

SHOW DAY



**SPARE
PARTS**
puppet theatre

Creative Learning Pack

Synopsis

It's that once a year day – yes you guessed it – it's Show Day! Grab the kids and get ready for a rip-roaring roller coaster ride of fun. Take a seat in the grandstand and cheer for family and friends competing in the most exhilarating day of the year. Hear the whack of the axe as it chops the wood, the baa of the crazy sheep as the dog expertly rounds them up, and watch in awe as the horses clear those tricky jumps.

Come celebrate as the community comes together to make Show Day a success – and keep an eye on the cheeky chooks – we hear they are planning an eggscape!

Credits

SHOW DAY

Director

Michael Barlow

Co-Creators

Ellis Pearson
Michael Barlow
Cecile Williams

Designer (Puppets, Sets and Costumes)

Cecile Williams

Costume Maker

Kylie Bywaters

Puppet Makers

Jane Davies
Sanjiva Margio
Cecile Williams
Umberto Margio
Jackson Harrison

Composer

David Rastrick

Lighting Design

Erik Leow

Stage Manager

Jackson Harrison

Performers

Michael Barlow
Ellis Pearson
Bec Bradley
Nadia Martich

TECHNOLOGY • HASS

Farm to Fork Flowcharts

Have the students think about the last time they went to the show. Encourage discussion about their sensory experiences and lead them to memories of food they sampled or indulged in. Have students select, or delegate an item to small groups or individual students. This product will be used as the food item for all the activities.

Use research strategies to assist students to identify the main ingredient in the product, and discuss key terms such as “raw product” and “end product”.

Using the information gathered, draw a flow chart to show the steps in farm to fork for their chosen product.

Extension:

Discussion topic – what foods go through more processing before we eat them – red light foods or green light foods?

Resources

For videos and online resources about farm to fork, try these links:

- [Carrots](#)
- [Sugar](#)

For videos about factory process, try these links:

- [Pretzels](#)
- [Ice Cream](#)

TECHNOLOGY • HASS

Farmer's Game

In this activity children will learn about the complexity of primary producing, and the roles of farmers in our economy. Discuss where the raw materials come from, and brainstorm what a farmer might need to do in daily tasks. Use prompts such as what animals/plants need, or what do farmers need to do in order to sell their produce. Discuss the problems farmers might face in their working lives, and how big a setback they might be to their farming.

Introduce a basic board game template. Teachers Pay Teachers has a number of interesting yet simple ideas [here](#).

In small groups, students create a themed board game where they may get benefits from such things as a good harvest or penalties from encountering squares such as having too many mice in the area.

Extension Activity: add an element to the game that shows how setbacks that occur to farmers have a roll on effect to consumers, or even the greater economy.

Resources

For videos and online resources about the life of a farmer, try these links:

- [Golden Egg farms have a great virtual egg farm tour that can give us an idea of what is required of farmers and infrastructure](#)
- [The Elders website shows a wider cross-section of the skills, knowledge and roles of the farming community](#)
- [Milne feeds shows how much science and development go into caring for our live animal industry](#)

HEALTH

Understanding Food Charts

For this activity, you will need either the healthy eating chart (year 3+) or the healthy decisions worksheet for younger children.

After introducing the concept of healthy vs unhealthy food choices, or exploring the healthy eating chart, challenge the students to use their flow charts to place where their food product sits at each step along the process. Students may also do the same with other students' chosen food.

After completing the charts, pen up the discussions about the patterns the students observed about the trend of processed and raw foods.

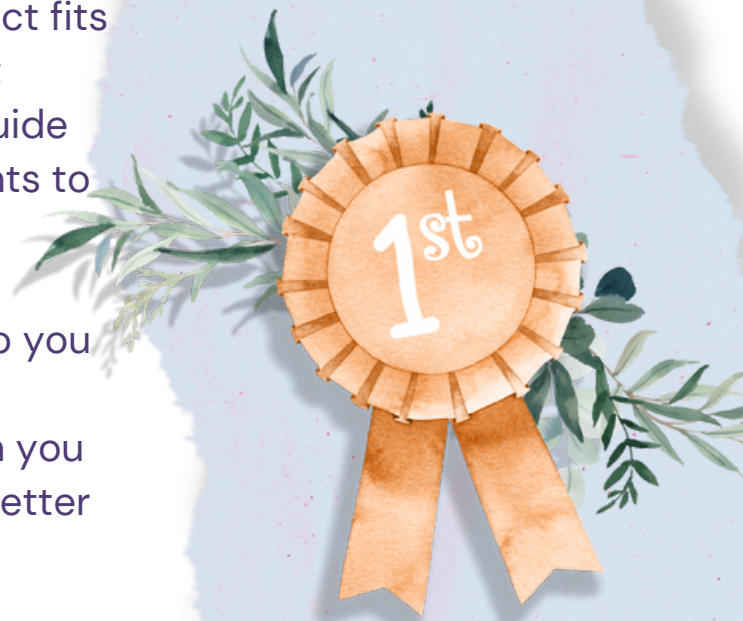
Focus Questions:

