



**LEARNING
RESOURCES**

THE SEED

A little seed for me to sow
A little earth to make it grow.
A little hole,
A little pat,
A little wish,
And that is that.
A little sun,
A little shower,
A little while,
And then – a flower.

-Mabel Watts

The One Who Planted Trees tells the story of one individual that sees a need for action, and in their own, individual actions, made a difference to their world.

These first activities focus on our creative thoughts and beginning actions – the seed from which our deeds grow. We look at ways to empower ourselves and each other to find aspects of our world and community that need action, and ways that we as single people can create the opportunity to make a difference. Most of these activities are centered around the environment, but this can lead to exploration of so many other topics, other societal problems that the students may be interested in discussing. These might include Indigenous Rights (leading in from land management), affordable housing (coming from carbon footprints) or more lateral interests such as how to design an enclosure for an endangered animal, or how to provide opportunities for bees suburban areas.

In this section, try using design theory to discuss problems, barriers, solutions and ideal outcomes surrounding climate change and sustainability. The creative process of theatre is a collaborative effort, with people from different skill sets and backgrounds contributing ideas that can sometime seem outlandish or strange, but that come together to create magic.

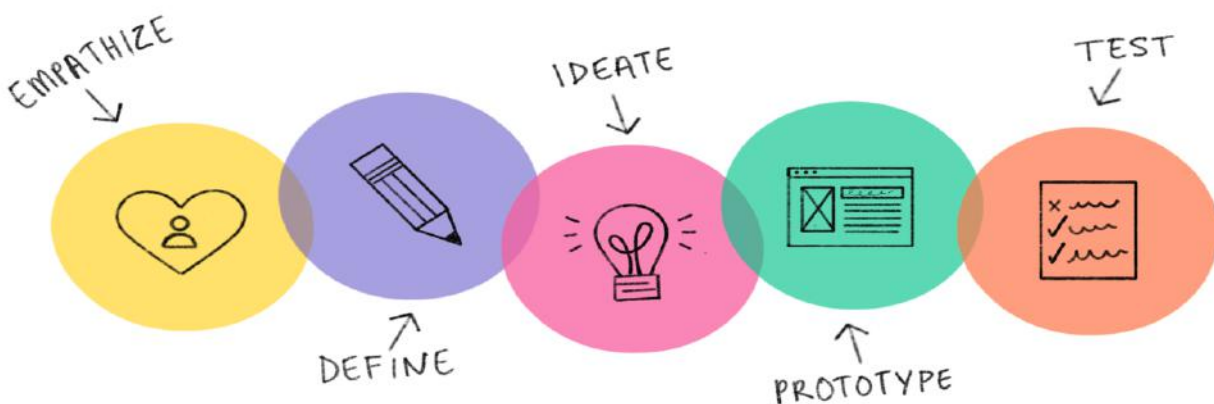


Fig: The Design Thinking Process

Making a Seed Card

Using the template in the appendix, make a hand card that can contain limitless theme content. This card has a cut out of a seed sprouting, but the options here are endless depending on the theme you are making. They could be images photocopied, traced or drawn. Remember to keep it simple!

Some ideas to work on with this card, using the design theory process:

- Write why it is important to be involved in conservation as individuals and what outcomes this can lead to
- make a pledge for personal action to be taken and explain why it is a valuable action, or what is to be achieved
- enclose a seed and gift for father's day or other events. Encourage children to consider making a suggestion for a location and/or activity to be done together when planting their seed.



Body Mapping a Tree

Trees are living things! Using a large sheet of paper, draw around the child's outline. Discuss the parts of the human body that are necessary for life, then discuss what is necessary for a tree's life. Write/draw the aspects of a tree's needs on the area where you feel the anatomy of a human body has a similar function – even if its symbolic. for example, where the heart is, you may write “seed” or “soil”. Where the brain is, you may write “fertiliser” etc.



Mapping the World's Heroes – it all starts with one person!

Use a map to label places where eco-heroes have done wonderful things.

Using a world map (or Australia, to simplify), label the areas where ecological heroes have done amazing things. These can be researched, or provided, depending on the ability of the students.

Some ideas for these heroes include:

Bruce Pascoe – author and historian

Clive Blazey – AM member for contributions to horticulture, conservation and community

Peter Andrews – work with drought-stricken land

John D. Liu – Ecologist and film maker

Greta Thunberg – Activist and spokesperson

David Attenborough – Ecologist and film-maker

Jane Goodall – primate expert

Myint Zaw – campaigner and activist

Howard Wood – founder of marine protection area

Jean Wiener – marine sanctuary protector

There are many resources online for these heroes, including this Time article:

<http://content.time.com/time/specials/2007/completelist/0,29569,1663317,00.html> and this CNN article: <https://edition.cnn.com/2020/12/31/world/new-years-resolution-2021-heal-nature-c2e-spc-intl/index.html>

If Not Me, Then Who?

Use the worksheet attached in the appendix, or take a photo/draw a self-portrait on the bottom half of a page. Show the thoughts of the figure by drawing or writing ideas of how one person can contribute to sustainability or conservation.



THE SAPLING

A sapling has the beginnings of new growth, of fresh starts, of promise. It also has the challenge of young life, of encountering obstacles, of finding nourishment.

