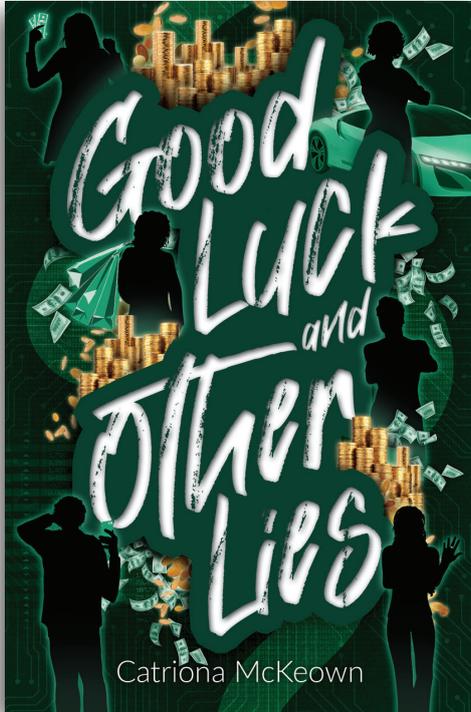


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# Teachers' Notes

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## GOOD LUCK AND OTHER LIES

Catriona McKeown

ISBN: 9781761111969

Reading level: 13+.

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### BOOK SUMMARY

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Imagine being one of six high school students who win a 50 million-dollar lotto prize. What would you buy first? The latest phone? A new wardrobe? A fancy car to learn to drive in?

Cassie and her friends get to do exactly that – until they find their lives spiralling into a web of secrets, deception, and danger. Past suspicions are renewed, blurring the truth, and they are left struggling to protect one another from the outside world that threatens to take away their new-found freedom.

The millionaires club find themselves entangled in a treacherous game where the price of fortune is higher than they ever imagined. They begin to realise that luck can be far from good, and lies, once buried, have a way of clawing their way back to the surface.

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### THEMES

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- Happiness • Financial Stability • Relationship Growth • Truthfulness • Family & Friends

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Rhiza Edge, PO Box 302, Chinchilla, Queensland 4413 admin@wombathriza.com.au



**Catriona McKeown is available for author talks and workshops.  
Contact Rhiza Edge for more information.**

*Good Luck and Other Lies Teachers' Notes can be used in schools (independent learning, small groups, and whole classes); at home with caregivers; and as part of mental health support programs facilitated by counsellors, psychologists, children's charities, etc.*

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## ABOUT THE AUTHOR

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Catriona McKeown lives on the Sunshine Coast in Queensland, Australia, with her husband of 30+ years. Together, they have three children, all with different neurodivergent challenges.

She is passionate about issues of social justice and often writes with such ideals in mind. Her current work is in Inclusive Education; she is passionate about education that allows every child to reach their full potential and has a particular heart for teens with learning hurdles such as ADHD, Dyslexia, OCD and Autism. She uses her writing to promote the representation of these teens in her novels. She holds a Bachelor of Arts, a Graduate Diploma of Teaching and a Graduate Certificate in Inclusive Education. Catriona hails from country Victoria, lived a short stint in Western Australia, and has now settled on Queensland as her home state.

### AUTHOR NOTES

In between writing *Memphis Grace* and *Good Luck and Other Lies*, my family and I moved to the Sunshine Coast. Initially, we planned to rent, and although we thought it a little strange that we found it so difficult to find a rental, we didn't think too much about it. Little did we know we were entering the beginning of a significant rental crisis. A few months later, house prices began to climb steeply. As the price of houses went up, so did the rent. Many people could no longer afford the house they called home. Many families were forced to live in their cars. As I watched this unfold around me, I began to understand why so many people played the lottery. For some people, winning lotto was their way out of a very difficult situation.

When my own family's landlord decided they needed the house for another family member, we were thrown headfirst into the circus of trying to find another rental. Scouring the internet, registering for inspections, lining up with countless others to view a house, only to be knocked back over and over. And when we finally found a place that wasn't big enough to accommodate our daughter and her husband (who had also lost their rental), the beginning of *Good Luck and Other Lies* was born. Around the same time as all this was happening, ChatGPT landed on my laptop. Artificial Intelligence began to emerge as a reality and everyone was asking, what are its limitations, and what does it mean for the future of education? For the future of creative industries, for authors? I began to wonder, could an A.I. generated algorithm be used to look at which numbers are most likely to win the lotto? And if so, what would that do to the future of the gambling industry?

