### Students will:

- Engage with characters and events in the story
- Be highly motivated to read
- Write a simple newspaper article
- Research and present information on a topic associated to the story
- Attempt to devise and write a menu

## PREPARE FOR READING

**Read the title aloud. Ask students to help define the word 'shipwreck' and share their knowledge on the topic. Invite students to imagine that they are 'in' the front cover illustration and can describe what they see, hear and feel. Encourage students to pose questions about the story or the concept of shipwrecks that they hope to find answers to. Now turn to the back over and read the blurb aloud. Call on students to predict what the 'mysterious Black Triangle' is and record answers for discussion and comparison after reading the story.**

### Use the following questions to prompt discussion.

1. What information can you share with the class on the topic of 'shipwrecks'?
2. What would you expect to find 'deep underwater'? What do you know about the deep sea environment?
3. What equipment might Zac need to complete this mission?
4. Why might Zac only have 24 hours to complete this mission?

## AFTER READING

### Use these questions as a guide for discussion.

1. *I'm the prize teddy bear.* What event led Zac to this conclusion?
2. What is the Black Triangle? How is it related to Zac's mission?
3. To search for Agent Coconuts in the Black Triangle, Zac needed to get from the Grabber Jet to the mini-sub. Describe how he did this.
4. *Spy skills will help me solve the problem.* What problem was Zac referring to? Was Zac really able to solve the problem?
5. What's an EMP? How is it distributed? What threat did it pose for Zac? How did he avoid the effects of an EMP?
6. How did Zac feel when he found Agent Coconut's sub and why?
7. *The crash sounded like a million thunderstorms all rolled into one.* What does this description refer to? What important discovery does this event lead to?
8. SpyFood tastes like sweaty tofu. So why does Zac open a tub of it?
9. What is a Chameleon Suit and what does it allow Zac to do?
10. What is a youth serum? What is the key ingredient? How is Agent Coconuts connected to the creation of the serum?
11. Who is the creator of the youth serum?
12. Zac was able to locate Agent Coconuts and escape the underwater laboratory, but how did Zac ensure Dr Drastic did not escape and the other test subjects were rescued?

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# SHIPWRECK

## CLASSROOM ACTIVITIES

### EXTRA! EXTRA!

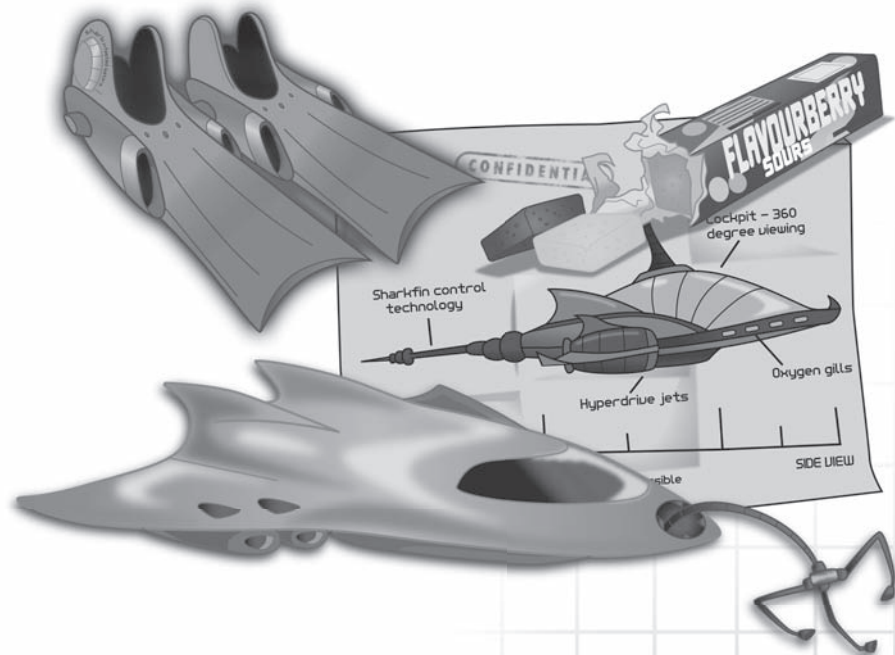
Ask students to recall the details of Agent Coconut's rescue. Invite students to re-read the relevant chapters to clarify the string of events that created the rescue. Record these in the order that they occurred. Now ask students to imagine that a newspaper reporter was following Zac's mission and was keen to write an article on his rescue success. Discuss which of the events listed previously may be relevant to mention in the article. Use clippings to highlight the important features and format of a written article before modelling how to apply this information using a similar tale of rescue. Students plan, draft and publish a newspaper article about Agent Coconut's rescue. Articles should include at least one 'photo' relevant to the rescue. All published articles may be collated to create 'The GIB Gazette'.

