

# FOX

*Adapted from the book by Margaret Wild  
& Ron Brooks*



## Fox

Adapted from the book by Margaret Wild & Ron Brooks

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Government of Western Australia  
Department of Culture and the Arts



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## Introduction

Spare Parts Puppet Theatre presents

### **Fox**

Adapted from the award winning book by Margaret Wild and Ron Brooks

Fox is a riveting fable of friendship, loyalty and betrayal. As an unlikely friendship blossoms, discover how strength and companionship can give us the courage to get through difficult times.

Margaret Wild's timeless story leaves you with questions that could take a lifetime to answer – a potent starting point for rigorous discussion and debate.



## **Theatre Etiquette** *Preshow Activity*

Discuss appropriate audience behavior with your students prior to attending Fox.

Basic Theatre Etiquette for Primary Students:

- Arrive early and go to the toilet before the performance so you don't have to get up during the show and miss any of the good bits.
- 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 performer, but remember it's okay to laugh if you find the performance funny.
- Keep your hands and feet to yourself.
- You should not eat during the performance. Give the performer your full attention. It's not nice to hear someone crunching on food when you're trying to listen to the show.
- Clap at the end of the performance if you enjoyed what you saw.

## **Read Fox by Margaret Wild** **Preshow Activity**

*EDU LINKS: English & Literacy - Responding to Literature, Interpreting, Analysing, Evaluating,  
Literature and Context*

Before seeing the Performance of *Fox* by Spare Parts Puppet Theatre read the book and examine the text in class.

### Task

Lead your students in a class discussion examining the characters and story.

Some leading questions to ask are:

- *What do we know about dogs? Are they loyal friends?*
- *In the book what do we know about the character of Dog, is he blind?*
  
- *What do we know about magpies? Are they proud?*
- *In the book what do we know about the character Magpie?*
  
- *Why are Dog and Magpie friends? Do they help each other? How?*
  
- *What do we know about foxes? Are they pack animals?*
- *In the book what do we know about the character of Fox?*
  
- *Why is Fox so mean to Magpie? At the end he says "Now you and dog will know what its like to be truly alone", Why?*

As a class predict what happens to Fox, Dog and Magpie at the end of this story. What happens next? Use Inference, conjecture, speculation, presumption, assumption and deduction to form your ideas.

### Suggested Vocabulary Words

Inference, Deduction, reasoning, conjecture, speculation, presumption, assumption

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## **Research Author Margaret Wild** *Preshow Activity*

*EDU LINKS: English – Creating Texts, Interpreting,  
Analysing, Evaluating*

The Spare Part Puppet Theatre's performance of *Fox* is based on the book entitled *Fox* by Margaret Wild and illustrated by Ron Brooks.

### **Task**

Prior to or after reading the book ask your students to research Margaret Wild.

Their research should include:

- Where is she from?
- What kind of books does she write?
- How many books has she written?
- Has she won any awards for her writing? If yes what award?

A video interview with Margaret Wild was made by New South Wales Premier's Reading Challenge in 2010.

These interviews are interesting because Primary School students from across NSW got to ask the author questions. Watch Part 1 and Part 2 on YouTube.

Links:

[https://www.youtube.com/watch?v=bhbtG9o\\_Jpk](https://www.youtube.com/watch?v=bhbtG9o_Jpk)

[https://www.youtube.com/watch?v=g\\_z\\_KYo\\_0Z0](https://www.youtube.com/watch?v=g_z_KYo_0Z0)

## Vocabulary Word Search

*Preshow Activity*

*EDU LINKS: Literacy*

The vocabulary words below are from the Spare Parts Puppet Theatre performance of Fox. How many can you find?