With Cassie as the basis for the story, *Good Luck and Other Lies* became the platform that allowed me to explore all of the above and more through the eyes of a teenager. I began running polls on what you would buy if you were suddenly very rich, researching artificial intelligence, reading about other people's experiences in the rental crisis in SE Queensland, and discovering whether someone under the age of 18 can purchase big-ticket items like a house, or a car, without the input of an adult. I was also encouraged to find Meg's idea of a sleepbus already exists on the Sunshine Coast, and decided one specifically for teenagers would be a perfect addition for Meg to pour her money into. Because as great as this service is, there is still so much that could be done to help the homeless across Australia.

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## OVERVIEW

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### MAIN CHARACTERS

**Cassie** is an outcast who has always felt disconnected from her friends. She comes from a difficult background, primarily financial instability and a strained relationship with her father. Her circumstances make her desperate for change. After winning the Megaball lottery, Cassie initially believes the money will offer her a fresh start, but she comes to understand that wealth doesn't solve her deeper emotional struggles. Throughout the novel, she navigates complex layers of trust, friendship, family, forgiveness and self-acceptance.

**Luke** is a charismatic and ambitious character who is initially seen as a leader within the group. His desire for control is reflected in his manipulative behavior, often trying to puppet situations for his benefit. Though confident on the surface, Luke's need to maintain power and control eventually alienates him from the others. His relationship with Cassie becomes strained as his deceitful nature is uncovered, and he finds himself wrestling with personal insecurities beneath his outward bravado.

**Alex** is a grounded and rational person, but his emotional connection to Harriet complicates his perception of wealth. At first he's excited about the money, but Alex begins to realise that it can't solve his larger issues, particularly his struggling relationship with Harriet. Throughout the novel, Alex's perspective on happiness evolves, reflecting the theme that wealth cannot equate to emotional fulfillment.

**Harriet** is initially thrilled by the possibilities that come with newfound wealth, but her attitude towards money shifts as she grapples with the emotional complications it brings. Her relationship with Alex is strained as they both face the reality that wealth fix the problems they face. By the end of the novel, Harriet has undergone a significant transformation, realising that emotional fulfillment and love are more important than material possessions.

**Meg** is the most altruistic member of the group, choosing to give most of her winnings away to help others. Her decision reflects her strong sense of moral responsibility and desire to do good in the world. Through her actions, Meg demonstrates that wealth does not guarantee happiness, but using it to help others can bring a sense of fulfillment.

**Kye** is intellectually curious, especially when it comes to technology and A.I., and he uses these tools to explore the concept of predicting the future. However, the death of his father deeply impacts Kye's worldview, leading him to rethink the value of material wealth in the face of emotional loss. Kye's character highlights the tension between fate, free will, and the unpredictable nature of life.

### THE NOVEL CONTEXT

*In Good Luck and Other Lies*, a group of six high school students suddenly find themselves thrust into wealth after winning a 50 million-dollar Megaball prize. What initially seems like a dream come true soon unravels into a world of complexity, deception, and unexpected consequences. As the group grapples with the highs and lows of newfound wealth, they must confront their own moral dilemmas and uncover the secrets behind their incredible luck. The novel explores how money doesn't necessarily bring happiness and how even the most fortunate lives are riddled with problems.

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## The Mystery Behind the Lottery Win and the Truth Subplot

Cassie, one of the winners, initially sees the money as her escape from a difficult life marked by strained family relationships and social isolation. However, as the group starts to uncover the truth behind their improbable win, they begin to suspect that the lottery wasn't as random as it seemed. Their investigation leads them to disturbing revelations about who might have manipulated the outcome and why. The tension between the group intensifies as they grapple with their consciences and try to protect one another from the fallout.

As Cassie becomes more entangled in the web of secrets and lies, she confronts the darker side of wealth: the emotional and relational costs of sudden fortune. The stakes are high as she begins to uncover not just the truth about the lottery, but also the truth about herself, her friends, and her family.