### THE DEEP BLUE SEA

Discuss the habitat that is 'the deep sea'. Use images and text to highlight the idea that this extreme environment is home to many unusual and yet to be discovered creatures and plant life. Allow students the time to choose and research a sea creature that is known to inhabit the deep sea. Students may present their information in the format of their choice or as instructed by the teacher.

### SPYFOOD MENU

Ask students to re-read page 63 and 64 which introduces the reader to SpyFood. Discuss Zac's use of SpyFood on this mission. Invite students to comment on the specific requirements of SpyFood. In pairs, have students brainstorm ideas for more delicious but equally nutritious and portable versions of SpyFood. Pairs should then have the opportunity to share their ideas with the group. Now distribute a variety of menus for students to read. As a class, discuss the format and key features of a menu. Have students create a menu of at least ten different types of SpyFood that agents could choose from. All published menus will be collated to create a class book of menus.



**ZAC  
POWER**

SOLUTION

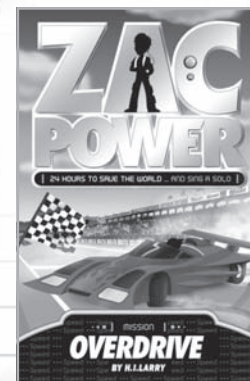
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# OVERDRIVE

## STORY SYNOPSIS

Monteforte is home to the Formula One Grand Prix. Seriously fast cars, flashy racing suits – just the place for a cool agent like Zac! But his visit to Monteforte is purely business. GIB has word that a new racing team is set to drive the fastest car in the world at this year's Grand Prix. The problem is, no one on the circuit has heard of this racing team, raising the suspicions of GIB sources at Monteforte. As Zac's investigation goes on, he discovers that this team's interest in Monteforte has less to do with winning the Grand Prix and more to do with a massive gold deposit discovered by miners in the town.

Will 24 hours be long enough for Zac to find out exactly what this team is up to?



## LEARNING OUTCOMES

### Students will:

- Engage with characters and events in the story
- Be highly motivated to read
- Attempt to write a sales advertisement
- Experiment with descriptive language and statements
- Complete a simple action plan

## PREPARE FOR READING

**Read the title aloud. Use the front cover picture to establish a setting for Zac's latest mission. Discuss the author's choice of title. Now turn to the back cover and read the blurb aloud. Ask students to share their knowledge of the Grand Prix. Focus on each illustration and use all observations to help students create a possible mission for this story.**

### Use the following questions to prompt discussion.

1. What do you know about the Grand Prix?
2. Other than winning a cup and title, what other use could the fastest car in the world have?
3. What features do you think the GIB Race-Car would have?
4. What vocabulary would you expect to find in this story?

## AFTER READING

### Use these questions as a guide for discussion.

1. What sounded like *a million angry mutant mosquitoes about to attack*? Can you think of another descriptive term for this sound?
2. Before his mission was revealed, what led Zac to believe that he had been kidnapped from his school musical?
3. Explain what a DNA-Protected AMD is and how it works.
4. Agent Rusty Bassoon may not be the most efficient agent working for GIB, but how did he save Zac's life?
5. *I have a chainsaw*. Why did this statement and the accompanying sound *chill* Zac to the core?
6. What is a Universal Gobstopper and why was Zac so excited to discover it in his pocket?
7. Zac loves rock music. So why did he download a song titled 'Princess' by the Glitter Girlz?
8. Identify the evidence Zac collected during the mission regarding the suspicious new racing team, D'Argent. What conclusion did Zac arrive at then he put the evidence together?
9. How did Zac stop Team D'Argent's evil plan from going ahead.
10. With the threat of robbery taken care of, what was the last thing Zac needed to attend to in order to complete the mission?
11. Zac won the Monteforte Grand Prix despite not being able to pass the car belonging to Team D'Argent. How?

