

MOOMINPAPPA AT *Sea*

Based on the book by Tove Jansson

Produced by special arrangement with Agency North Limited
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Spare Parts Puppet Theatre **Moominpappa at Sea** *Adapted from the book by Tove Jansson*

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Teachers Resource

A comprehensive set of classroom activities relating to the performance of Moominpappa at Sea

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About Moominpappa at Sea

Created by internationally acclaimed author Tove Jansson, The Moomins are known for their good humour and philosophical attitude to change. Moominpappa's quest to begin a new life on an island far out to sea sets the stage for many unexpected adventures with the inhabitants of the island, including the groke, a creature so lonely she is almost frozen.

This solo performance offers much to explore in drama/theatre technique, design and music as well as addressing complex questions of personal and social capability, and intercultural understanding. *Moominpappa at Sea* is a springboard into activities across the learning areas.

The Creative Team

Performer Michael Barlow

Director/Co-creator Michael Barlow

Creative Consultant/Co-creator Noriko Nishimoto

Designer/Puppet Maker Leon Hendroff

Composer Lee Buddle

Lighting Designer: Elliot Chambers

Fabric construction Annie Robinson

Prop Construction Ben Gates

About Spare Parts Puppet Theatre

Spare Parts Puppet Theatre is a driving force in the contemporary puppet theatre landscape in Australia. Our name reflects our ethos – to be inspired by many artists, artistic forms and ideas and fuse them with puppetry to create theatrically exciting performances.

Spare Parts offers meaningful and exciting theatre experiences that respect the intelligence and emotional growth of our young audience and offer strong links to the Australian Curriculum.

Puppetry uniquely addresses the imaginative mind and while Spare Parts Puppet Theatre's focus is on young people we create work that can challenge, excite and entertain audiences of all ages.

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PRESHOW ACTIVITY - Research

Break students into groups and assign each group member a different aspect to research about Tove Jansson.

Example Aspects for Year 5/6 students:

- Tove Jansson
- Tove Jansson the painter
- Tove Jansson and the Moomins
- Tove Jansson the comic strip author

Example Aspects for Year 3/4 students:

Key questions : Who? What? When? Where? How? Why?

Some useful links include:

<http://www.tove100.com/>

<http://www.tovejansson.com/> (Select English)

http://en.wikipedia.org/wiki/Tove_Jansson

Once the research has been completed students are assigned to jobs:

Director: Is responsible for...

Keeping group members on task

Follows and relays teachers directions back to group

Artists: Is responsible for...

Draw and colour any pictures

Print and cut out any pictures

Creates the layout for the presentation of their research

Recorder: Is responsible for...

Doing all the writing for the presentation

Speaker: Is responsible for...

Present the research to the classroom

Talking with the teacher if there are any questions or problems

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Conference progress with the teacher

AUSTRALIAN CURRICULUM

Research

Identify questions to inform an inquiry

Identify and locate a range of relevant sources

Analysis and Use of Sources:

Locate information related to inquiry questions in a range of sources

Compare information from a range of sources

Explanation and Communication:

Develop texts, report and descriptions, which incorporate source materials

Use a range of communication forms: oral, written, graphic

General Capabilities:

Literacy

ICT capability

Critical and creative thinking

PRESHOW ACTIVITY - Theatre Etiquette

Discuss appropriate audience behavior with your students prior to attending *Moominpappa at Sea*.

Basic Theatre Etiquette for Primary Students:

- Go to the toilet before the performance.
- Attending a theatre performance is different from attending a movie. The performers can hear you if you talk or make a lot of noise. Keep quite during the performance and be respectful of the performers. Remember they can see and hear you to.
- Keep your hands and feet to yourself.
- You should not eat during the performance. Give the performer your full attention.
- Clap at the end of the performance if you enjoyed what you saw.

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PRESHOW ACTIVITY – Vocabulary Words

Students in groups of 8 allocated with one word each. Create own lighthouse that will include:

The word _____ →

Meaning _____ →

Used in a sentence from the book _____ →

Illustrated _____ →



Students share their learning to other group members.

Hurricane Lamp – Also known as a kerosene lamp or paraffin lamp. Hurricane lamps require fuel in the form of kerosene or paraffin oil. They have a wick or mantle as a light source and are protected by a glass chimney or globe.

Lighthouse – A tower or tall building designed to emit a bright and powerful light using lamps or lenses. This light is used by maritime pilots to navigate around dangerous coastlines, hazardous shoals or reefs and guide ships to safe entries to harbors.

Horseshoe – A metal shoe designed to protect a horse's hoof from wear.

