Education Resource Materials
(Recommended for students 13 years+
(English, Creative Arts, PDHPE, Science & Technology)
GOODBYE JAMIE BOYD
Based on the novel by Elizabeth Fensham

GOODBYE JAMIE BOYD is an exciting new collaboration tackling issues of drug abuse, self-harm and mental illness. Suitable for young people aged 13+, this heartfelt, yet brutal, poetic story has been adapted into a one-woman show incorporating multi media, dance theatre and spoken text.

Anna and Jamie Boyd are inseparable, the brother and sister team who face the world together. Their love for each other is bigger than anything else they know and stronger than any ordinary bond. When Anna Boyd kills her brother, what follows next is a revelation to all, most especially to Anna. Anna struggles with schizophrenia and her use of “weed” to self medicate makes things a whole lot worse. Her need to prove her love to Jamie leads her to punish herself through self-harm. Not wanting to burden her parents, she eventually confides in her art class. Here she receives the support and friendship she so desperately needs.

MONKEY BAA THEATRE FOR YOUNG PEOPLE

Monkey Baa is an award winning company enjoying a national reputation for producing quality theatre programs for young people. The company’s mission is to produce high quality theatre programs for young people, their families, teachers and communities throughout Australia and internationally. Underpinning the company’s entire theatre program is the belief that the arts socialise and civilise, and contribute to the development of healthy, adaptable, individuals and communities.

BUZZ DANCE THEATRE

Buzz Dance Theatre is a WA based company and is Australia's premier dance theatre company for children and young people. Nationally awarded as a leader in our field, we make performances and lead workshops that are designed specifically to foster creativity in all its shapes and forms. With artistic excellence at their core, the company's creative teams use contemporary dance, music, theatre, design and technology to capture the imagination of children and young people.

EDUCATION RESOURCE MATERIALS

The education resource materials are aimed at enhancing your experience at a production of Goodbye Jamie Boyd and allowing for more detailed investigation into the themes, performance style and technical production aspects. In particular, focus will be on the key themes of acceptance, relationships, identity and mental health issues for youth. Technical elements including the blend of theatre and dance as well as the use of prose will also be considered. Targeting students 13 years + studying Creative Arts, English, Science and Technology as well as Personal Development, Health and Physical Education the resource materials provide conversation and debate triggering questions, research topics and activities to sensitively assist student understanding of the performance and the text. Both pre and post performance suggestions will be included.
ABOUT ELIZABETH FENSHAM
Elizabeth Fensham is an Australian author and schoolteacher. She is head of English teacher in Victoria’s Dandenong Ranges, has been writing in earnest for the last twenty years. Her first novel *Helicopter Man* won the 2006 CBCA Book of the Year for Younger Readers and she has earned critical praise for *Miss McAllister’s Ghost* (UQP, 2008) and *Goodbye Jamie Boyd* (UQP, 2008). In 2010, *Matty Forever* (UQP, 2009) was shortlisted for the CBCA Book of the Year for Younger Readers. Its companion, *Bill Rules*, was recently published.

With a running time of 60 minutes the play will be followed by a question and answer session with the company and a local health professional from each community; an extremely important component given the subject matter of the piece. Health authorities in each region will be encouraged to follow up the performance with local schools and students who attended.

CREATIVE TEAM
Directors - Sandra Eldridge and Cadi McCarthy
Set and Costume Design - Rita Carmody
Lighting Design Luiz Pampolha
Visual Design - Dashvisual
Composer/Sound- Kingsley Reeve
Dramaturge – Josh Tyler
Adaptors- Eva Di Cesare, Tim McGarry and Sandra Eldridge

TEACHER RESOURCE ACTIVITIES for ‘Goodbye Jamie Boyd’

The following activities are suggestions only and should be adapted by tutors, teachers or students as relevant to their specific subject or focus areas as well as their experience and background. The resource activities are designed for students aged 13+. Students will be encouraged to engage with the themes of acceptance, relationships, identity and mental health issues for youth through individual and collaborative activities. While some specific pre-performance activities are identified, many within the post performance section of the resource materials could be used for investigative and discussion-based sessions prior to attendance if you wish students to engage more deeply in some of the more complex issues addressed in the production.

Please note that preparation for the performance is important as it includes consideration of self-harm, drug abuse and mental health issues. Permission should be granted from parents prior to engaging in this theatre piece with school-aged students.