D	B	E	W	G	O	U	B	T	B
L	M	X	I	R	Q	Z	U	P	J
H	R	T	F	I	R	E	S	A	S
F	V	R	B	E	A	X	H	L	T
E	G	A	L	F	S	L	F	O	R
C	O	O	I	B	A	H	I	N	I
I	Y	R	N	L	P	U	R	E	N
W	O	D	P	K	L	J	E	L	G
C	P	I	E	H	I	Q	N	I	Y
M	S	N	R	T	N	D	B	N	B
A	S	A	S	F	G	I	Z	E	A
G	Y	R	U	N	S	M	P	S	R
P	K	Y	A	F	E	D	L	S	K
I	M	A	D	O	G	F	I	W	Q
E	T	N	E	X	V	T	C	R	O

Fox

Loneliness

Stringybark

Dog

Fire

Bushfire

Magpie

Saplings

Extraordinary

Grief

Coolibah

## Illustrate Your Own Ending

### Postshow Activity

*EDU LINKS: English – Creating Literature, Creating Texts, Critical and Creative thinking*  
*Visual Arts – Making and Responding*

After seeing Spare Part Puppet Theatre's performance of *Fox* encourage your student to write and illustrate their own ending to the story.

### Task

As a class talk about the story of *Fox*.

Discussion points:

- Bushfire that injures Magpie's wing.
- Dog's blindness.
- How Magpie becomes Dog's eyes and Dog becomes Magpie's wings.
- Why Fox tries to lure Magpie away from Dog.
- How Fox leaves Magpie in the desert alone and why

Ask your students to write down their own ending to the story.

- How does Magpie get home?
- Does she ever find Dog again?
- Does she get help from other animals?

After your students have written their own ending, have them illustrate what they have written.

As a class go back to the book *Fox* by Margaret Wild and take a closer look at Ron Brooks's illustrations. Ask students to look at what makes these drawings interesting? Is it the use of line and colour? Notice how the lines and colour fill the page.

When the illustrations are complete print out the stories and attach them to their illustrations and display in class.

★ I suggest doing this activity in two lessons allowing students time to think about their endings and drawings in depth.



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## **Fox Freeze**

### ***Post show Activity***

*EDU LINKS: Drama – Dramatic Action, Character*

After watching the Spare Parts Puppet Theatre performance of *Fox* explore characterisation of the three main characters by using a tableau drama game.

#### Introduction: Finding your characters

In a clear space ask your students to use their body to find the shapes of Dog, Magpie and Fox. Calling out each Character by name and give students at least 1 minute to find the shape of Dog, Fox and Magpie. This is a silent activity so little talking, barking or crowing should be heard.

#### Task

Break students into groups of three, ask your students to think back to the performance. Ask them to create three tableau images using only their bodies.

★reak students into groups of three, ask your stud

Example: Magpie on Dogs back flying, with jealous Fox watching in the background.

#### Tableau Criteria

1. Make sure your characters show emotions through body language.
2. The best tableaus feature a “frozen action” rather than a pose.
3. No talking or moving while performing your tableaus. You must be frozen in time.

Give groups 10 minutes to think of and practice their tableaus. When students are ready have each group present their three tableaus to the class.

Students in the audience should guess which part of the story the tableau is portraying.

## Magpie's Dance

### Post show Activity

*EDU LINKS: Health & Physical Education – Moving our body, The Arts – Dance, Elements of Dance*

At the end of Spare Parts Puppet Theatre's performance of *Fox* the story is left open. It is up to the audience to decide how and if Magpie finds her way home again.

### Task

For this exercise your students will imagine that Magpie must find her way back to the bush and her friend Dog. Fox has left her alone in the desert and she must Jigity Hop her way home.

As a class or in student groups create a dance phrase based on the themes of fear, courage and persistence. You will require an open space free of desks and chairs to complete this exercise.

- Create 3 movements based off the theme of fear x 8 counts
- Create 3 movements based off the theme of Courage x 8 counts
- Create 3 Movements based off the theme of Persistence x 8 counts

Put the 3 counts of 8 together and you have a short dance. If working in groups have each group show their dance in class.

### Suggested Music:

Camille Saint-Saens  
Carnival of the Animals  
XIV. Finale

YouTube Link:

<https://www.youtube.com/watch?v=Z7MogNHCwGo>

Taylor Swift

Shake It Off

YouTube Link:

[https://www.youtube.com/watch?v=nfWlot6h\\_JM&index=3&list=PLDcnymzs18LVXfO\\_x0Ei0R24qDbVtyy66](https://www.youtube.com/watch?v=nfWlot6h_JM&index=3&list=PLDcnymzs18LVXfO_x0Ei0R24qDbVtyy66)

Katy Perry

Roar

YouTube Link:

[https://www.youtube.com/watch?v=CevxZvSJLk8&index=10&list=PLDcnymzs18LVXfO\\_x0Ei0R24qDbVtyy66](https://www.youtube.com/watch?v=CevxZvSJLk8&index=10&list=PLDcnymzs18LVXfO_x0Ei0R24qDbVtyy66)

## **What do Dancers Eat?**

### ***Post show Activity***

There are three dancers in the Spare Parts Puppet Theatre production of *Fox*. Do you ever wonder how dancers stay fit and healthy? What do they eat? How to do they get ready for a performance?

