**[Katerina Poropat]:** Good afternoon, everyone, and welcome to today’s webinar, Linking the Design and Technologies curriculum to Royal Melbourne Show exhibits. My name is Katerina Poropat and I’m the project manager in the Victorian Curriculum F-10 Unit here at the VCAA. It’s my great pleasure to introduce you to our presenters today. We have Leanne Compton, curriculum manager for Design and Technologies from the VCAA, Katrina Wheaton-Penniall, teacher and committee member for Art, Craft and Cookery, and Catherine Shelley from the Royal Agricultural Show Victoria and coordinator, Art, Craft and Cookery. So they’ll all be leading our webinar today.

So before we begin, we’ll start with an Acknowledgment of Country. I would like to acknowledge the traditional custodians of the many lands across Victoria on which each of you are living, learning and working from today.

For myself and those of us in the Melbourne metropolitan area, we acknowledge the traditional custodians of the Kulin Nations.

When acknowledging country, we recognise Aboriginal and Torres Strait Islander peoples’ spiritual and cultural connection to country and acknowledge their continued care of the lands and waterways over generations, while celebrating the continuation of a living culture that has a unique role in this region.

I would like to pay my respects to elders past, present and emerging, for they hold the memories, traditions, culture and hopes of all Aboriginal and Torres Strait Islander peoples across the nation, and hope they will walk with us on our journey.

So, before we begin the webinar, I’ll just go over some housekeeping quickly. So please note that the chat function is only being used to share relevant links from this webinar. You will notice that a Q&A box has been set up, so if you have any questions, please use this to pop them in. That will ensure that we capture all your queries and we can attend to them.

When you use this Q&A box, please make sure you select ‘all presenters’ so that all panellists can see your questions as they come in. So, we will answer these during a Q&A session, which is going to be hosted at the end of the webinar.

The second part of our housekeeping is to let everyone know that this session is being recorded. A copy of both the recording and the PowerPoint, and a transcript, will be loaded onto the VCAA’s F-10 resources web page under the Professional Learning section. A copy of the recording and the PowerPoint can also be provided at a later stage.

So without further ado, I’ll throw over to Leanne to commence our webinar today.

**[Leanne Compton]:** Thanks, Katerina, and thank you, everyone, for coming along this afternoon to listen to the webinar that Katrina, myself and Catherine have put together. This is just the copyright statement from the VCAA.

So, this webinar we’re really excited to deliver to you. It unpacks the Royal Melbourne Show Junior schedule and talk about how you can use the Victorian Curriculum, particularly the F–10 Design and Technologies curriculum, to exhibit student work in the Royal Melbourne Show. We will unpack an example of a unit of work that has been developed related to the savoury breakfast muffin and show how that can be used in terms of placing an exhibit in the Royal Melbourne Show. And best of all, we will provide you with lots of practical advice and support in regards to entering the competition. And in particular, we’ve both got Katrina as a teacher who has exhibited, and Catherine, who will be able to give you lots of support and advice along the way. So that’s what we’re going to do in an hour. So let’s see how we go.

I’m going to hand over to Katrina. So thanks, Katrina.

**[Katrina Wheaton-Penniall]:** Thank you. So we’re going to be focusing today on the Junior schedule of the Arts, Craft and Cookery form. So, it can be a little bit daunting, but on the website, if you were to click in the RASV and click on to competitions, the page will look a little bit like what you’re seeing on the screen and where it’s highlighted in green, you click on that and that will take you to the Arts, Craft and Cookery schedule.

So, if we could have the next slide.

You’ll then need to scroll down to pages 54 to 70, so it can be a little bit overwhelming if you haven’t looked at the schedule before, because there is so many categories in there. But we’re just going to focus on just a few of those categories that are in the Junior section. So, they’re for students from primary through to secondary.

We’re focusing on the Victorian Curriculum F–10, Foundation to 10, and specifically the Design and Technologies. And there are competition categories that cover materials and technologies specialisations, food and fibre production, as well as food specialisations.