Each performance will be followed by a question and answer session with the company and where possible a local health professional, an extremely important component given the subject matter of the piece. Health authorities in each region will be encouraged to follow up the
performance with local schools and students who attended. Written material offering contact information and mental help lines will be distributed at each performance.

NB A short interview with actor, Gemma Yates-Round and dancer, Peter Fares can be found in Appendix C. This could be used for further discussion following the performance.

**A note on the Form of the production**

*Goodbye Jamie Boyd* is a one-woman theatre show incorporating spoken text, multimedia and dance. The role of Anna Boyd is played by an actor who performs live in the space and speaks the adapted text - tells the story. A dancer whose filmed image is projected onto the set plays Jamie Boyd. Anna and Jamie interact with one another in choreographed dance sequences and through physical gestures. Anna also responds through her own creativity, to the emotional states of the play expressing her pain and eventually understanding her illness. The play is performed on a simple floating set which references the Boyd’s country homestead and also Anna’s sense of isolation. Effective sound and lighting states enhance the storytelling.
Due to its unique style and presentation as well as mature themes, it would be beneficial to engage students of all ages in pre-performance activities prior to attending *Goodbye Jamie Boyd*. The activities are general, but allow students to engage with their own past theatre experiences and will assist in preparing them for a fuller experience of the performance.

### Introduction to ‘Goodbye Jamie Boyd’

<table>
<thead>
<tr>
<th>Topic/Theme</th>
<th>Learning Experiences</th>
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<tbody>
<tr>
<td>Introduction to ‘Goodbye Jamie Boyd’</td>
<td>1. Display the title – ‘Goodbye Jamie Boyd’.&lt;br&gt;2. Ask students to brainstorm what this title evokes for them.&lt;br&gt;3. As a whole class, students are to share their thoughts. Elicit what they believe a performance inspired by this title might include. For those who have not read the novel&lt;br&gt;2. Consider the main storyline – brainstorm how this might be portrayed on stage.&lt;br&gt;3. Discuss how the internal battle Anna has with her schizophrenia could be portrayed, as with the character Jamie?&lt;br&gt;Both groups&lt;br&gt;4. Present students with the promotion flyer for <em>Goodbye Jamie Boyd</em> (Appendix A).&lt;br&gt;5. Discuss with students how this connects with or alters their perception of what the production may be about</td>
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### Introduction to Performance

<table>
<thead>
<tr>
<th>Topic/Theme</th>
<th>Learning Experiences</th>
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<tr>
<td>Introduction to performance</td>
<td>1. Elicit from students their past experiences of attending a performance (dance/movement in particular). Discuss expectations in relation to being an audience member in this style of professional performance.&lt;br&gt;2. Brainstorm with students the differences between dance/movement and theatre/drama they would do in their classroom/school and the ‘dance/theatre that is viewed as performance. Also consider specific expectations of an audience member in a live performance. NB Draw on definition and notes provided earlier in these resource materials to help with establishing an appropriate expectation for the performance.</td>
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Post Performance – Exploration of themes, performance and technical elements

There are a number of themes that weave their way through the production of *Goodbye Jamie Boyd*. The three key themes addressed are:

- Relationships (sibling, friendship, parental – including how these shape identity)
- Identity
- Youth Mental Health issues (specific focus on schizophrenia)
- Self Expression

Acceptance of self and the desire for others to accept us for who and what we are underpins all these themes and will be addressed throughout the resource materials. The activities for each theme blend a general exploration of the theme, acting/performance related investigation and a consideration of the technical production aspects that assist in enhancing our understanding of the production.

**Relationships**

All human beings are involved in relationships. The influence these have on our lives, our identity and our actions depend greatly on individual circumstance. *Goodbye Jamie Boyd* engages with a variety of relationships and through that exposure, an audience can be guided to reflect on and explore those personal to them.

A consideration of relationship and identity are closely entwined. While some activities are listed here, the following section on identity continues to explore an understanding of relationships as they are implicit in identity construction.

**Focus Questions**

- Discuss the various relationships portrayed in *Goodbye Jamie Boyd*. How are these typical or similar to those we would expect e.g. sibling, parental, friendship
- How does Anna present these relationships to the audience? Are they positive and nurturing or possessive and restrictive? Consider the technical aspects of the production – choice of sound, music, lighting etc – how do these technical elements of the production influence an audience’s understanding of the relationships presented?
- Encourage students to consider the relationships they have in their lives. Which of these are the most powerful/influential in shaping who they are? Why is it that some relationships, which may have once been influential, change over time? What control do we as individuals have in choosing and guiding these relationships?
• The most prominent relationship in the performance is that of Anna and Jamie. How is Jamie portrayed in the production? Consider the trigger point where Anna begins to suspect Jamie is not there to support her best interests, where her trust begins to fade. How does the production represent Anna’s changing relationship with Jamie? Consider the technical aspects of the production as well as the dance/acting of the performers and the interrelated dynamics between these.