Below you will find an interview with Dancer Jessica Lewis. She talks about how she gets ready for a performance and what she eats to fuel her body.

### **Jessica Lewis**

#### **Maggie**

#### **How long have you been a dancer?**

I started creative movement dance classes when I was 4 and then took Ballet for many years, when I was about 15 I started taking contemporary dance classes. After that I went to University to study contemporary dance at the West Australian Academy of Performing Arts in Perth and graduated with a Bachelor of Arts in contemporary dance. I have been a dancer awhile now.

#### **In a normal day what kind of food do you eat to stay fit and healthy?**

I always eat breakfast; I can't get through the day without a good breakfast. For lunch I usually have a sandwich or wrap with salad. I normally have a snack before dinner, which might be a piece of fruit or a muesli bar that I keep in my bag. I really like cooking my own dinner my favorite thing to cook is Spaghetti Bolognese.

#### **What inspired you to become a dancer?**

I have always had dance as a hobby and a passion. When the opportunity presented itself to peruse it as a career I went for it. It has taken a lot of hard work and dedication to become a dancer.

#### **Is eating a healthy diet important to you? Why?**

Definitely. As a dancer the food I put in my body act as fuel in order to make me dance well and feel good.

#### **What is your favorite "naughty" food?**

Salt and Vinegar Potato chips... Yum!

#### **What do you do to get ready for a performance?**

I start with a dance warm up, so my limbs are nice and flexible, and warm. Then while I am stretching I do a voice warm up. After that I head to the dressing room and do my hair and make up, I never just sit down and wait I am always moving around to keep my body warm. When I'm ready I like to listen to the audience coming into the theatre so I can get a sense for what the audience might be like.

## Food Diary Challenge

*Post show Activity*

*EDU LINKS: Health & Physical Education – Being Healthy, Safe and Active*

At Spare Parts Puppet Theatre we promote the message Go for 2&5. The Dancers in the production of Fox must eat healthfully and get exercise to stay strong.



A great way to keep track of what you eat daily is by keeping a food diary. Keeping a diary can help you reflect on the food choices you make and help motivate you to make better ones.

### Introduction:

Before beginning the Food Diary Challenge go over what a healthy diet is in class. Some great resources can be found online.

I suggest: <http://healthy-kids.com.au/>

### Task:

Challenge your class to keep a Food Diary for 4 Days, starting on a Monday morning and finishing on a Thursday afternoon. Student diaries should be kept private and not shared in class peer to peer.

Use the diary template provided.

Allow a few minutes in the morning and after lunch for students to fill in their diaries. Filling in their food diary should also be part of their homework so they can record their evening meal and snacks. You will see there is a section for physical activity and water intake. Encourage students to keep track of these as well.

Helpful Hint – Make sure you go over basic units of measurement so your students can use these to keep track of their food intake. I suggest using handfuls, cup, ½ cup, tablespoon, and teaspoon.

### Reflection:

On Friday ask the get students to write a 2-paragraph reflection on how they did. Do they think they made good food choices? What could they do better? What did they do well?