Seaweed – A loose term for marine algae that often washes up on shore. Some types of seaweed are used as food, medicine and fertilizer.

Driftwood – Wood that washes up on shore in the form of marine debris.

Island – A piece of land that is entirely surrounded by water.

Fishing Net – A net designed for fishing, made of fibers that have been woven together in a grid-like structure.

Sailboat – A boat that is partly or entirely propelled through the water by sails.

AUSTRALIAN CURRICULUM

Explore the rules of Audience Etiquette for attending a performance

Language for interaction: Learn extended and technical vocabulary

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PRESHOW ACTIVITY – What is the Go for 2 & 5 Campaign?

The **Go for 2&5** campaign improves health by promoting good nutrition in Western Australia.

There is growing evidence that eating the recommended amount of fruit and vegetables not only contributes to good health, but also protects against a number of diseases. Increasing the average person's fruit and vegetable intake is a State health priority and may be the single most important dietary change needed to reduce the risk of major diseases.

You can find fun classroom activities and more information about Go for 2&5 at <http://www.gofor2and5.com.au/>. There is even a 'Kids only' section with online activities.

Are your students eating their 2 Fruit & 5 Vege?

Discuss the idea of eating fruit and vegetables and drinking water in the classroom with students.

Discussion topics could include the amount of fruit, vegetables and water students currently eat; the importance of fruit, vegetables and water as part of a healthy diet and to help learning; or favourite fruit and vegetables. Include raw and cooked, and many different colours.

Recommended daily intake of fruit and vegetables for children and adolescents

<u>Age of child (years)</u>	<u>Fruit (serves)</u>	<u>Vegetables (serves)</u>
4-7	1-2	2-4
8-11	1-2	3-5
12-18	3-4	4-9

Become a **Crunch & Sip** School.

Crunch&Sip is a set break to eat fruit or salad vegetables and drink water in the classroom. Students re-fuel with fruit or vegetables during the morning or afternoon, assisting physical and mental performance and concentration in the classroom.

Implementing Crunch&Sip into your classroom is a great way to keep students focused by adding an extra serve of fruit or vegetables to their day.

Visit www.crunchandsip.com.au and register to be a crunch & sip school.

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PRESHOW ACTIVITY – Go for 2 & 5 Healthy Food Activities

http://www.crunchandsip.com.au/media/8041/middle_primary_curriculum_activities.pdf

Theme 1: Food Selection Model

Prepare a recipe from www.gofor2and5.com.au before completing these activities.

Purpose

These activities provide students with opportunities to:

- Identify the nutritional value of foods
- Discuss the reasons for choosing foods

Theme 2: My Food Choices

Prepare a recipe from www.gofor2and5.com.au before completing these activities.

Purpose

These activities provide students with opportunities to explore reasons why food is important and identify some of the factors that influence their food choices.

Theme 3: My Feelings about Food

Prepare a recipe from www.gofor2and5.com.au before completing these activities.

Purpose

These activities provide students with opportunities to:

- Identify how their mood and their feelings about food influence what they choose to eat
- Evaluate their own diet and set goals to change their eating behaviour

Theme 4: Foods Eaten by Different Groups

Prepare a recipe from www.gofor2and5.com.au before completing these activities.

Purpose

These activities provide students with opportunities to explore:

- Factors that affect an individual's food choices – culture, socioeconomic status, state of health
- The social and celebratory aspects of food.

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PRESHOW ACTIVITY – Lighthouses of Australia

In the puppet show and novel *Moominpappa at Sea* by Tove Jansson the Moomin family move to an island with a lighthouse.

Preshow Activity:

Introduce lighthouses to your class. On the next sheet are some interesting lighthouses from around Australia and facts about them.

And/Or

Ask your students to research an Australian lighthouse. Ask them create a report about the lighthouse of their choice addressing the following criteria:

- Image of Lighthouse
- Name of Lighthouse
- Location of Lighthouse
- When was the lighthouse built?
- What kind of light is used in the lighthouse?
- Why is this lighthouse important to the area it is in?

When students have completed their reports share some aloud in class.

AUSTRALIAN CURRICULUM

Plan, draft and publish informative, choosing text structures, language features, images and sound appropriate to purpose and audience

Reread and edit student's own and others' work using agreed criteria for text structures and language features

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PRESHOW ACTIVITY – Create a Lighthouse

Preshow Activity:

Once you have learned more about lighthouses with your class, challenge your students to draw a lighthouse. Students could draw the lighthouses they researched in the previous activity or choose to draw a generic lighthouse.