• Karen is another character that Anna has a relationship with and her trust/mistrust is woven through the performance. This relationship is less one of family/love and more of friendship. Discuss the differences between relationships we might have with those there through life circumstance including family and extended family as opposed to those relationships we choose to engage in including friends. Consider the difference in response and reflect on why at various times in our lives these various relationships may become more or less prominent. The relationship with adults other than her parents: Doc and Eddie (Mr Edwards)

• Relationships via social media, would that have been a way for Anna to connect/share with others?

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<th>Activity Suggestions</th>
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<tr>
<td><strong>Influential stories</strong></td>
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<tr>
<td>Reflect on a story/anecdote that has been shared by an individual influential in your life. What message did you take from the story? Present your reflection in one of the following ways…</td>
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<tr>
<td>▪ Storytelling performance sharing the story and its personal influence.</td>
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<tr>
<td>▪ Create an artwork using colour and line to demonstrate the emotional influence of the story.</td>
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<tr>
<td>▪ Write a letter to the person who had shared the story with you originally discussing its influence on you as time has passed.</td>
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<tr>
<td>▪ Create a blog of your thoughts and story over a couple of weeks. Consider reflection on your previous posts as a way of exploring the depth of the story and its influence on different aspects of your life.</td>
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<tr>
<td>▪ Create a storyboard or comic strip of the story. Incorporate IT by using free online storyboarding software. E.g. <a href="http://www.DoInk.com">www.DoInk.com</a></td>
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Cliff Face (Activity designed by Cadi McCarthy & Mary Wolfla)

- Create a series of 5 movements or gestures that represent the action and/or feelings of standing on the edge of a cliff face
- Once they are created place them in a continual sequence – you may need to add new movements to link the actions together
- IN pairs teach one another your movement phrases
- Decide to now make:
  - One of the movements repeat
  - One of the movements move in slow motion
  - One of the movements jump
  - One of the movements move in fast forward
- Now play with the staging of the movement and emulate the experience of Anna standing with Jamie on the cliff face

Identity

A consideration of identity is complex and this is particularly true for youth who are daily struggling to find who they believe they are and wish to be in the future. Anna is no different, although she is also dealing with the complex issue of schizophrenia, and her brother ‘Jamie’, as a further influence on whom she wishes to be.

This section looks at identity in two ways.
1. How an individual creates/constructs their identity.
2. How the public view of our identity effects how we express our self.

Focus Questions – Identity Creation

- Ask each student to record his or her thoughts about identity creation. The following statement could be used as a prompt/challenge to encourage reflection.

Nobody ever shows their true identity, all we show about ourselves is constructed through our own ideas of who we wish to be, and believe those around us wish us to be.
This quote implies that identity creation is more than an individual function. Consider the influences on identity creation – families, schools, teachers, cultural, political, media, entertainment etc. Which of these influences were considered in Goodbye Jamie Boyd?

**Activity Suggestion**

**Students to be directed to complete one of the following two activities. Each should be guided by their reflection as guided by the discussion points above.**

**Sculpture**

- Students to develop a sculpture as inspired by their reflection on identity creation. In this activity, the sculpture does not need to represent a known object, and can be abstract.
- Students should follow proper design and make procedures (sketching design and deciding materials before beginning construction).
- Sculptures to be displayed - students to decide on an appropriate one-word title for their work.

**Physical Tableaux Series** *(NB students could draw on other classmates to assist in the presentation of the work, however the actual design of the physical tableaux series should be an individual activity)*

- Students to create a series of three tableaux images to represent their reflection on identity creation. Line, shape and associated mood should be considered as well as the use of sound, costume, props etc (if relevant/available)
- Students should record either through sketches or drawings the series of images and be able to articulate the connection to their understanding of identity
- The Tableaux series to be performed - students to decide on appropriate one-word title for their work.