There are a number of competitions that work really well with design briefs. Some are written for you, others work with existing design briefs. And so we’re looking for design thinking, creativity and innovation.

Now, we’re aiming... It’s not just design and technology, but there’s everything from art, photography, textiles, ceramics, sculptures, 3D printing, resistant materials, upcycled fashion, sustainability, cookery and much more. And each year, the Agricultural Society put out a new challenge. This year, the challenge is the Chook Challenge, so throughout the schedule there’s lots of opportunities for students to create creative works that are poultry-themed. But those ones are more in the art.

I’m going to pass back to Leanne now.

**[Leanne Compton]:** Thanks, Katrina. So, what I’m going to do now is take you through a unit of work that we have developed that links specifically to the exhibits in the Melbourne Show. So, in the schedule on page 64, you’ll see we’ve got a healthy breakfast muffin for students from Grade Prep to Grade 6 that can answer, or can respond to, I should say, as well as on page 66, there are sections for students in years 7 to 8, 9 and 10, and 11 and 12.

So we’re going to focus in on the unit of work which is targeted for Level 7 to 8. But as you’re aware, the Victorian Curriculum is a progression of learning, and the content can be taught at Grade Prep to Grade 6 and then it progresses up to 7 to 12. So let’s see how we go just unpacking the savoury muffin unit of work.

It is published on the VCAA website, but it also is published on the RASV website. So there is a link there that will take you specifically to the unit of work that we’re about to unpack for you. So there’s the link - that is on the Victorian Curriculum website as well.

So the unit of work is an example of how curriculum, the content from Design and Technologies curriculum and Health and PE curriculum can be taught, and students will design and produce a savoury muffin that could then be exhibited in the Royal Melbourne Show. So let’s just unpack this unit.

Now, the unit of work you’ll see is designed for five one-hour sessions. Now, this is just, I guess, advice for a teacher that the teacher may be able to modify the unit of work to suit their student needs. They may only have two lessons to deliver the content, so they can look at the content over the five sessions and work out what’s most applicable to their cohort of students. So don’t get overwhelmed by thinking, “Oh, I’ve got to do five hours of teaching to do this unit of work.” You might want to look at it and say, “Well, I’m just going to focus on sessions three and four because my students know the content in sessions one and two,” for example. But the unit work is, I guess, designed so that teachers will have flexibility in how they deliver it.

It has explicit links to the Victorian Curriculum, so we identified the key strands. So in Design and Technologies, we identify the technology contexts and we identify creating designed solutions as the strand. And then we also identify the sub-strands, so this unit will focus particularly on investigating, on students generating design ideas and producing or making their muffin. You could, of course, add other strands in there, such as planning and collaborating. But for this unit, we have just clearly identified the three sub-strands of investigating, generating and producing.

In addition, we’ve identified the achievement standards to help you with assessing the work, and we’ve identified which parts of the achievement standard could be addressed. And you can see that there’s a substantial amount of that achievement standard that can be addressed through teaching the muffin unit of work.

In addition, we also have identified the content from the Health and PE curriculum, so it links into Personal, Social and Community Health, and links particularly to the sub-strand of being healthy, safe and active, and we’ve identified the part of the achievement standard it relates to. So, as a teacher, you can actually take this unit of work and teach content from both Design and Technologies and Health and PE and deliver the curriculum that way.

We also have a variety of templates that you can use as you work through the unit of work. We provide a lot of advice and teaching considerations. Now, these templates you may want to use with other areas of designing. So when you think about it, you might think, “Well, I might want to use the hedonic scale with the smiley faces,” to get feedback when students are creating another design project. So they’re all done in Word, so you can go in and modify them according to whatever you are teaching.

We also identify some key concepts and vocab here, so we talk about characteristics and sensory properties. So we really make it simple for the teacher in terms of really spelling it out for the teacher in terms of the vocab that should be used by the student. And for each of these sessions, we have learning intentions and success criteria, so you can actually go through and have a look at how they’re set out as well.