### MESSAGES IN THE NOVEL

- Wealth does not equate to happiness: Despite their initial excitement over the money, the characters soon learn that having unlimited resources doesn't solve their deeper emotional issues or bring lasting fulfilment. They come to understand that happiness is rooted in relationships and self-acceptance, not material wealth.
- Trust and betrayal: Throughout the novel, the theme of trust plays a central role. As the characters struggle to navigate their changed lives, they must also come to terms with broken trust and betrayal, both within the group and in their personal lives.
- The consequences of secrets: The novel explores how secrets, when buried, have a way of resurfacing and how lies can have far-reaching consequences. The group's initial excitement over their win is tempered by the realisation that hiding the truth only leads to more pain and confusion.
- Self-discovery and forgiveness: Cassie's journey, in particular, highlights the importance of forgiveness—both of others and oneself. As she learns to confront her past and the lies she has told, she begins to realise that true freedom comes not from wealth, but from honesty and emotional healing.

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## DISCUSSION QUESTIONS

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### GENERAL

1. In *Good Luck and Other Lies* the teens initially think the money will give them new opportunities for life and happiness. In what ways is this truth realised, and in what ways was it a false truth? Explain your positions.
2. How do the events of the novel support the idea that 'how much money you have doesn't equate to how happy you are'? Analyse this according to Harriet and Alex's relationship.
3. In the cafe while working, Cassie overhears a conversation and becomes desperate to join in on the Megball lotto purchase. What do we know about Cassie's life circumstances that drives her to want to be involved?
4. What would be the first five things you would buy if you suddenly found you had won over seven million dollars? Given the characters' experiences in *Good Luck and Other Lies*, do you think being able to buy whatever you wanted would guarantee happiness?
5. When Cassie tries to go shopping after receiving her share of the money, she comments, 'I feel as though suddenly I don't really need anything. Other than a place to live.' Why do you think Cassie feels this way, when she hasn't had a lot of money in the past?
6. Cassie is starting to hang out with her old friends, but stays cautious. Considering the theme of honesty, discuss why she struggles so much to trust them. Do you think she should have been more forgiving?
7. We eventually find out Luke and Kye have been playing around with A.I.'s capabilities when it comes to predicting the future. Do you think that one day A.I. will be able to predict the future? What do you think the impact will be on your own life?
8. Compare Alex and Harriet's relationship at the start of the novel, to at the end. What signs do we see throughout the novel that their relationship may not be that healthy? How has Harriet changed by the end of the book?
9. Meg ends up giving most of her money away. Do you think she is smart to do so? What lessons have the Millionaire's Club learned that make you think what she did might have been smart?
10. Compare Cassie's relationship with her family at the end of the novel, to what we saw at the beginning. How has winning the money been good for her and her family?
11. Cassie is not honest with her family or friend George about winning the money. How might Cassie's story have been different if she had been honest with them from the beginning?
12. At the beginning of the novel, Cassie feels powerless when her dad suggests she might have to move in with her mum. Analyse the family's communication as they try to work out a solution.
13. By the end of the novel, Cassie is ready to forgive whoever started the fake Instagram account and uploaded the photos, despite still not knowing who it was. How much more difficult is it to forgive someone, when you don't know who it was that wronged you? Why was it so important that Cassie did forgive them, and herself?
14. By the end of the novel, we know that Luke is not a reliable character; he has been deceitful, controlling, and tried to manipulate situations to his own benefit. Consider what you know of Luke's background to

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suggest what might have influenced him to behave the way he does.

15. In Chapter Three, Cassie describes Luke as, 'driven, and nothing will ever hold him back' (pg 23). Given Luke hasn't always been honest with Cassie, do you think she would say the same about Luke by the end of the novel?
16. In Chapter Six, Cassie says her friendship with George, 'has been more out of a desperate need to not sit alone at break times'. How has honesty, and the lack of it between Cassie and George, influenced their friendship? Give examples from the novel.
17. In Chapter Eight Cassie goes to Kye's party with the rest of the millionaire's club. As she reflects on years earlier, she recalls, 'we were the kids hiding in the upstairs bedroom looking down, wishing to be a part of it, pretending to be grown up, pretending we could handle doing grown-up things (pg 62). What does it mean to do 'grown up things'? How well do you think Cassie and other members of the millionaire's club handled the 'grown up things' they encountered after winning lotto? Give examples from the novel.
18. As word gets out that Beat-Boy won the lotto in Chapter 11, Cassie finds herself being asked for money from strangers. How does this invasion impact the happiness of those in the millionaire's club? Consider this in light of Beat-Boy's insistence that Ellie should be doing good with her money.
19. Analyse the impact Kye's dad's death has on members of the millionaire's club.
20. On page 139, Cassie says, 'my life is so much more complicated now' when discussing with Luke whether she is happier after winning the money. Evaluate her comment concerning what happiness is, and whether it is directly related to how much money you have.