*NB Still images could be taken of each tableau in the series and would be a good activity for setting up a still-art exhibition*

**Emotions of Anna** *(developed by Cadi McCarthy & Mary Wolfla)*

- Take a series of 6 words that describe the emotions of Anna in the book Goodbye Jamie Boyd – For Example: Confusion, Anger, Isolation, Depression, Fear, Frustration
- For each word create a small series of movements or gestures
- Combine with a group of three (4 in each group) and teach one another your phrases
- Place in a sequence that recreates the story of Anna
- Look at the staging of the movement material

**Extension** – turn the movements into a conversation/argument/discussion between the members of the group – using characters from the play – Anna, Jamie, Doc, Mum, Milly

Use call and response to set up a clear intention of the movement conversation between the characters

**Focus Questions – Identity and Self (Public/Private)**

A consideration of identity as we choose to disclose it to others is important in guiding our understanding of the ‘self’ we portray and the way we wish others to perceive us.

- In what ways do we decide what ‘self’ we show to the world? Is this a conscious or unconscious decision?
Social media is a current means of constructing a version of ‘self’ for many, including teenagers like Anna. Explore the prominence of social media sites such as Facebook and MySpace. Discuss what images students have currently as their profile. What motivated these choices? What message or aspects of their personality are they wishing to give through their selection. If they do not use social networking, and were required to choose one image to represent them at this point in time, what would it be?

Comments and photos that may have once taken the form of private communication between individuals and small groups through telephone or personal conversations now get placed on social networking sites. Individuals who do so generally consider them to be private, but this is not always the case. Consider the article (Appendix B) or through the link - http://www.dailymail.co.uk/news/article-1155971/Teenage-office-worker-sacked-moaning-Facebook-totally-boring-job.html# Did the company have the right to act based what the individual considered to be a private communication with friends?

Lady GaGa is a well known singer famous for her crazy outfits and changeable public persona, Madonna was another entertainer who also constructed a specific public image of herself. Drawing on such examples, consider different ways we can purposely construct our identity and what means we may use to do this. How do our relationships with family, friends and teachers influence or guide this construction? Do we have different identities depending on who we are with and this is negative construct?

Lady GaGa is well known for not sharing her private self in the public sphere – why might this be? What public and private face was Anna showing in the production and how was this revealed?

An audience in any theatrical production is often brought in to the inner world of a character where others in the production may remain ignorant. Consider the role of the audience in this rendition of Goodbye Jamie Boyd. How are we shown the private life of Anna where other characters may not be aware of her inner struggle?

Consider the following excerpt from the production. Focus particularly on the final five lines.

<table>
<thead>
<tr>
<th>In year eleven art</th>
<th>Our thoughts flowed</th>
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<tbody>
<tr>
<td>There are seven of us...</td>
<td>Through the room,</td>
</tr>
<tr>
<td>The good thing</td>
<td>Blending with each other’s</td>
</tr>
<tr>
<td>about prac sessions in art class</td>
<td>Like watercolours...</td>
</tr>
<tr>
<td>used to be the talk.</td>
<td>Except my thoughts</td>
</tr>
<tr>
<td>Mr Edwards</td>
<td>Don’t mix anymore.</td>
</tr>
<tr>
<td>Would join in with us –</td>
<td>I am the unpainted</td>
</tr>
<tr>
<td>We’d forget he was the teacher...</td>
<td>Blank bit of page</td>
</tr>
<tr>
<td>As we worked,</td>
<td>In the corner.</td>
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</table>

What do these words reveal about Anna’s perception of her identity and her sense of belonging? What can we construe from her words in relation to how she views herself? Consider what we choose to show of ourselves and how others may make meaning of our actions and words based on what we choose to reveal.
The performance of *Goodbye Jamie Boyd* is a one-woman show, however many different characters influence Anna’s life. How are the different voices/identities revealed in the performance? Was this effective and did we gain a true essence of their place in Anna’s life?

Consider the voice of Mr Edwards – how might he describe Anna and her journey? Also consider the perspectives of Milly, Karen and Anna’s parents. Encourage students to write a piece of prose describing Anna’s journey from the perspective of another character in her life – what might this reveal of her and of them?

**Activity Suggestion**

Split the class into two groups for this activity with half completing the drawn portrait and half the photographic. They will then be sharing the images with the different groups.

**Drawn Portrait**

- Students work in pairs to draw a portrait of each other’s face with the ‘drawer’ emphasising elements of their partner’s personality they find most appealing. *a variety of materials could be used for this activity - crayons, pencil, charcoal, paint etc*
- Pairs compare the portraits and discuss the areas emphasised/focused on to gain an understanding of the way they are perceived by their partner.
- Pairs reflect on how this compares with their own perception of what may be appealing about themselves.