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# OVERDRIVE

## CLASSROOM ACTIVITIES

### HOW TO STOP A ROBBERY

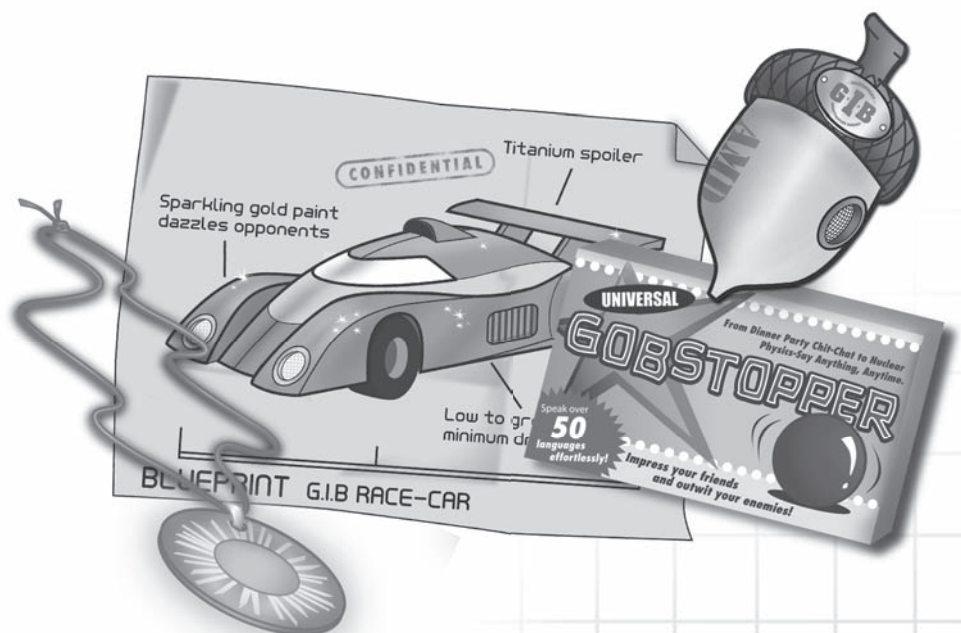
Invite students to re-read Chapter Eight which details Zac's successful plan to prevent the robbery of several Monteforte banks. Invite students to offer alternative plans for preventing this mass robbery. Students should then be encouraged to create a simple action plan detailing their own idea for ensuring Team D'Argent don't leave Monteforte with any gold. The action plan may include a statement summarising the plan, details of the resources required to execute this plan and a sequence of steps to follow to ensure the plan is actioned correctly.

### FOR SALE: 1 GIB RACE-CAR

Invite students to comment on the GIB Race-Car both on features and in appearance (page 74). Ask students to get creative and suggest features for this racing car not already present. Record all ideas as they are presented. Show students a collection of car advertisements and identify the elements and language that are used to create a 'for sale' advertisement. Students then create their own advertisement for publication in the GIB SPY Car Guide or similarly titled publication. Advise students that their car advertisements should be accompanied by a 'photo' of the racing car.

### A MILLION ANGRY MUTANT MOSQUITOES

Draw the student's attention to the descriptions given to certain movements, objects and sounds as found on page 12 and page 24. Discuss the purpose and effectiveness of these descriptions. Ask the students to find a partner and experiment with using this very graphic and creative way of describing something. Give students a few sentence starters to experiment with such as, 'The car was so fast it...'. Give the students ample time to gather subjects of their own and apply this descriptive manner of writing. Students share their ideas with others and, depending on feedback, choose one description for publication.



**ZAC  
POWER**

# FOUL PLAY

## STORY SYNOPSIS

The chance to play in The National Soccer League grand final for The Superstars is an awesome opportunity for soccer-mad Zac. What a shame that Zac will be undercover and working on a serious mission at the same time! GIB has evidence that suggests opposition league team, The Sharks, plan to cheat their way to the grand final prize. So, disguised as Zav Powski, Zac must use his position in The Superstars to investigate The Sharks without raising suspicions.

What Zac uncovers is huge! Boost Boots, controllable balls, magnetic goal-keeping gloves and one very misleading recruitment ad – this mission proves to be a challenge right up until the last minutes of the grand final game! But will Zac succeed in stopping The Sharks from claiming the winning title, or will this team of cheaters get away with their cunning plan?

## LEARNING OUTCOMES

### Students will:

- Engage with characters and events in the story
- Be highly motivated to read
- Attempt to write a spy mission
- Create a players manual on the topic of a chosen sport
- Design and write instructions for the use of several gadgets for use by the enemy spy agency, BIG

## PREPARE FOR READING

**Read the back cover blurb aloud. Help students to define the word 'infiltrated'. Raise the issue of cheating and ask students to share their experiences on this topic. Encourage students to predict what BIG would have to gain from winning a soccer grand final. Consider the illustrations on the back cover and ask students to comment on whether any of the gadgets shown may be used to help BIG cheat and if so, how. Now turn to the front cover and read the title aloud. Discuss the choice of title in relation to the known storyline. Ask students to share their soccer experiences.**

### Use the following questions to prompt discussion.

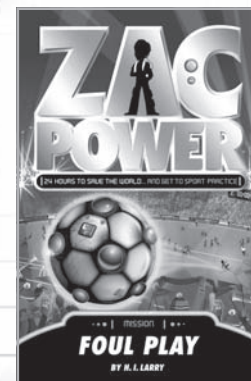
1. How might a team of BIG agents cheat in a game of soccer? What are your thoughts on cheating?
2. How do you think Zac feels about infiltrating a soccer team that is playing in grand final? How do you think you would feel?
3. What do you think you would see and hear as a player in a grand final? Do you think you would enjoy the experience? Why or why not?
4. The soccer ball on the front cover is obviously not a regular soccer ball. Can you predict how it may be different?