But let’s get into the nitty gritty. Let’s get into what is in each of the sessions.

So the first session we have focused in on the importance of vegetables. So the muffin activity is getting students to think about the importance of vegetables. And often we think that we should be eating vegetables as part of our main meals. But because we need to be consuming five, six serves of vegetables per day, it’s quite challenging to eat it in one meal. So the idea of the muffin activity is to get students to think about ways to incorporate vegetables into muffins that could be eaten for lunch or for a snack. So they look at the importance of vegetables, including legumes, they look at the different types of vegetables and the variety of ways to purchase vegetables. Doesn’t necessarily mean that vegetables have to be fresh to be healthy. They could be canned or they could be frozen. So students look at a range of factors that influence the selection of vegetables, including nutritional benefits, cost, accessibility, freshness and flavour, because students living in remote or regional areas may not have as much access to fresh vegetables as those living in metropolitan areas, for example. But just to keep aware, keep students thinking or being aware that vegetables can be purchased in a variety of forms and can be healthy in a variety of forms. So that’s the first session.

The second session focuses in on different types of vegetables, and you want students to be exploring unfamiliar vegetables. You want them to be learning about vegetables and learning new things. You don’t want them to just be taught things that they already know. So you want them to be exploring vegetables that are unfamiliar to them. You know, they might... Vegetables that are familiar to their culture, they might want to share it with their colleagues or their classmates as well. You get them to explore sensory properties of different vegetables, looking at cooked versus raw - some vegetables you can consume cooked and raw, some of them you have to consume just as cooked, etc. So lots of experimenting can go on there with session two. So you’re getting students really thinking about vegetables and the different ways that they could have them in their diet.

Session three is probably the most relevant to the Show schedule. So this is where students are presented with a design brief for a breakfast muffin. And if you look at the design brief, it really parallels well with what is the requirement in the Show schedule. So this is where if you think, “Well, I’ve only got a couple of lessons to be teaching about muffins and for students to enter the Show,” this is where perhaps you might want to focus in as well.

So the design brief relates to students creating a healthy savoury muffin. It must contain two vegetables, one type of seed - and the seed could be toasted, crushed, whole, so it gives them ideas about how the seed could be incorporated into the muffin - and it must have a wholegrain product. So if you actually look at the Show schedule, that’s very, very similar. So you can unpack the design brief. You might start talking to students about what vegetables would be suitable for the design brief, getting them to look at complementary flavours, colours or textures in terms of vegetables in the muffin and the various ways that they could prepare the vegetables for the muffins. So, for example, they could be grating the vegetable, chopping it, or even making it into a flour, so they could do lots of exploration there in terms of thinking about how vegetables could be incorporated into the breakfast muffin. In addition, you’d be talking about seeds as well as wholegrain products that could go with the vegetables.

Now this is where I guess linking into the curriculum is so important. So you need to get them thinking creatively about vegetables to use in their design brief. And also you want to be providing them with some thinking techniques to help them think creatively. So we’ve just got one example in the package there, and it’s a SCAMPER thinking technique. And you might just focus in on one of the elements of the thinking technique. So, SCAMPER is an acronym and you can see all the terms - I won’t read them out - see all the terms there on the left-hand side, but you just might focus in on combining. And we’ve got some questions there to help, you know - “What if I combine this ingredient with...?” “What ingredients can I combine?” So you’re getting kids to think a bit more creatively and getting them to think about ideas outside of what they would normally think about. So you might say, “Well, have a look at how vegetables are combined in other food products, for example quiches or on a pizza.” So which vegetables go together? What do they look like? What are their textures like? And just here we found an example of putting broccoli into a muffin. And you see how it’s quite creative and it looks quite clever. So you want students to think about different ways to present their food as well, and also thinking about all the different types of vegetables and how it could go there. So we’ve got a SCAMPER technique to help you, but that’s just one of the techniques for the students to think creatively.