# Food Diary

Name \_\_\_\_\_

Date \_\_\_\_\_

## What did you eat today?

*Example; two slices of bread, 1 bowl of soup, 1 ham and cheese sandwich, 1 small bag of chips*

Breakfast	
Snack	
Lunch	
Snack	
Dinner	
Extras	

## How much water did you drink today?

Morning	
Afternoon	
Evening	

## How much physical activity did you get today?

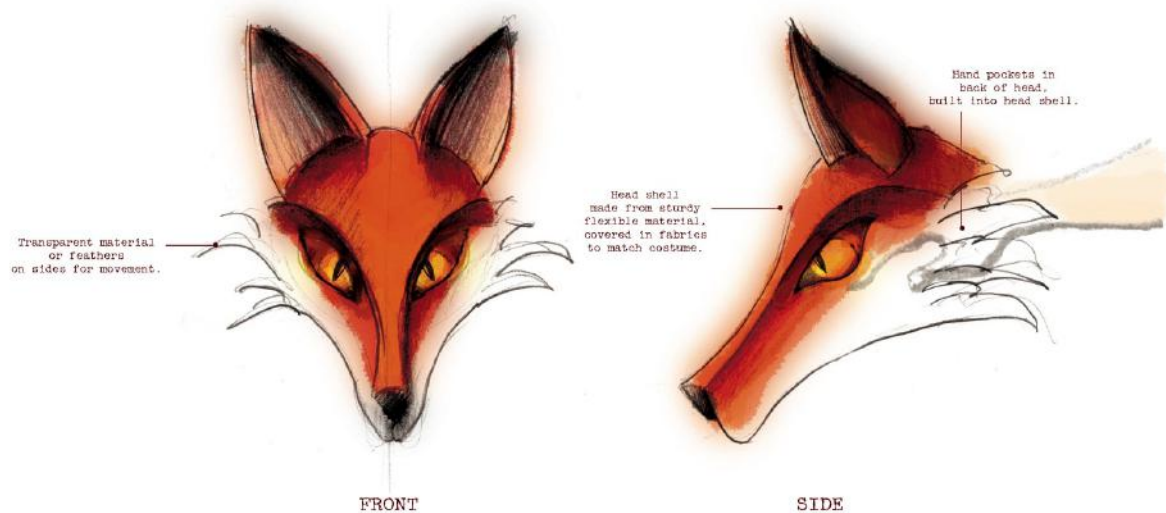
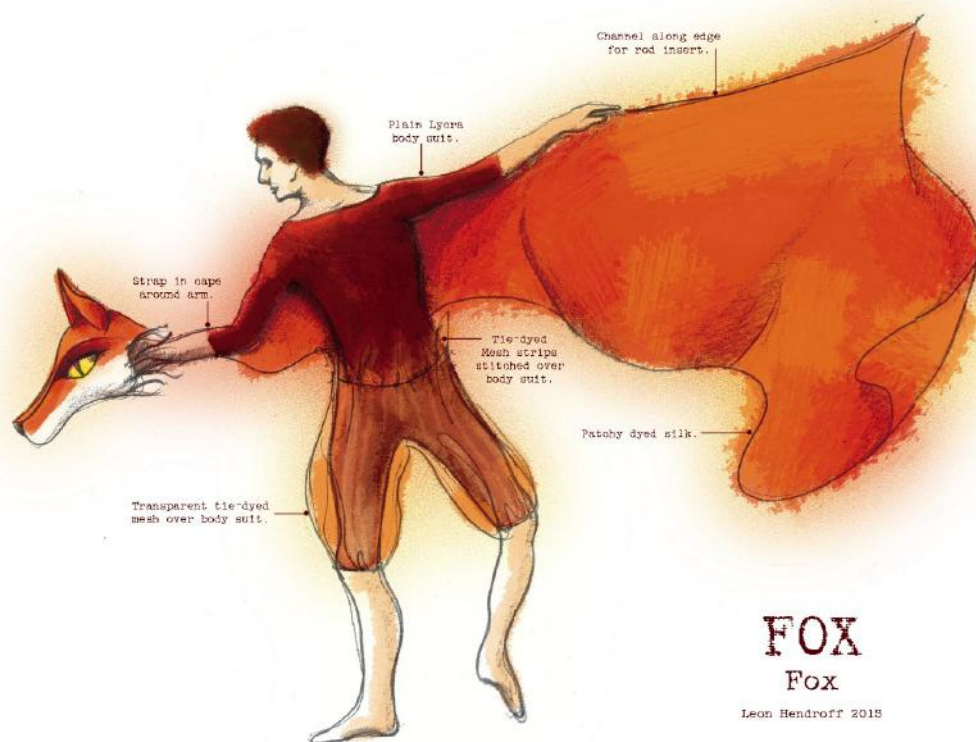
*Example: Walked to school, rode my bike for 30 minutes, netball practice afterschool. What did you do during recess, for how long?*