## AFTER READING

### Use these questions as a guide for discussion.

1. Why was Zac unable to show his soccer coach just how good he was at playing the game?
2. Why did Zac's stomach begin doing crazy flips after he had read his mission?
3. How was Zac able to keep his identity a secret while he posed as a Superstars player? Describe how this product works.
4. Leon doesn't usually go on missions. What is his role in this mission?
5. BIG is starting a sports training centre. True or false? Explain.
6. Describe the suspicious equipment that the Sharks have access to. How did Zac deactivate each piece during the story?
7. *I'm trapped in a cage made of flying soccer balls?* How did Zac find himself trapped? How did he get himself out?
8. Zac wore a Shark's mascot costume. Why?
9. *Just when I thought it was finally a fair match...* What did Zac discover towards the end of the match that made him question whether he would be able to successfully complete this mission?

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# FOUL PLAY

## CLASSROOM ACTIVITIES

### A BOOK OF GADGETS

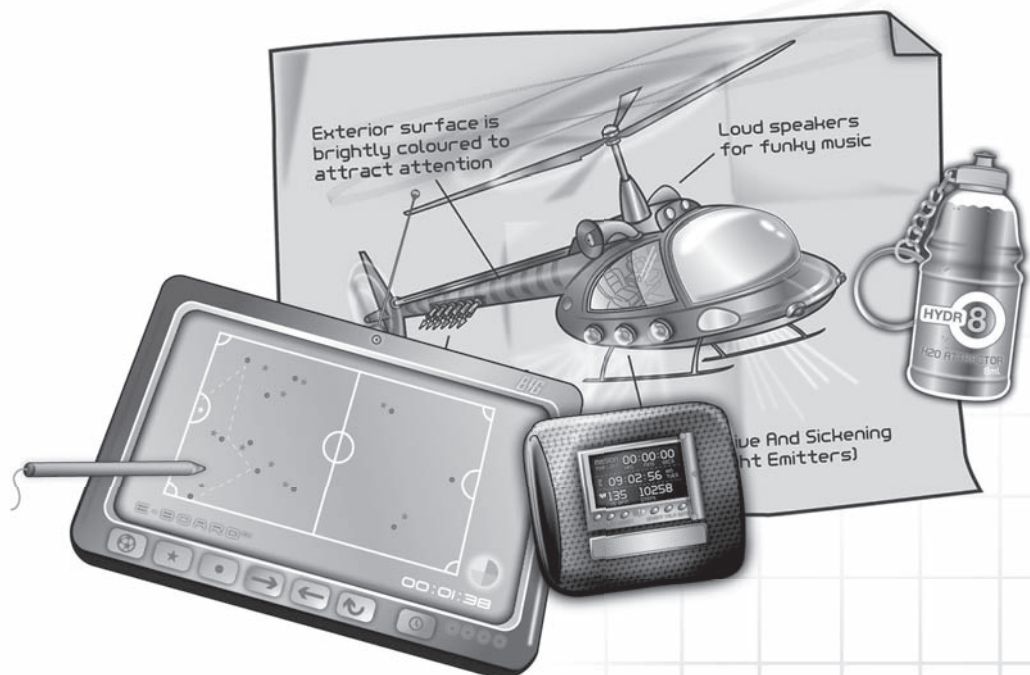
Discuss how The Sharks managed to secure a place in the National Soccer League grand final. Invite opinions on the topic of cheating. Ask students to identify and describe the function of the gadgets that The Sharks employed to help them play so well. Encourage students to imagine that they worked in the Gadget Design Division of BIG. Ask students to choose a sport they are familiar with and, if possible, find a partner that has chosen the same sport. Together, instruct students to brainstorm equipment for this sport that could be replicated as useful gadgets which would assist participants to play that sport better than they normally would. Students should create a booklet of blueprints for their proposed gadgets. Each blueprint should be accompanied by a simple set of instructions. Published booklets may be placed in the class library.

### THE GAME OF...

Invite students to share their knowledge and experience of soccer. Ask students to skim the book for vocabulary related to this sport and take time to identify what each word means or refers to. Encourage students who are very familiar with the game of soccer to take questions from the group and discuss the game in some detail. Invite students to reflect on a sport or a game they have significant knowledge about and brainstorm ideas for a manual on that game or sport. Distribute samples of manuals for students to use as an example of the content and format of a manual. Discuss students' observations and ideas before setting them to work individually or in pairs to write and publish a booklet on their chosen sport or game.