**Photographic Portrait**

- Students to discuss one thing they believe typify themselves. In pairs, students should plan a photograph of their face that allows for that aspect of self to be revealed.
- Pairs should take the photographs, upload and print them for further discussion.
- Pairs should reflect on their photographs and how their plan actually translated into image – did it show what they hoped? Did the photograph reveal anything they were not expecting?

Pairs to swap images with a pair from the other option (drawn/photographic) for the following activities.

**Wider response to image**

- Ask students to recreate one of the two photographs considering lines, shapes, and overall composition. Various media can be used for the recreation including pencil, crayon, charcoal or paints.

**Detailed response**

- Provide each student with a toilet roll (if not available, a rolled up piece of paper will also work). Instruct students to look through their roll and focus on one part of their chosen image (drawn/photographic). Through lines and shading, students to recreate only this small section as a complete artwork. (Similar media to the wider response to be used for this activity)
- Students are to consider their two pieces of artwork and brainstorm words they feel complement each piece. Students are to choose an appropriate colour and create a border for their artwork on which their selected words have been printed.

*NB These borders can be created via a computer if desired.*
For the following points, a ‘Drawn Portrait’ and ‘Photographic Portrait’ pair could be brought together to make a group of four or you could use the following to stimulate general discussion in small groups. If completing this points following the above activities, students should consider all four images created within their group, if you have not completed the activity it would be helpful to provide a series of portraits for students to use for the reflection.

- Encourage students to consider the following question and prepare a response to share in a whole class discussion.

  *If these portraits were to include the whole body and not just the face, what other information may or may not be given and might this change our understanding of personality?*

- Teams should be encouraged to consider the impact of body language on our understanding of self and identity. In addition, students should be encouraged to consider how body language can be used to alter other’s perceptions of ourselves as well as help us understand other people, their emotions and feelings. How did the performers in *Goodbye Jamie Boyd* use body language and movement to convey internal (private) struggles as well as the public personal?

- Consider how Jamie’s dance and movement may have been reflective of his personality versus the still images drawn and discussed by Anna? How can these different creative outlets influence our understanding of self and others and therefore shape our public identity?

### Youth Mental Health

Mental Health related issues are important to discuss with students. These questions focus primarily on Anna’s experience and the way this is portrayed in the performance rather than encouraging students to engage in personal reflection on mental health. Teachers can follow up with their local Health authorities to engage more deeply in this area if desired.

**Focus Questions**

- Consider the term ‘Youth Mental Health’ and discuss with students what this means for them. Where have they heard these terms previously?

- Consider the Headspace (Australia’s National Youth Mental Health Foundation) website - [http://www.headspace.org.au](http://www.headspace.org.au/) Discuss what services are available through this site for youth in Australia. Encourage students to explore what other support services are available for youth with mental illness in Australia. Also explore other organisations such as Beyond Blue.
Anna has Schizophrenia. Explore with students what schizophrenia is and how it may influence an individual’s behaviour. What did they learn through the production about schizophrenia and the physical, social and emotional influences it has on an individual. How was the internal battle portrayed in the performance and what technical/stylistic conventions were used to do so.

Anna refers to Van Gough as suffering in a similar way to herself. Anna used prose, while Van Gough painting to express their inner turmoil. Consider the art of Van Gough and explore what messages may be taken from the images he created.

The question Anna asks herself regarding mental illness and creativity? What is creativity etc??
Appendix A – Promotional flyer
Teenage office worker sacked for moaning on Facebook about her 'totally boring' job

By Andrew Levy

Last updated at 8:09 PM on 26th February 2009

Like many teenagers, Kimberley Swann was underwhelmed by the menial tasks she was given in her new job.

But while other 16-year-olds might have confided in friends and family about the filing, stapling and hole-punching, she decided to let off steam by posting comments on the social networking website Facebook.

Three weeks later, the words 'first day at work. omg (oh my God)!! So dull!!' came back to haunt her when her boss discovered them as he surfed the net.

Sacked: Kimberely Swann, 16, was shown the door after posting that her job at Ivell Marketing & Logistics was 'boring' on her Facebook page.

Another posting two days later complained, 'all i do is shred holepunch n scan paper!!! omg!', while another fortnight of apparent misery produced the moan, 'im so totally bord!!!'