Look

At a tree

Standing

- so free,

Oh, if you too,

Could be there

In the forest hue,

In the brisk cold air,

Standing strong, so tall,

But you are still a sapling

That a small storm appalls,

It takes many years of battling

For a

Tree

To be

Free

- Erios De Kir

This section can utilise the Six Thinking Hats by Edward DeBono to explore processes and re-examine ideas, focus on growth, and reassess actions.

Six Thinking Hats®

Quick Summary

PROCESS



Blue Hat - Process

Thinking about thinking.
What thinking is needed?
Organizing the thinking.
Planning for action.

FACTS



White Hat - Facts

Information and data.
Neutral and objective.
What do I know?
What do I need to find out?
How will I get the information I need?

FEELINGS



Red Hat - Feelings

Intuition, hunches, gut instinct.
My feelings right now.
Feelings can change.
No reasons are given.

CREATIVITY



Green Hat - Creativity

Ideas, alternatives, possibilities.
Provocations - "PO".
Solutions to black hat problems.

BENEFITS



Yellow Hat - Benefits

Positives, plus points.
Logical reasons are given.
Why an idea is useful.

CAUTIONS



Black Hat - Cautions

Difficulties, weaknesses, dangers.
Logical reasons are given.
Spotting the risks.

Innovate for Theatre!

When the Creative Team made the show *The One Who Planted Trees*, the logistics involved require some problem-solving and innovation.

Using DeBono's six thinking hats (<https://mgrush.com/blog/debono-six-thinking-hats/>), see if you can come up with ways to solve these problems for theatre:

- how to show the layers and ecology of soil
- how to manipulate and raise a 300 kg metal rig, using a hand winch, during the performance
- how to make a puppet look like paper, but sturdy enough to use
- how to show trees growing on stage

Charcoal Rubbings and Natural Texture Art

Find interesting bits of leaf and bark. Use the items to do charcoal rubbings and glue other items for added depth and texture. Use this artwork for a range of learning activities, including:

- create the characters for the story (or your own story)
- Create a life cycle of a tree or animal
- Illustrate threats to the bush
- Illustrate the groups of people that may be able to look after the land

TREES

Trees are strong, and sturdy, and provide shelter and nourishment for life. In return, we protect our trees and admire their unique and dramatic beauty. These activities are exercises in gratitude and protection.

Against a clear and deep blue sky,
One tree stretched tall, its branches high,
And stiffly they, of movement none,
Stood true and straight, their course to run.

The wind it whistled strong, and shrilled
Between those branches, stiff and chilled,
But not one twig could it but sway,
And having tried, swept on its way.

Against a clear and deep blue sky,
One tree stretched tall, its branches high,
And with great dignity, it kept its stance,
No wind would ever make it dance.

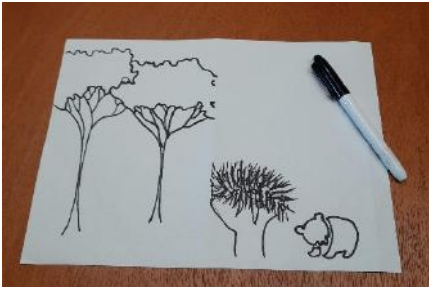
- Ernestine Northover

Create a 3D Bush Scene

Use a piece of plain paper to create this small set of the bush – we traced and used collage, but the artistic opportunities are endless! Create puppets to explore scenes such as:

- The benefit humans get from working in nature and conservation
- interactions of organisms and animals that the tree supports
- look at the world from the perspective of a tree- who is a villain? Who is helpful?

Fold the paper like a portrait card. Fold and extra centimeter along the vertical edge of the front cover. Draw lower level pictures on the front cover, and higher pictures on the inside. This scene has a wombat and grass tree on the front and gum trees on the back.



Cut out along the top edge of each picture (two different levels) and give the artwork some colour.



Finally, glue the centimetre fold and stick it to the back picture, so the scene becomes a sort of squished tube. Now the picture will stand up, and also has space for a puppet show!



Perspective Drawings

Draw perspective scenes of a long road disappearing into a bush. Perhaps do a series of scenes beginning with the bush, then a fire, and finally the regrowth.

For each scene, study the human interaction and ecological impact. Write or draw on or with the artwork such things as

-the supported ecosystems (don't forget to go macro to micro!)

-the impact of the fire on the ecosystems (what can escape? What needs the fire? How can the fire be managed? What can't escape the fire?)

-how the ecosystems regenerate. How can humans help survival and regeneration efforts?



RESOURCES

Design Theory

<https://careerfoundry.com/en/blog/ux-design/design-thinking-process/>

DeBono's Thinking Hats

<https://highlandliteracy.com/reading-2/de-bonos-six-hats/>

Piney Lakes Environmental Education Centre

<https://www.melvillecity.com.au/waste-and-environment/piney-lakes>

Parks and Wildlife Service Nearer to Nature Program

<https://www.dpaw.wa.gov.au/management/forests/about-our-forests/170-forest-education-and-research>

Trillion Trees (formerly Men of the Trees)

<https://trilliontrees.org.au/trillion-trees-schools/>

Copyright Agency Reading Australia – Resources to work with Young Dark Emu by Bruce Pascoe

<https://readingaustralia.com.au/lesson/young-dark-emu/>

Buzz Ed Australia – Luke's Bees

<https://www.buzzedaustralia.com/>

THESE LEARNING RESOURCES WERE DEVELOPED WITH THANKS BY:

Georgia Wesley and Noelene Waldron, with contributions by Helen Davis and Beth Rodgers

Interested in seeing more? Visit www.sppt.asn.au to see all of our available workshops and shows!