### MY DREAM MISSION

Invite students to re-read the first pages of Chapter Two in which Zac's mission is outlined and his response to this mission is described. Ask students whether they can recall other missions Zac has been equally as excited to complete and why. Encourage students to imagine that they have the opportunity to be a GIB spy for one day AND choose the mission they complete. Send students off to brainstorm the details of that mission before sharing these with the group for feedback. After the opportunity to discuss their ideas, ask students to draft and publish their dream mission which should be designed on a SpyPad screen. Students may create a 3D version of the SpyPad with craft materials and publish their mission details on this.



**ZAC  
POWER**

SOLUTION

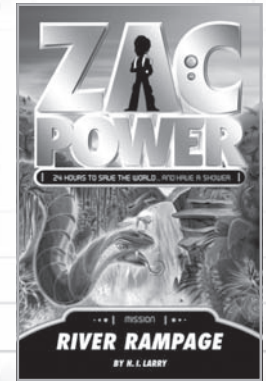
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# RIVER RAMPAGE

## STORY SYNOPSIS

Noel Worpe is the very clever designer of GIB's satellite surveillance system, World Eye. Since leaving the design company a few years ago, it seems that Noel has been busy working on his very own World Eye Command Centre. But while Noel is intelligent, he is also very greedy, and has decided to sell the real identities of every GIB spy in the world to enemy spy agency, BIG.

Zac's mission is to locate Noel's hideout and stop him from downloading all the information he needs to negotiate a deal with BIG before Zac and thousands of other GIB agents find themselves looking for a new career!



## LEARNING OUTCOMES

### Students will:

- Engage with characters and events in the story
- Be highly motivated to read
- Attempt to write a simple four panel comic strip
- Re-write a chapter from another character's perspective

## PREPARE FOR READING

Read the back cover blurb aloud. Discuss the term 'hacked' and have students predict the possible consequences of this threat to GIB. Ask students what they know about 'white rapids' and take time to explore this natural event. Have students predict the kind of secrets GIB may be trying to protect. Now turn to the front cover and read the title aloud. Define the word 'rampage' and discuss the title's relevance to the storyline as presented in the blurb. Use the main illustration to identify the location of Zac's mission.

### Use the following questions to prompt discussion.

1. White water rapids and waterfalls – what does this tell you about the location of Zac's mission?
2. What dangers might this type of location present?
3. What do you think the word 'rampage' means? Why do you think the author included this word in the title?
4. What feature of this book makes you want to read it?

## AFTER READING

### Use these questions as a guide for discussion.

1. What is a Secret Mobile Phone Sock? Why does Zac access it? Can you think of how this gadget would be useful to you?
2. Who gets Leon so angry? How is this character connected to the mission?
3. Describe the Invisiplane.
4. What was the location of this mission?
5. How was Zac able to locate Noel's hide-out? Which gadgets enabled Zac to access Noel's hide-out?
6. Who was Noel intending to sell the identities of GIB spies to?
7. Noel was an ex-employee of Sky Industries. Why was this an important discovery?
8. Explain how Zac and Leon managed to defeat Noel and save the secret identities of GIB agents across the world?

CONFIDENTIAL

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# RIVER RAMPAGE

## CLASSROOM ACTIVITIES

### COMIC STRIPS

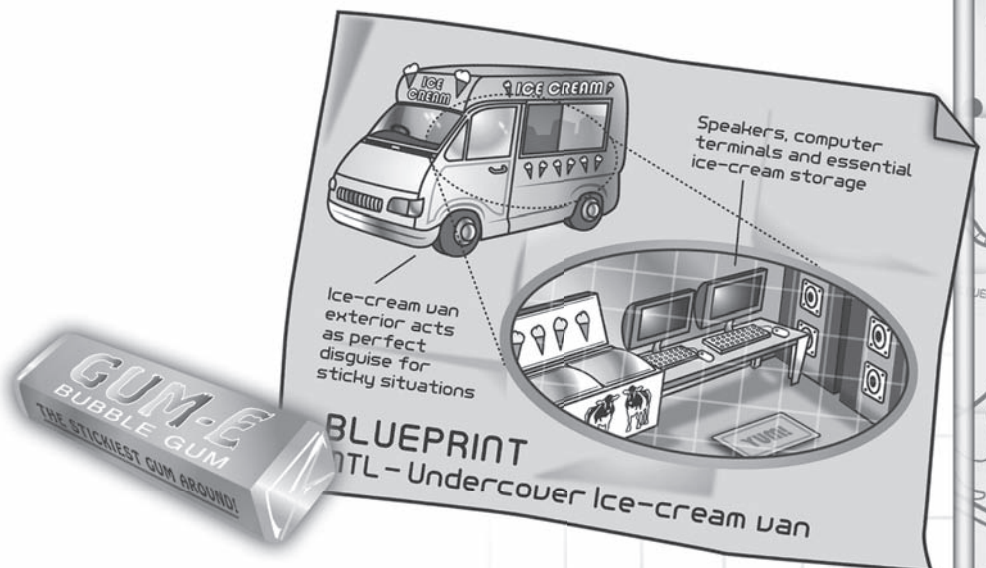
Invite students to re-read Chapter Four which details Zac's rather adventurous arrival in his jungle location. Discuss the details of his jump from the Invisiplane. Send students to work in small groups to identify a series of illustrations that best depict the events in the chapter. Invite groups to return and share their sequence of illustrations which should be displayed for further consideration. Distribute a variety of comic strips and assist students to identify the key elements of this genre. Model how to construct a simple four panel comic strip using another chapter in the story. Have students work in groups to create their own four panel comic strips of Chapter Four. All published comic strips should be displayed.