Miss Swann was called into Stephen Ivell's office and fired on the spot before being marched from the premises in Clacton-on-Sea, Essex.

Yesterday, she said she was shocked at her treatment as her comments had been on a personal site and not intended to be seen by outsiders - least of all her employer.

'He called me into the office and said "I have seen your comments on Facebook and I don't want my company being in the news". They said it was not good for the company."

'I didn't even put the company's name, I just put that my job was boring. They were just being nosy, going through everything. I think it is really sad, it makes them look stupid that they are going to be so petty."

'I was an office administrator, so of course it was boring at first and I knew it would get more interesting. I was happy there, although they said I wasn't. It's not fair. I think it's really out of order but there is nothing I can do now.'
Miss Swann, from Clacton, had worked as a waitress and in a call centre before being taken on by Ivell Marketing & Logistics, a product development and sourcing company, on February 2.

On Monday this week, she was called in to see Mr Ivell who handed her a letter explaining her employment had been terminated.

It said: 'Following your comments made on Facebook about your job and the company we feel it is better that, as you are not happy and do not enjoy your work, we end your employment with Ivell Marketing & Logistics with immediate effect.'

Mr Ivell said his firm had done everything by the book.

'We were looking for a long-term relationship with Miss Swann as we do with all our staff. Her display of disrespect and dissatisfaction undermined the relationship and made it untenable,' he said.

'It is unfortunate that we didn't come up to Miss Swann's expectations on this occasion and we wish her every success in the future.'

Employees are increasingly getting caught out posting unflattering comments on websites.

Last month, Marks & Spencer staff were caught branding customers 'idiots' and 'cheap little b******s' in a Facebook forum.

In November, British Airways staff caused uproar by calling passengers 'smelly and annoying', while Virgin Atlantic sacked 13 crew for describing passengers as 'chavs'.

Read more: http://www.dailymail.co.uk/news/article-1155971/Teenage-office-worker-sacked-moaning-Facebook-totally-boring-job.html#ixzz1kNRT3SEe
Appendix C – Interview with Actor, Gemma Yates-Round

Where are you from?
I have a pretty colorful history. Born in Perth, grew up in Papua New Guinea and attended boarding school in Brisbane from the age of 10.

Where did you go to high school?
Clayfield College. An amazing all girls school in Brisbane.

How long have you been acting?
From the moment I could start to physically express myself. Pretty much from the moment I was born. :)

Where did you do your actor training?
I did the Bachelor of Fine Arts (Acting) at QUT in Brisbane. A pretty full on 3yr fulltime studio based course.

Who or what inspires you most?
I absolutely love seeing a good piece of theatre. Whether it be professional or a troupe of amateur actors. Watching an acting own and use a space truthfully makes me want to do the same.

What is it like to play the role of Anna?
This role is unlike any other I've had before. I feel so privileged to playing such a beautifully written character in such a powerful show. And the challenge of doing a one woman show is something not many actors are lucky enough to do. So yes, I feel scared and excited....which is a great combination for theatre.

What advice would you give to young people interested in becoming an actor?
Get out there and see shows. Watch movies and actors that inspire you. Get a group of friends together, write something down and perform it. And don't take yourself too seriously, remember to play....because essentially that's all acting is.
Appendix C – Interview with Dancer, Peter Fares

Where are you from?
I was born in Perth Western Australia.

Where did you go to high school?
I went to Rossmoyne Senior High School in Perth, where I first started taking dance classes.

How long have you been dancing?
I have been dancing for 9 years. I started dancing in high school in a boys dance program mainly focusing on Hip Hop. I enjoyed the dance program so much that I enrolled in year 11 & 12 dance at my school.

Where did you do your dance training?
I attended the Western Australian Academy of Performing Arts (WAAPA) where I completed my Bachelor of Arts in Dance.

Who or what inspires you most?
I have to say Lloyd Newson of DV8 Physical Theatre inspires me most.

What was it like to play the role of Jamie?
The more I worked on the character of Jamie the easier it got. Jamie is an aggressive character, kind of like the devil on Anna’s shoulder, even though this devil still acted loving and caring towards Anna, Jamie still had his own agenda of how he thought Anna should be. I don’t want to give the plot away, but the role of Jamie is a complicated role to play.

What advice would you give to young people interested in becoming a Dancer?
If you want to become a dancer, don’t think twice about it, just go for it or you might regret it later.