## HAPPINESS

1. In the beginning, the teens believe that winning the lottery will make them happy. Over time, how does the story challenge this idea? What does the group learn about happiness as the story progresses?
2. Cassie experiences mixed feelings about her newfound wealth. How does this reflect the idea that happiness comes from more than just material things?
3. By the end of the novel, do the teens seem to have found real happiness? How do their experiences with wealth and its consequences change their understanding of what it means to be happy?
4. Do you think the author is suggesting that wealth and happiness are linked? Why do you think the characters' understanding of happiness shifts throughout the story?

## FINANCIAL STABILITY

1. Before winning the lottery, several of the teens are facing financial struggles. How does their new wealth change their lives in terms of financial security and opportunity?
2. After suddenly securing financial stability, how do the teens' attitudes towards money and their future plans evolve? Can financial stability be a solution to personal issues? Why or why not?
3. What does the story suggest about the limits of wealth in providing happiness or being the solution to greater issues?
4. How do each of the teens deal with the pressure of having sudden vast wealth? Do they use their

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money wisely, or does it cause more problems than it solves?

## RELATIONSHIP GROWTH

1. The lottery win drastically changes the relationships between the characters. Do you think the money helps these relationships grow, or does it cause strain? Give examples to explain your answer.
2. As discussed earlier Alex and Harriet's relationship is greatly influenced by the financial gains. What do these changes reveal about the challenges wealth can bring to friendships or romantic relationships?
3. In *Good Luck and Other Lies* the characters are forced to confront their past relationships. How does their sudden wealth impact the way they interact with each other and their families?
4. What role does honesty play in the development or breakdown of relationships in this story? Can the characters ever fully grow without being truthful with one another?

## TRUTHFULNESS

1. Throughout *Good Luck and Other Lies*, the characters hide important truths from one another. How does this secrecy affect their decisions and the group's sense of trust?
2. Why does Cassie struggle so much to be open with her family and friends about her share of the lottery money? What does this reveal about her fears or insecurities?
3. The discovery of hidden truths about their lottery win changes the characters' lives and dynamics in unexpected ways. How does the revelation of these secrets impact the group's understanding of one another, their identities, and their group as a whole?
4. Do you believe the author is suggesting that some truths are better left hidden? Why or why not?
5. What consequences do the characters face as a result of their lies, and how does this shape their choices moving forward?

## FAMILY & FRIENDS

1. Does this newfound wealth affect any character's relationships with their families or with their larger community? Does it affect some character's families more than others?
2. In what ways does the lottery win impact the teens' day to day relationships? Does it bring them closer to people or create more problems?
3. How do the teens' relationships with their friends change after winning the lottery? Does the sudden wealth reveal anything about the true nature of their friendships?
4. How does Cassie's thoughts and feelings about her relationships evolve by the end of the book? What role does trust and forgiveness play in this change?
5. Do you think family and friends should come before money? How does the author show that relationships are sometimes more important than wealth, and how do the characters learn this lesson?

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## CLASSROOM ACTIVITIES

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### Activity 1: The Probability of Winning the Lottery

**Objective:** Students will research and calculate the probability of winning one of Australia's lotto games. They will then apply this research to explore themes of luck, fate, and chance in *Good Luck and Other Lies*.

#### Instructions:

1. **Discuss:** Discuss the concept of lotteries and the idea of winning a large sum of money, as explored in *Good Luck and Other Lies*. Ask students:
  - a) What is the likelihood of winning the lottery in real life?
  - b) How did the teens in *Good Luck and Other Lies* react to winning the lottery? What did they expect would happen?
  - c) How does the concept of "luck" play into the story?
  - Introduce the idea that winning a lottery is much more unlikely than most people realise, and that there is a mathematical probability behind every lottery game.
2. **Research:** Students will divide into small groups (3-4 students per group) and research the probability of winning different types of lotteries in Australia. Each group will be assigned a different lotto game, such as: Powerball, Oz Lotto, Saturday Lotto, Set for Life.
  - Students should answer the following questions in their research:
    - What is the exact probability of winning the jackpot for the assigned lotto game?
    - How many possible number combinations are there for the game?
    - What are the odds of winning smaller prizes (if applicable)?
    - How does the probability compare to other lotto games in Australia?
3. **Presentation and Discussion:** Each group will present their findings to the class. Encourage them to explain:
  - How the probability of winning compares to other games.
  - The difference between the odds of winning the jackpot and other smaller prizes.
  - What their findings reveal about the likelihood of winning the lottery.
  - After all groups have presented, discuss the following as a class:
    - How does the reality of lottery odds compare to the excitement and expectations the characters in *Good Luck and Other Lies* had after winning the lottery?
    - How does this research change our understanding of 'luck' in the novel? Does it make the characters' lottery win seem more or less believable?
4. **Reflection and Application:** Students will individually reflect on the following questions in writing or as a group discussion:
  - After learning about the odds, how do you feel about the concept of 'luck'? Do you think the