Physical Activity	
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## Puppet Designs by Leon Hendroff



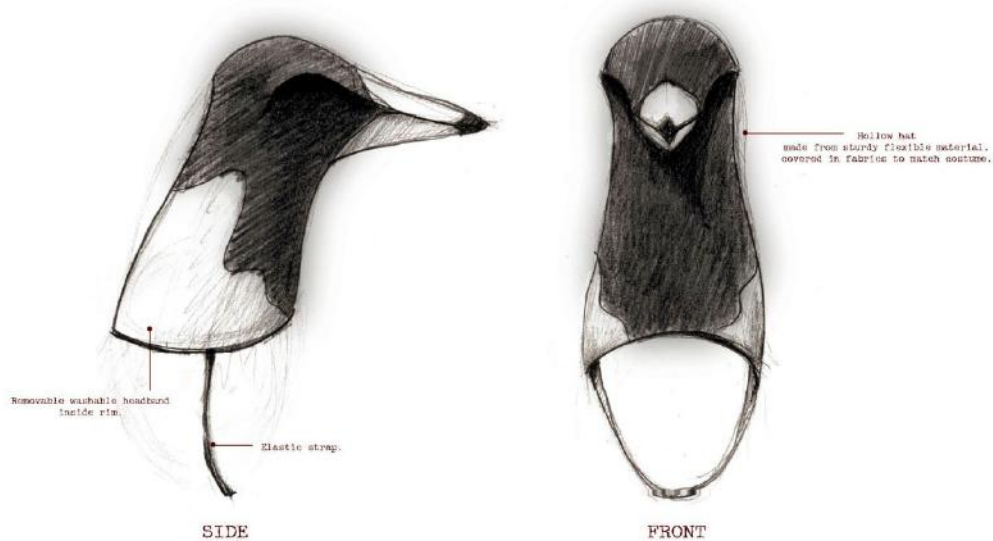
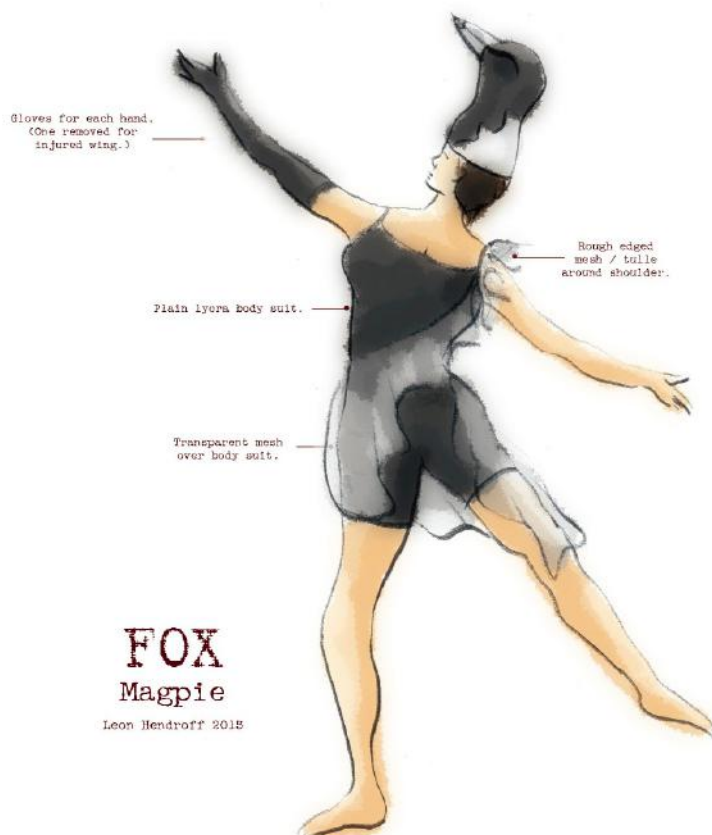
**FOX**  
Fox Head  
Leon Hendroff 2015



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## Puppet Designs by Leon Hendroff



**FOX**  
Magpie Head  
Leon Hendroff 2018

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## Puppet Designs by Leon Hendroff