Then we have the fourth session, which is really the hands-on practical bit of the task where you’re getting students to actually do some prototyping - so making some muffins, coming up with some vegetable combinations and getting feedback - feedback from their classmates about the look of the muffin, the taste of the muffin, the texture, etc, and working out which muffins work, which combinations of vegetables work, and which don’t.

And again, you do more prototyping and more producing, coming up with ideas, and seeing what will be the best option to meet the design brief.

And the final bit is producing the muffin to meet the requirements of the design brief and ultimately exhibiting it in the Melbourne Show. So that unit of work is available on both the RASV website and the VCAA website, that you can download and modify and tweak according to your needs.

So I’m going to hand back over to Katrina now. Thanks.

**[Katrina Wheaton-Penniall]:** Thank you so much for sharing that and going through the design process in terms of food, because it also works equally well with textiles and resistant materials.

So what I’ve done on this page is I’ve just pulled out... There are two categories in the textile category which do come with a suggested design brief that works really well as a unit of work, and students can work through the design process to come up with a creative and innovative product.

So you’ll see on the left-hand side the textile bag category. That category is for Year 7 through to Year 12 and the design brief is “Don’t forget your shopping bag”. So students are required to create a shopping bag using either recycled or repurposed materials, and they are to be innovative in design and use of materials. So when designing your curriculum, this is a great sort of starter, if you’re stuck on, “What am I going to do? I’ve been given Year 9 textiles or Year 8 textiles.” You can look to the Art and Craft schedule and get some ideas that are actually going to work with your classes that you have.

Another suggested design brief in there is the decorative cushion category, so “Designed for the sofa”. Choose a sofa from the last 70 years and create a cushion inspired by that era. So, cushion must include at least one decorative process, for example patchwork, applique, and screen-printing. So this is really good. As a teacher, most of us have our specialities or things that we’re quite good at, or processes we’re comfortable with, and it’s a good way to - that one, especially - introduce students to a little bit of design history as well and incorporate that into your curriculum.

So they’re just two examples of categories that exist, that come with design briefs.

If you’d just like to go to the next slide.

Then many of the other categories are open-ended. And the Show is not about necessarily creating more work, but often you can look at what you already do in your classes and you can go through the schedule and say, “Well, we actually already do that and so we can...” Carry on with your curriculum as per usual, the design process, and then at the end of the semester you can select a few products, or maybe you might want to have a whole class enter a particular category.

So I just pulled out the textile ones - my area is textile and also art. So you can see there’s casual wear, or there’s formal wear and costume, but there’s also, for resistant materials, where they can create an object, 3D structure. And there’s plenty of categories for primary school students, as well, that are good for STEM and inquiry-based learning, such as there’s soft toys, felt-making, decorative cushions. There’s actually quite a lot to choose from.

So if you’d like to go to the next slide.

Just going to briefly speak to art categories as well. I know many of you teach across Design and Technology and Art, and there’s also a lot of projects we do that cover both areas. So please also consider the art categories that are available.

Primary categories, the one thing you need to keep in mind is that 2D artworks are no larger than A4. So there is a size requirement or restriction there. And the secondary artworks for 2D are no larger than A3, including a mount.

There are two main themes that appear in this year’s schedule. And for the 2D artworks, it is Climate. And again, that’s a really good theme you can... Looking at your existing curriculum, there’s lots of aspects of climate that you could be exploring through art. And the other theme that was mentioned earlier was the Chook Challenge. So that’s those poultry-themed artworks.

So I’m just going to... I can’t stress enough that the Melbourne Show is actually for everyone, so don’t forget about the Restricted categories. So, I’ve spoken to Leanne about this a few times, but that’s actually, like, sometimes one of the most exciting categories to have in there.