A good video on how to draw a generic lighthouse can be found here:

<http://www.wikihow.com/Draw-a-Lighthouse>

Or use some of the images your students found of lighthouses as inspiration.

Hang the completed lighthouses up in the classroom for everyone to see along with their report writing.

For something a little different why not draw a large lighthouse together as a class. Find a picture of a lighthouse you like. Print it out and place a grid over the image. Give each student one section of the grid to draw. Make sure the grid sections are square.

Cut A4 sheets of paper square and have the students use this square piece of paper to draw their section of the grid. When all sections of the grid have been drawn tape the square pieces of paper together constructing your lighthouse.

Or

Create a Light House report book to present their report writing

<http://www.pinterest.com/krisdavis/4-book-report-ideas/>

AUSTRALIAN CURRICULUM

Create and display artworks to communicate ideas to an audience.

Use and experiment with different materials, techniques, technologies and processes to make artworks.

Explore ideas, experiences, observations and imagination to create visual artworks and design.

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PRESHOW ACTIVITY – Interesting Australian Lighthouses



Hornby Lighthouse

- Located north of Watsons Bay in New South Wales
- Built in 1858 and automated in 1933
- 9.1 meters tall
- It marks the south entrance to Port Jackson and Sydney Harbour and lights the south reef, a ledge of submerged rocks.
- Interesting Fact: Hornby Lighthouse is the third oldest lighthouse in New South Wales.

Cape Don Light

- Located on Cape Don at the tip of the Cobourg Peninsula in the Northern Territory
- Built in 1917 and automated in 1983
- 36 meters tall
- It marks the entrance to the Dundas Strait and is situated inside Garig Gunak Barlu National Park.
- Interesting Fact: Cape Don Light is the northern most traditional lighthouse in Australia.



du Couedic Lighthouse

- Located on Kangaroo Island, South Australia
- Built in 1909 and automated in 1957
- 25 meters tall
- It marks the treacherous waters surrounding Kangaroos Island.
- Interesting Fact: The tower of the lighthouse is made from 2,000 pieces of local stone.



Wadjemup Lighthouse

- Located on Rottnest Island, Western Australia, also known as the Rottnest Island Light Station
- Built in 1851 and automated in 1986
- 38.7 meters tall
- This lighthouse was built to aid ships with safer sailing passage to Fremantle Port and the Swan River Colony.
- Interesting Fact: Wadjemup Lighthouse was Australia's first rotating beam lighthouse.

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POST SHOW ACTIVITY – Learning about Location

Moominpappa takes his family to live on an Island in the Gulf of Finland, Tove Jansson the author of *Moominpappa at Sea* gives the coordinates of the islands location to be:

Latitude 60° 7' 12" North

Longitude 25° 45' 50" East

Post Show Activity:

With your class use the listed coordinates to find Moominpappa's Island on the map. Your students will be surprised to see there is no island located at the coordinates listed by author Tove Jansson. Discuss with your students why the author might have made up an imaginary island instead of using a real island as a location for her novel. There are no right or wrong answers to these questions.

http://www.bbc.co.uk/scotland/education/sysm/landscapes/highlands_islands/mapskills/compass/

http://www.bbc.co.uk/scotland/education/sysm/landscapes/highlands_islands/mapskills/grid/index.shtml#focus

In the puppet show and novel *Moominpappa at Sea* by Tove Jansson, Moominpappa takes his family to a special island complete with a lighthouse. The designers at Spare Parts Puppet Theatre designed Moominpappa's island for the puppet show (please see page 14 for the set design). Invite your students to design an island of their dreams.

Using markers, colored pencils, crayons or paints. Ask your students to design their own island, have them label the parts of the island that make it special.

When they are finished have them write a description/narrative/short story about their island. Ask them to use at least 10 verbs in their story to describe the island or the things they can do on their island. Paste their story to the back of their individual drawing/painting.