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characters in *Good Luck and Other Lies* were truly 'lucky,' or was their win just a rare event?

- Could the teens have done anything else to improve their 'luck' or could nothing have changed the random selection?
- Is any element of the lottery choice predetermined or open to statistical or probability hacking?

**5. Optional Extension:**

- a)** Have students calculate the odds of winning a lottery game in another country (such as the US Powerball or EuroMillions) and compare the odds internationally.
- b)** Ask students to create a visual representation (e.g., chart or graph) to display the odds of winning various lotto games and present this information creatively to the class.

## Activity 2: Pitch a Follow Up Story

**Objective:** Students will create a professional pitch for a follow-on novel to *Good Luck and Other Lies*, focusing on the investigation into Mr. Takeo's death. They will develop a one-page summary of the story, structured as if they are pitching their idea to a publisher.

### Instructions:

- 1. Warm-Up:** Explain that a pitch is a brief, compelling summary of a story designed to make a publisher excited about the project, and that for this activity we will be creating a pitch for a story following *Good Luck and Other Lies* wherein there is an investigation into Mr. Takeo's death.
- 2. Reflecting on the novel's concept:** Ask students to reflect on Mr. Takeo's role in *Good Luck and Other Lies*. Explain that this is to set the groundwork for their pitch by thinking critically about the plot and character motivations. They should answer the following questions in a short paragraph (5-6 sentences):
  - What do we know about Mr. Takeo's death, and why is it significant to Kye and the group?
  - What might have happened to him? Why does his death spark an investigation in the first place?
  - How might Kye's motivation for uncovering the truth about Mr. Takeo's death evolve in a sequel?
- 3. Developing the Sequel Idea:** Next, students will begin brainstorming ideas for their follow-on novel. They should answer these questions on their own, making sure to focus on:
  - What exactly happened to Mr. Takeo, and why?
  - What new characters, locations, or plot points could be added to the investigation?
  - How will Kye and his brother handle the investigation, and what challenges will they face?
  - What moral dilemmas or internal conflicts will the characters confront during the investigation?
  - How will the themes of luck, fate, and truth play into the new story?
- 4. Writing the Novel Pitch:** Now that they've reflected on the premise of the follow-on novel, students will write a one-page novel pitch as if they were submitting it to a publisher. Their pitch should:
  - i.** Open with the Hook: Start with a compelling, one-sentence hook that grabs the publisher's attention.

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This could focus on the intrigue surrounding Mr. Takeo's death, a teaser of the mystery Kye and his brother will uncover, or a key character decision that propels the investigation forward.

- ii. **Introduce the Plot:** Provide a concise overview of the plot, focusing on the investigation Kye and his brother will undertake to discover what really happened to Mr. Takeo. The pitch should mention the primary conflict, key twists, and how Kye and his brother work together—or possibly face tensions—during the investigation.
  - iii. **Highlight New Elements:** Introduce new characters, settings, or plot points that will play a role in the sequel. What places will Kye and his brother travel to, and who will they meet along the way? What will they learn that changes their perspective on the situation?
  - iv. **Explain the Stakes and Challenges:** Explain why Kye and his brother's investigation matters, and what's at risk for them or for others if they uncover the truth.
  - v. **End with a Tease:** Close the pitch by teasing an exciting or unresolved element that will leave the publisher wanting more. This could be a cliffhanger, an unanswered question, or a shocking revelation that will lead to further books in the series.
- 6. Peer Review:** After writing their pitches, students will exchange their documents with a peer for feedback. They should review their partner's pitch and provide constructive feedback:
- What did they find most intriguing about the pitch?
  - Was the plot compelling and well-developed?
  - Were the stakes and character motivations clear?
  - Did the pitch end with a strong hook that leaves them wanting to know more?
- Once they've provided feedback, students can revise their pitches based on peer comments.
- 7. Final Submission:** After peer review and revisions, students will submit their final written pitch document. This document should be formatted as a professional one-page submission to a publisher.