So for students... As teachers, we have a whole range of students in our class and some with varying additional needs or learning needs. So I know from my own experience, I often enter student work for these students and it is such a thrill for them to receive a ribbon or an award at the end of it. So it’s one of the greatest encouragement things you can offer those students.

But I think for all your students the competition also is a really great co-curricular opportunity as well. So if you have students that perhaps finish their work up early, you could give them extension tasks, say, “Well, look through the schedule and there’s some other categories or there’s particular art work or little design project you might like to do at home.” Or you could run... A lot of us teachers have to run a lunchtime club or something. So it could be a little... You could combine a little bit of your curriculum, but with an art club or a design and tech club at lunchtime and students could enter work in the Royal Melbourne Show.

And I think also it’s great if teachers could enter into the Open category, so don’t forget to have a look at the categories and think, “You know what, I’m mentoring the students, so I might give myself a go.” I always say to the students, I ask them, “Would you like to enter this into the Melbourne Show?” And they’re like, “Oh, I don’t know. People are going to see it?” And I’ve said, “There’s nothing to lose. We just put it in there and it’s such a thrill to be able to see it on display.” So really, just everyone...encourage everyone to have a go.

Our next slide.

So I’m just going to talk about a few other tips and tricks for entering, from my perspective.

So, I’ve been entering student entries in the Show for quite a number of years now, 15 years or so. And so what I usually do is download the schedule, I print it out, I have a look through all the different categories and I look at my classes that I’m teaching and think, “Well, you know what, we’re already doing this, so I’ll highlight the goal.” You know, “We’re doing this, these artworks, we’re doing this in Year 8 textiles, this in Year 9 textiles.” So I pull out a few of those things and think, “Well, these are the areas I’m going to focus on.”

The schedule actually comes out November the year before. So a really good idea is to have a look at the schedule then, because it might mean that you actually plan your next year’s curriculum around a couple of those categories in the schedule. Or it might be that you’re given new classes that you haven’t taught before, or you need a new bit of inspiration or you need to update what you’ve already been doing. 2

So the Arts, Craft and Cookery schedule, it does get updated, it gets refreshed every year. There are new categories in it every year. And it does respond to new curriculum ideas and new trends at the moment.

So I think I’ve already mentioned about finding categories, so hopefully it’s not making more work, but it’s working with what you already do, but it’s also helping give you ideas.

And if you are brand-new to the competition, you’ve never entered before, you might like to just select one and focus on that one for your first year and just see how you go. So that’s kind of how I started. I think I just picked out two or three and I just focused on those categories with a couple of classes. And it was such a thrill for those students, but also really great for the school to be able to say, “We’ve entered these things in the Show. Everyone get down there and have a look at those exhibits and support those students.”

Make note of the size requirements. So I did mention before, the size requirements mostly apply to the art, more so than the Design and Tech, but there still are a few requirements there. So just really carefully read the schedule and what category it is that you’re entering and make sure that what you are submitting fits within that.

And the other thing to really make note of is the dates - so there is a drop-off and there is a collection. So you need to ensure that there is someone that’s available to drop the exhibits off and then collect them. Usually with schools, they’re coordinated so that a staff member or teacher does that. Sometimes if you’ve just got one or two students, they might actually do that themselves. But often it’s someone from the school.

You’ll see with the drop-off there are two different dates. September 7 for the design and technology items and September 18 is for the cookery only, as those things need to be tasted. And then collection is on October 5th.

And next slide.

So on the screen here, you’ll see the entry form. So, on the website, the entry form is on the same page as the schedules and forms. You’ll see the green highlighted section. It’s the next tab down. When you click on that, that takes you to a form which looks like how it looks on the right-hand side. And I believe it can all be done digitally. So I might just double-check with Catherine about that?

**[Catherine Shelley]:** Yeah, that’s right, so you can complete... Actually, we prefer for you to complete online. It goes through a portal. You make a little account and then you go through, click through. It basically takes you through all the steps and it’s fairly self-explanatory, but I’m always available for questions if you need.