### WORLDEYE SATELLITE

Invite students to discuss the purpose of GIB's WorldEye satellite and identify the problems associated with this technology falling into the wrong hands. Ask students to predict the positive and negative implications of inventing such a satellite for use in real life. Invite students to imagine that they had the opportunity to access WorldEye for one day. Have students detail how they would use this satellite.

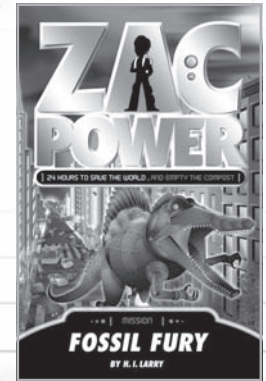
### CHAPTER TEN – NOEL'S PERSPECTIVE

Reread and discuss Chapter Ten which details Noel's defeat and escape. Walk through the chapter, stopping to ask students how the chapter is unfolding from Noel's perspective. Where it is not stated, ask students what they think Noel would say, do or see. After much discussion, instruct students to re-write this section of the story from Noel's perspective. Model this skill by re-writing the first page of Chapter Ten as seen through the eyes of Noel. Once published, students should have the opportunity to read their chapter to an audience. A short comparative discussion should conclude this activity.



**ZAC**  
POWER

# FOSSIL FURY



## STORY SYNOPSIS

Bringing a dinosaur back to life millions of years after they've become extinct is almost impossible. Nonetheless, Zac is being sent to Bladesville to investigate claims that the evil Dr Drastic has hatched a live dinosaur in the city's BioDome which he plans to present to the International Science Council.

Whilst GIB strongly suspects that this dinosaur is a fake, they are concerned that Dr Drastic will use his opportunity to meet with the Council to launch a revenge attack against them for not funding his research. Zac has 24 hours to confirm that the dinosaur is a fake and prevent Dr Drastic from carrying out Operation Extinct.

Will Zac succeed or will Dr Drastic manage to destroy the Science Council and the many undercover GIB agents working within the Council?

## LEARNING OUTCOMES

### Students will:

- Engage with characters and events in the story
- Be highly motivated to read
- Create an instructional text for a gadget
- Present research on the topic of dinosaurs as a creative writing piece
- Write a newspaper article detailing an event described in the story

## PREPARE FOR READING

**Read the back cover blurb aloud. Ask student to share their knowledge and questions on the topic of dinosaurs. Invite students to comment on the idea that a scientist could bring a dinosaur back to life and predict how this may be achieved. Have students use the illustrations to establish a more detailed storyline. Turn to the front cover and students to define the word 'fossil' before discussing the relevance of the book's title. Focus on the dinosaur pictured on the front cover. Ask students whether this illustration helps them decide on the validity of the crazy scientist's claim.**

### Use the following questions to prompt discussion.

1. What do you know about dinosaurs?  
What do you think about the idea of bringing one back to life?
2. If it were possible, what dinosaur would you like to see brought back to life?  
What might the consequences be?
3. What additional information about the story do you think the illustrations provide you?

## AFTER READING

### Use these questions as a guide for discussion.

1. What are Swing Bands? How do they work? Why does Zac need to use them?
2. Zac gets caught in an electrical storm on his way to the BioDome in Bladesville. Why does he stop and wait for the storm to pass? How does he avoid getting caught in the storm?
3. Zac noticed a squawking, croaking noise in the BioDome. What did it belong to?
4. While Zac watched the baby spinosaurus, he had a nagging feeling that something wasn't right. Explain.
5. What was the final clue that led Zac to realise the baby spinosaurus was a fake?
6. Provide details of Operation Extinct including Dr Drastic's motivation behind it.
7. After hearing about Operation Extinct, Zac wanted to laugh. Why? What were his concerns about Dr Drastic's plan?
8. How was Zac able to move again after being injected with Muscle-Less? What risk was involved in using this object?
9. The robosaur ended up as a smoking, mangled wreck. How did this happen?