**Activity 3: Please see worksheet at end of this document.**

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## CLASSROOM ACTIVITIES

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### ENGLISH

#### Write a Scene

Cassie doesn't watch Megaball on TV on the night they win, but it is assumed the others do. Pick a character from the Millionaire's Club, and write a scene where they watch their Megaball win.

#### Character Perspective

Imagine you were part of a group who won the lotto and you want to use it for good, like Meg. Find a real problem in the area you live, and describe how you would use the money to help solve the problem.

#### Write a Chapter

Luke makes the decision to run away from the problems he created, rather than face them like Cassie did. Write another chapter at the end of the story where Cassie has convinced Luke to stay, and he asks for forgiveness from his friends for lying to them.

#### Persuasive Essay

Write a persuasive essay on whether it is worth entering lotto competitions in Australia.

Use real-world statistics as well as the experiences of the characters as case studies to support your arguments.

### SOCIAL STUDIES

#### Rental Crisis

The rental crisis discussed by Cassie's family was really happening at the time the novel was written. Do some research to find out why the rental crisis happened, and what the effect was for some families in SE Queensland.

Answer the question: should homelessness be something we care about in Australia?

Construct a letter to your local member of parliament outlining a solution to the problem.

### MEDIA STUDIES

#### Book or Fake Film Trailer

Working in a small group, construct a trailer for the novel. The aim of the trailer should be to advertise the novel and encourage people to read it. The trailer should go for 1.5 to 2 minutes and include annotations that explain why you added each element (picture, etc) to the trailer.

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## KEY CURRICULUM AREAS

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### REASONS TO STUDY

*Good Luck and Other Lies* explores how winning a lot of money can impact relationships, friendships, your view of the world, and make you question who you really are. It considers the importance of honesty, the impact of keeping secrets, what manipulation can look like even by someone you care about, and the idea that just because something looks like good luck doesn't mean it is, actually, good.

### CURRICULUM V9

#### YEAR 8

##### English

**AC9E8LA02** - Understand how layers of meaning can be created when evaluating by using literary devices such as simile and metaphor.

**AC9E8LE01** - Explain the ways that ideas and points of view may represent the values of individuals and groups in literary texts, drawn from historical, social and cultural contexts.

**AC9E8LE03** - Explain how language and/or images in texts position readers to respond and form viewpoints.

**AC9E8LE04** - Identify intertextual references in literary texts and explain how the references enable new understanding of the aesthetic quality of the text.

**AC9E8LE05** - Analyse how language features such as sentence patterns create tone, and literary devices such as imagery create meaning and effect.

**AC9E8LY01** - Identify how texts reflect contexts.

##### Mathematics

**AC9M8N05** - use mathematical modelling to solve practical problems involving rational numbers and percentages, including financial contexts; formulate problems, choosing efficient calculation strategies and using digital tools where appropriate; interpret and communicate solutions in terms of the situation, reviewing the appropriateness of the model

**AC9M8P01** - recognise that complementary events have a combined probability of one; use this relationship to calculate probabilities in applied contexts

**AC9M8P02** - determine all possible combinations for 2 events, using two-way tables, tree diagrams and Venn diagrams, and use these to determine probabilities of specific outcomes in practical situations

**AC9M8P03** - conduct repeated chance experiments and simulations, using digital tools to determine probabilities for compound events, and describe results

##### Science

**AC9S8H03** - Examine how proposed scientific responses to contemporary issues may impact on society and explore ethical, environmental, social and economic considerations.

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## **YEAR 9**

### **English**

**AC9E9LA02** - Understand how evaluation can be expressed directly and indirectly using devices such as allusion, evocative vocabulary, and metaphor.

**AC9E9LA05** - Identify how authors vary sentence structures creatively for effects, such as intentionally using a dependent clause on its own or a sentence fragment.

**AC9E9LE01** - Analyse the representations of people and places in literary texts, drawn from historical, social, and cultural contexts.