**[Katrina Wheaton-Penniall]:** So, one thing I will always say is that there is someone always at the other end of the line to help you or give you support if you’re struggling with how to fill in a form or wanted more clarification about a particular category.

And next slide.

And I think... So there is a website on... Sorry, a link on the page. And does that take that...? Is that what you respond to, Catherine?

**[Catherine Shelley]:** That’s right, so I’m on the other end of that email. I check it in the morning and in the afternoon, and I usually try to make sure that if I don’t have the answer - sometimes they’re a bit of curly questions - I try to respond and say, “I’ll find this answer for you.” But if you don’t get a response, you’ll usually get one the next day. So it’s fairly quick, depending... As we go through it, entries get more and more, thousands of entries come in, so sometimes it can be a little slower.

**[Leanne Compton]:** Now, Catherine, we’ve just had one question that I think you’re best to answer this one. It’s... “Do many of the categories change from year to year?”

**[Catherine Shelley]:** So, generally the categories... So we do refresh it, as Katrina said. But generally it’s more likely that the themes will change rather than the categories. We try to follow the trends, and if something needs to be added, we’ll add a whole new category. We call them classes as well. So we’ll add a new class. This year, I think I added at least ten new classes, a few new challenges, and then in 2019, I believe there was a fair rehaul, and there was quite a few classes and categories added. And then as you go along, we try to keep the structure the same and change the themes as much as possible.

**[Leanne Compton]:** Catherine, my belief is with the food items that they don’t need to be collected, is that right? Because they’ve been sitting around at the Show.

**[Catherine Shelley]:** Yes, so that’s...that’s right. Generally, you can arrange to collect if you want to, but anything... There is a disclaimer on the schedule that anything that is mouldy, has gone off, has been sitting around too long, then that is thrown out. But if it’s something like... that isn’t going to create mould, then there is an option to pick up. But generally, generally with cookery items, if it’s gone bad, then they are thrown out.

A few things I wanted to emphasise. Thank you so much for the three of you who have done this presentation. It really makes a huge difference to the Art, Craft and Cookery competition.

With the wall mounts, the sizing, I think Katrina did a really good job on emphasising that. That is really important, and that’s because we do get hundreds and - more - thousands of entries, and we try to display everything. We try to make sure that, you know, if a student’s going to put work in, if an adult’s going to put work in, we can display them all. And we like to say that it’s the biggest exhibition in the southern hemisphere, sometimes in Australia, of that kind of creative work. And we know that everyone wants to be part of that. And so if things do exceed it even too much, like even a slight amount, we need to disqualify them, unfortunately, especially in a year when we have no idea... after a pandemic, we have no idea how many entries we’re going to get. We might get more. So we don’t like to disqualify or try and get rid of them, but that is a possibility if it’s not the right size. Especially important to include your mount in that size.

**[Leanne Compton]:** And I’m just thinking, with Design and Technologies, teachers could actually put that in as one of the specifications that students need to address, so it really fits in well with teaching about design.

**[Catherine Shelley]:** And following the brief, I guess.

**[Leanne Compton]:** Yeah. And I’d like to really emphasise that entering at the Melbourne Show, anyone can enter, and I think Katrina said it really well - it doesn’t mean that students have to enter a regional show first and then they finally get into the Melbourne Show. They can enter directly into the Melbourne Show. So it’s a great opportunity for everybody and every student to get their work exhibited.

And that students can enter individually as well as through a school. So there’s an opportunity... It’s great to make it part of the school curriculum and you’re entering it as a class, but if you have students that want to do it individually as well, they can do that.

**[Catherine Shelley]:** Yeah, it’s certainly a junior competition as opposed to specifically a schools one. Obviously in the Melbourne Show, there are specific school competitions, but that’s not the case here. So if a student... You’re doing your savoury muffins and a student is looking through the schedule and they see, you know, the fashion or something like that, then it’s always great to encourage them to enter in other ways.