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AUSTRALIAN CURRICULUM

Location and transformation - Use a grid reference system to describe locations. Describe routes using landmarks and directional language

Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs

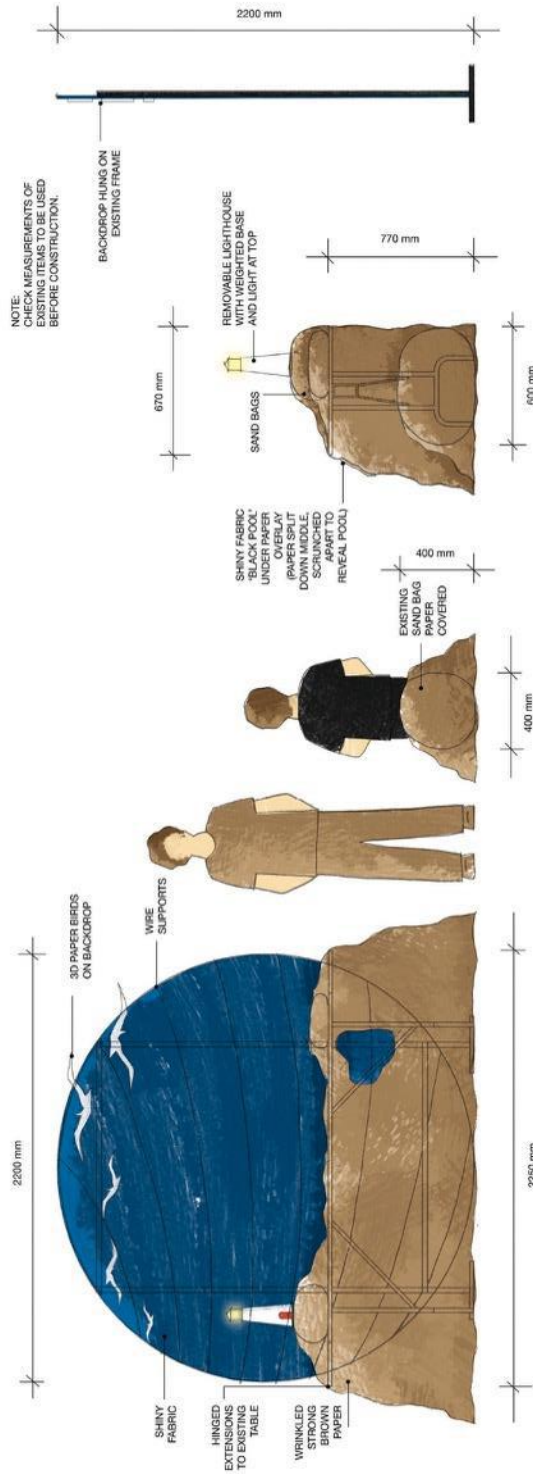
Plan, draft and publish imaginative texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose.

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LEON HENDROFF
REVISION B
19/9/2013

MOOMINPAPPA AT SEA
SET DESIGN

SCALE 1:20

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POST SHOW ACTIVITY – Your Favourite Character

We at Spare Parts Puppet Theatre want to know who your favourite character from *Moominpappa at Sea* was.

Post Show Activity:

Draw your favorite character and send it to us at Spare Parts Puppet Theatre.

Send your finished drawings to:

Spare Parts Puppet Theatre
PO Box 897
Fremantle WA 6959

Or scan and send them to:

marketing@sppt.asn.au

POST SHOW ACTIVITY – Your Favourite Character In a Dance inspired by *Moominpappa at Sea*

Students base their dance on their chosen Favourite Character activity above. Some elements to convey the character:

- appearance: clothing, makeup, accessories, degree of tidiness or dishevelment,
- actions: what the character does and how they do it,
- energy of the character
- mannerisms and gestures,
- gaze,
- posture and the way they carry themselves, and
- facial expressions.

Students in groups integrate their interpretations of the same chosen character with the use of pantomime —(*creating things that aren't there (sliding doors, windows, pulling out a pocket watch) using only gestures, like the game Charades*) to create a dance. Rehearse and present to others.

AUSTRALIAN CURRICULUM

Create and shape arts works by organising arts elements to interpret the Puppet show
Improvise and structure movement ideas for dance sequences using the elements of dance and choreographic devices

Rehearse and rework arts works, using interpretive and technical skills

Present arts works to informal and formal audiences, using arts techniques, skills and processes

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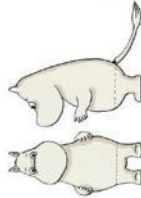
THE SEAHORSES



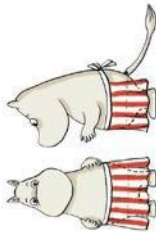
THE GROKE



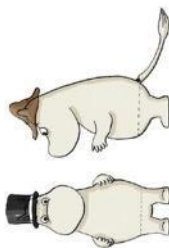
LITTLE MY



MOOMINTROLL



MOOMINMAMMA



MOOMINPAPPA

LEON HENDROFF
REVISION B
9/9/2013

MOOMINPAPPA AT SEA
PUPPET CHARACTERS – RELATIVE SIZES

SCALE 1:10