*Continued* >>



# FOSSIL FURY

## CLASSROOM ACTIVITIES

### SWING BANDS

Invite students to re-read page 19 through to page 24 of *Fossil Fury* which details Swing Bands – a gadget Zac finds particularly useful during this mission. Discuss the Swing Bands in detail before asking students to write a set of instructions for this gadget.

### WALK WITH THE DINOSAURS

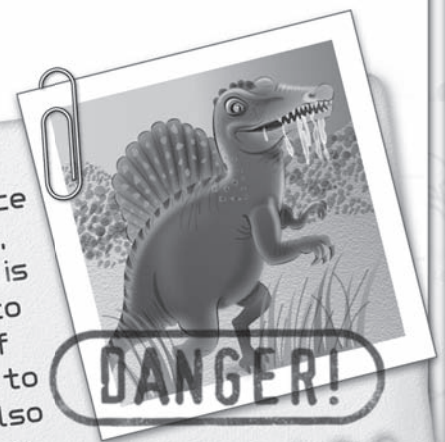
Discuss the 'dinosaurs' presented in this story. Ask students to share their knowledge on the topic and invite them to comment on what it might have been like to 'walk amongst' the dinosaurs. Instruct students to choose a dinosaur of interest and ask them to complete research on that dinosaur. Student's research should cover topics such as diet, physical features, behaviour and predators. Ask students to represent their research through a creative writing piece that is written from the perspective of someone who co-existed with the dinosaur millions of years ago.

### RUNAWAY PROP CAUSES MAYHEM IN BLADESVILLE

Have students re-read Chapter Nine and Chapter Ten which details Dr Drastic's attempt to take his robosaur through the streets of Bladesville and to the International Science Council building. Regularly pause and discuss moments during these chapters from the perspective of bystanders. What would they see, think, feel, hear or do when confronted with this 'dinosaur'? Ask students to write a newspaper article on the event from the perspective of the bystanders who witnessed the robosaur moving through the city. Ensure that students choose an appropriate title for the article, incorporate quotes from bystanders and GIB undercover agents and use 'photos' of the event to accompany the article.

### BABY SPINO

Beware! Despite its cute appearance and small stature, Baby Spinosaurus is a great threat. Known to terrorise the masses of people and prone to accidents. May also be very clumsy.



**ZAC  
POWER**

SOLUTION

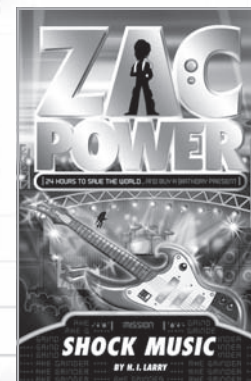
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# SHOCK MUSIC

## STORY SYNOPSIS

An undercover back up guitarist for his favourite band, Axe Grinder – could this be Zac's coolest spy mission yet? Disguised in nothing more than a leather jacket, a pair of sunglasses and a top-model, shiny red Pender Stratz, Zac must play the part of Axe Grinder's new guitarist to figure out how to reverse the effect of a mind-control device targeted at music fans. The D-Pod is a music player that is sold with one free song loaded onto it – a song that has a built-in mind-controlling pattern that is turning users of the D-Pod into 'zombies'.

GIB is confident that Dr Drastic is the creator of this evil device and Zac has less than 24 hours to ensure that his plan to gain permanent control over these zombies does not come into effect.



## LEARNING OUTCOMES

### Students will:

- Engage with characters and events in the story
- Be highly motivated to read
- Attempt to write a song
- Write a letter to their favourite musician or band
- Plan, write and perform an interview with a character from the story

## PREPARE FOR READING

**Read the back cover blurb aloud. Establish who Zac's favourite band is. Ask students to discuss how it would be evident that a band has turned evil. Invite students to identify what skills a rock star has and how any of these skills may assist Zac to complete a mission. Direct student's attention to the individual illustrations and discuss these to establish some predictions about details of the story. Now turn to the front cover. Ask students to consider the meaning and choice of title.**

### Use the following questions to prompt discussion.

1. Who is Zac's favourite band? Who is your favourite band or singer?
2. What skills would a rock star need to have? Would you like the opportunity to be a rock star? Why or why not?
3. Can you predict the details of a GIB mission that would involve Zac's favourite band?
4. Zac loves rock music, his name is Agent Rock Star and he is on a mission that involves his favourite rock band. What is your passion? What would your agent name be? What would your dream mission be?