**AC9E9LE04** - Analyse texts and evaluate the aesthetic qualities and appeal of an author's literary style.

**AC9E9LY01** - Analyse how representations of people, places, events, and concepts reflect contexts.

**AC9E9LY03** - Analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual, or group.

**AC9E9LE02** - Present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text.

**AC9E9LE05** - Analyse the effect of text structures, language features, and literary devices such as extended metaphor, metonymy, allegory, symbolism, and intertextual references.

### **Mathematics**

**AC9M9P01** - list all outcomes for compound events both with and without replacement, using lists, tree diagrams, tables or arrays; assign probabilities to outcomes

**AC9M9P02** - calculate relative frequencies from given or collected data to estimate probabilities of events involving "and", inclusive "or" and exclusive "or"

**AC9M9P03** - design and conduct repeated chance experiments and simulations, using digital tools to compare probabilities of simple events to related compound events, and describe results.

### **Civics and Citizenship**

**AC9HC9K05** - How and why individuals and groups, including community, religious, and cultural groups, participate in and contribute to civic life in Australia and global citizenship.

### **Science**

**AC9S9H04** - Examine how the values and needs of society influence the focus of scientific research.

### **Design and Technologies**

**AC9TDE10P03** - select, justify, test and use suitable technologies, skills and processes, and apply safety procedures to safely make designed solutions.

**AC9TDE10P02** - apply innovation and enterprise skills to generate, test, iterate and communicate design ideas, processes and solutions, including using digital tools

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## YEAR 10

### English

**AC9E10LA01** - Understand how language can have inclusive and exclusive social effects, and can empower or disempower people.

**AC9E10LE01** - Analyse representations of individuals, groups, and places and evaluate how they reflect their context in literary texts by First Nations Australian and wide-ranging Australian and world authors.

**AC9E10LA03** - Analyse text structures and language features and evaluate their effectiveness in achieving their purpose.

**AC9E10LE06** - Compare and evaluate how "voice" as a literary device is used in different types of texts to evoke emotional responses.

**AC9E10LE05** - Analyse how text structure, language features, literary devices, and intertextual connections shape interpretations of texts.

**AC9E10LE04** - Evaluate the social, moral, or ethical positions represented in literature.

**AC9E10LY03** - Analyse and evaluate how language features are used to implicitly or explicitly represent values, beliefs, and attitudes.

**AC9E10LY01** - Analyse and evaluate how people, places, events, and concepts are represented in texts and reflect contexts.

### Mathematics

**AC9M10P01** - use the language of "if ... then", "given", "of", "knowing that" to describe and interpret situations involving conditional probability

**AC9M10P02** - design and conduct repeated chance experiments and simulations using digital tools to model conditional probability and interpret results

### Civics and Citizenship

**AC9HC10S03** - To analyse information, data, and ideas about political, legal, or civic issues to identify and evaluate differences in perspectives and interpretations.

### Design and Technologies

**AC9TDE10P02** - apply innovation and enterprise skills to generate, test, iterate and communicate design ideas, processes and solutions, including using digital tools

## CURRICULUM 8.4

### SENIOR SECONDARY

#### English

*Good Luck and Other Lies* can be used as a text for Years 11 and 12. It can be used in English, Literature and Essential English. The applications can include the intersection of Mathematics, Digital Tech, and Personal and Social Capability as well as the genres of contemporary fiction and literary fiction within the young adult bracket. Character arcs and motivations can also be observed.

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## WORKSHEET: SPENDING HABITS AND A.I. PROGRAMS IN GOOD LUCK AND OTHER LIES

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

### PART 1: TEENAGERS' SPENDING HABITS

In *Good Luck and Other Lies*, the teenagers experience sudden wealth after winning the lottery. This changes how they view money and what they spend it on. Use the table below to track what each character buys with their newfound wealth. Afterward, we'll analyse the most common item purchased.

Character	Items Purchased
Luke	
Alex	
Harriet	
Meg	
Kye	
Cassie	

#### Task:

1. What is the most common item that all the teenagers buy?

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2. Do the most common items align with something you would have purchased if you won the lotto? Why or why not?

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3. Reflect on the choices the characters make.

- What do you think these purchases reveal about the characters?