**[Leanne Compton]:** And there’s fantastic prizes as well. I think I always get amazed by the amount of sponsorship that happens and the Royal Show does an amazing job at seeking sponsorship and students get rewarded for their work. And as Katrina said, even just a certificate or a little rosette is fantastic, but the prizes are amazing as well. Sorry, Katrina.

**[Katrina Wheaton-Penniall]:** That’s alright. I was just going to say with the other point that they often, you know, either in art or technology, students will often come up to you and tell you or show you things that they are doing at home, so, you know, they crochet small toys - I’ve had students do that - or they make jewellery or they make other things. And so it’s a good opportunity to, again, direct them to certain categories in the Royal Melbourne Show to offer some further encouragement.

And the other thing as well, as we know as teachers, is that we do have students that have incredible design thinking and incredible practical skills. And with the curriculum, sometimes there’s aspects of the curriculum that they really excel in, but in our subjects there’s always that written component which can be quite challenging for some students, yet they excel in these other practical areas. And that’s where we can really help give a lot of encouragement to those students through entering in the Show. Whilst their product at school might be great, the written work that accompanies it is not so good, so they might get a B or something, but they might enter their product in the Show and it gets first prize or gets a ribbon or an acknowledgement. And that is...can offer so much encouragement to a student. So that’s one of the things that I love about the Art and Craft competition.

**[Leanne Compton]:** And the fact that their work is exhibited for the whole of the community, you know, broader than Melbourne and Victoria. Yeah, it’s a real buzz for those kids that can demonstrate through the doing and the making.

**[Katrina Wheaton-Penniall]:** Yes.

**[Leanne Compton]:** It’s a great opportunity for them.

**[Katerina Poropat]:** I actually have a question. Can people enter into multiple categories? Or are they only allowed one entry into one category?

**[Katrina Wheaton-Penniall]:** So, it’s my understanding, yes, they can enter across multiple categories, but only one thing per category. So you couldn’t enter a student that’s great at sewing dresses, enter ten dresses in that category - they can’t do it. They just have to pick the best one. But they might be good at that, they might do an artwork, they might do something else, so that’s OK, yep.

**[Leanne Compton]:** And I guess it’s about looking at the schedule, because often you can see, “Well, I’ve done some felting, I’ll put this in the felting section, but then I have made some earrings with felting - I can put that into jewellery.” So they can be clever if they think about all the different categories. Are we expecting something from you this year, Katerina?

**[Katerina Poropat]:** Oh, well, I’m actually wearing earrings that I have made! I took up a bit of polymer clay to create jewellery. So that was my little project - sort of started last year from a friend. So maybe I will.

**[Catherine Shelley]:** The other thing to note is that just going back to things like projects and hobbies that people have taken up during the pandemic, you are allowed to enter a piece that you’ve made within the last two years, but you cannot enter a piece that you’ve already entered previously. So, could have been made in 2020, could have been made in 2019, as long as it’s not already been entered.

**[Leanne Compton]:** That’s a good point.

**[Katerina Poropat]:** That’s very useful to know.

Well, we haven’t had any questions come through our Q&A box, so if there’s anything else that any of you would like to add, please feel free now. Otherwise, I think that will probably conclude our webinar for today.

**[Leanne Compton]:** I guess I just think it’s a great opportunity. I mean, there’s so many categories and there’s a great opportunity to link into the curriculum and to, as Katrina said, the students that are really good at doing and the making have an opportunity to showcase their work. And there’s lots of categories. And I would grab that schedule and just see what you can do, and start small, but see what’s possible out there.

**[Katerina Poropat]:** So I just want to thank our presenters today, Catherine, Katrina and Leanne. That was really wonderful and informative. And thank all of you for attending our webinar today. We hope that you took a lot away from it. And good luck with all the entries as they come in. So, everyone enjoy the rest of your afternoon, and goodbye now.

**[Leanne Compton]:** Thank you.

**[Katrina Wheaton-Penniall]:** Bye.

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