## AFTER READING

### Use these questions as a guide for discussion.

1. Use the labelled picture of the D-Pod to explain why Zac thought they were so uncool. What were D-Pods really designed to do and by whom?
2. Describe how Zac accessed his mission disk.
3. How did the D-Pod work?
4. Under what circumstances did Axe Grinder record a song for Dr Drastic?
5. What detail of Zac's mission caused him to *almost fall off his seat*?
6. Zac wasn't able to use his SpyPad while he was undercover on this mission. How was he able to keep in contact with GIB and Leon? What other functions did this device have?
7. How was Zac able to reverse the effect of the D-Pod?
8. Why was the CamoSine needed for this mission?
9. What is a LaserLine and what did Zac use it to do?
10. *This mission is turning into a disaster.* What caused Zac to make this statement?
11. Describe how Dr Drastic was able to capture and imprison Zac. How was Zac able to escape?
12. Why did Dr Drastic want a group of zombies? What do you imagine that he could do with such an army?

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# SHOCK MUSIC

## CLASSROOM ACTIVITIES

### ZAC POWER

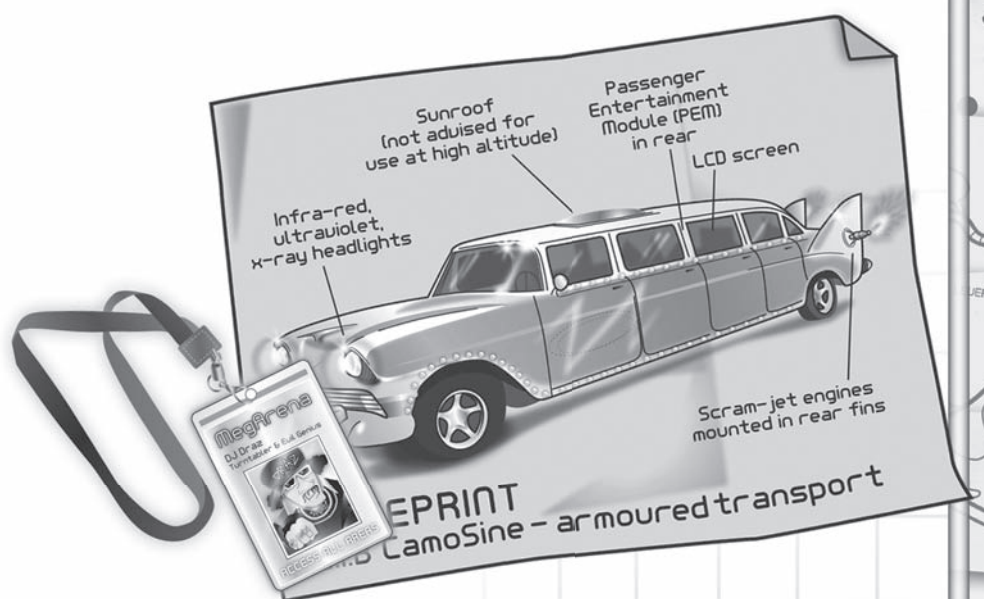
Ask students to reflect on Zac's qualities, interests, skills, dislikes and appearance as presented in this and other Zac Power stories. Record all reflections. Distribute examples of song lyrics and discuss how they are written and presented. Ask students to use their knowledge of Zac to write a song about him. Students who wish to sing their song or put it to music may do so. All published songs will be collected and put together to create a class song book.

### AN INTERVIEW WITH TOM ROCKET

Ask students to imagine that they have the opportunity to interview Axe Grinder's newest band member, Tom Rocket, moments after the concert detailed in the final chapter of *Shock Music*. Invite students to formulate and share questions they would want to ask Tom. Record all questions on the board. Review the list of questions and help students to establish what qualifies as a good question. Use this discussion to remove / expand on questions from the list. Now invite each student to find a partner. Ask each group to establish who will conduct the TV interview and who will pose as Tom. Ask each group to allocate time to choosing five interview questions and creating responses for each of the questions chosen. Allow students ample time to review and practice their interview which should run for no longer than five minutes. Students should go on to record their interview for the audience who will offer constructive feedback at the end.

### DEAR...

Ask students to comment on Zac's interest in rock music and his favourite band. Invite students to identify their favourite band or musician. Ask students to consider the questions they would like to ask this band or musician along with any statements they would like to make. Have students plan, draft and publish a letter to their favourite band or musician. Assist students to find an official fan club address for their favourite band or musician and give them the opportunity to send their letter along with an autograph request. Students are encouraged to share any response they receive from the musician or band they write to. Photocopies of all letters should be collated and kept in the class library.



# ZAC POWER