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## PART 2: COMPARING THE TWO A.I. PROGRAMS

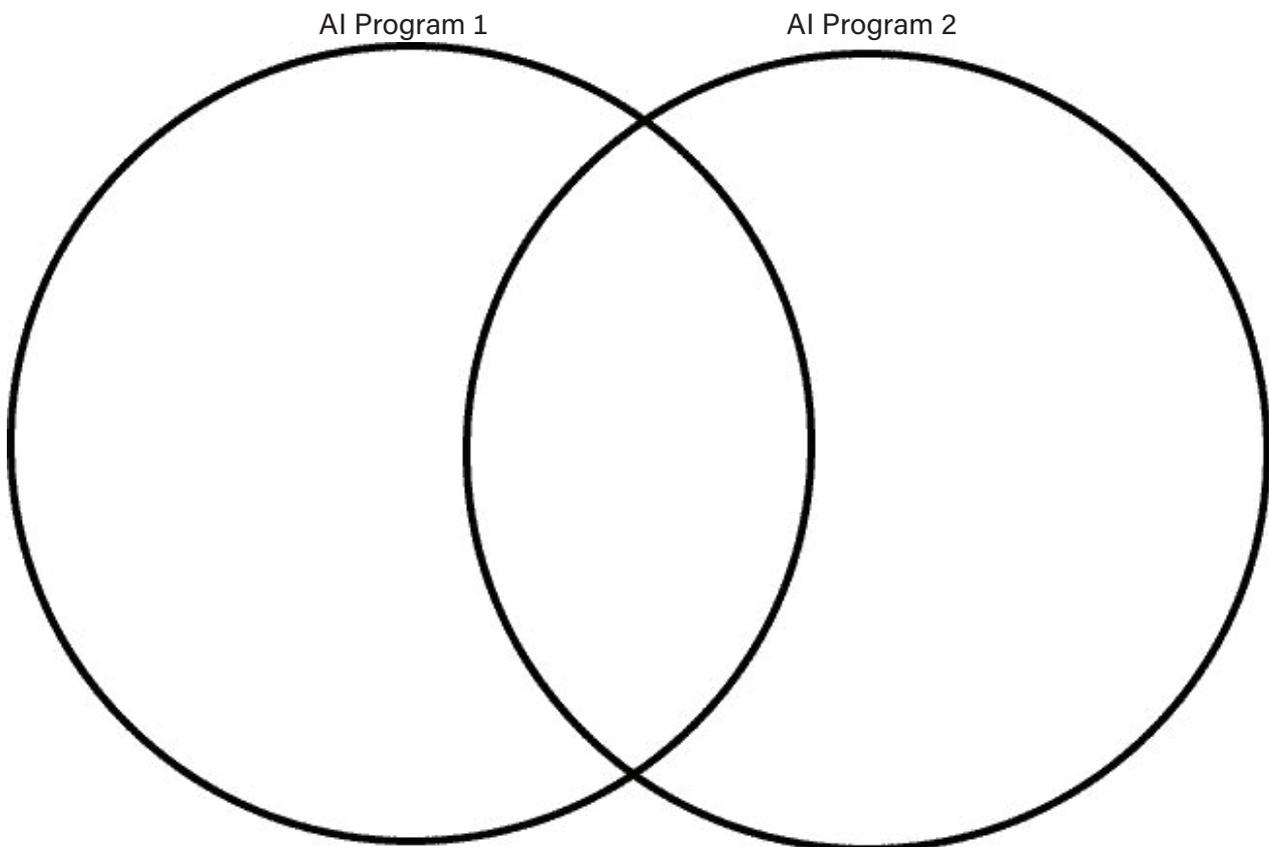
In the novel, Luke and Kye experiment with artificial intelligence (A.I.) and create two different programs to predict the future. These programs play a crucial role in how the characters understand and interact with their new wealth.

**Task: Using the Venn Diagram you'll create, compare the two A.I. programs described in the novel.**

- What features do the two programs have in common?
- What makes them different?

### Venn Diagram:

Draw the two A.I. programs in the diagram below:



Write common features in the center where the two circles overlap, and unique features in the outer sections.

### Task 2: Future A.I. Program Outline

Now, think about how A.I. could be used in the future. If you had the opportunity to create your own A.I. program, what would it do?

1. What would the program's main goal be?

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2. What unique features would your A.I. have?

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3. How could this program benefit society or individuals?

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4. What potential problems could arise from the use of your A.I. program?

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**Reflection Questions:**

1. In *Good Luck and Other Lies*, the teenagers' lives change dramatically after winning the lottery. What do you think the author is trying to say about money and its ability to create happiness?

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2. Considering the role of A.I. in the novel, do you think A.I. can be used responsibly in real life? What are the benefits and dangers of relying on A.I. to make decisions?

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