- Can you see where your chosen product fits on the guide to healthy eating? Does it change places on the healthy eating guide as it moves through from the ingredients to the final product?
- Reflect a little on your eating habits. Do you eat more of this product in the larger sections, or the smaller ones? How can you adjust your eating habits so they are better weighted to the larger sections?

Resources

For worksheet templates, these links might help:

- [Healthy eating chart \(year 3+\)](#)
- [Healthy and Unhealthy food choices \(early years\)](#)



ENGLISH

Writing for our Senses

Through the familiar format of narratives, this activity is used to begin a discussion around the emotions that marketing companies use to attract us to their products.

Using the 5 senses to set the scene in narrative writing helps the reader to understand the experience of a character and connects us to the situation.

Read or display this excerpt of *Blueback* by Tim Winton and ask the students how many senses they can identify.

“After breakfast, Abel carried seaweed up to the fruit trees. He filled bags of washed kelp and heaved them up the slope from the jetty to the orchard. The ground up there really stank. Every year Abel and his mother netted pilchards and salmon to dig into the sand for fertiliser. The whole bay would stink for a week as they chopped the fish into the rich compost they made from tree bark, vegetable scraps and seagrass.

Abel lay the kelp around the fig trees and the apricots. There were orange and lemon trees in the orchard as well as olives and mulberries. Every row of trees jangles with bells to keep away the birds.”

A day at the show is filled with sensory experiences! Ask students to think of the food they are working with, and to brainstorm adjectives for this food around all the senses. Students can then write a short excerpt of their show recount or a story based on the show experience, where they highlight as many senses as they can to help the reader feel immersed in the writer’s experience.

Keep the writing nearby, you will need it in the next activities!

For younger children:

Read a story on the mat together and discuss the words in the book that relate to the senses, and how they make the reader feel.

TECHNOLOGY • MATHS • VIEWING

What's on the Packaging?

Start by looking at some different packaging examples. Ask some questions to get students thinking about the intersection between function and design, such as:

- What shape is it?
- Is it a good shape for travelling?
- What colour?
- Is it trying to look healthy, fun, or good for the environment and sustainable?
- Is it eye catching?
- Is it easy to hold?
- How well does it hold the contents?
- Is the food easy to keep safe and fresh inside the packaging?
- What material is it made from?

Ask students to select a 3D shape to package their product, based on their observations. An extra challenge may be to attempt to draw a net of the 3D shape.

Don't put it together yet though, it needs more work!

For younger children: either give a prescribed and printed net such as a rectangle to build together, or use an existing box to discuss the properties such as corner, faces, edges, and how well it stacks together.

Resources:

- [This website has interactive geometry exercises](#)
- [This website has interactive games to explore nets](#)

ENGLISH • HEALTH • VIEWING

Bring it altogether to Design the Package!

WHAT'S ON THE BOX?

Have a look at some packaging examples. What information does it need to have? Some examples might be:

- health information
- ingredients
- product name
- company name
- mascot?
- product image/serving suggestion?
- country of origin
- product synopsis?

Discuss how marketing utilises emotional and descriptive words to shape the way we feel about a product. Brainstorm a few together before asking the students to write some words for their product – you can use some positive words from your writing activity (4) here!

Extension activity: some students may also be able to consider trademark words or brand-aligned words, for more in depth understanding of advertising and marketing conventions.

It's time to bring the package together! Marketing and design specialists spend a lot of time considering the best way to present a product.

When deciding how to present the information on the package, consider:

- font
- size of type
- colour

Have a look at a few examples of packaging and the way they use colour.

Explore how the packaging appeals to our sense of:

- fun
- health
- sustainability

Students can now use everything they have learned to design their package!

Resources:

- [To explore how different colours might work together, try this interactive "colour calculator".](#)



Work as a Community to Create!

Explore teamwork and combined creativity with this creative drama game!

- Break the groups into threes. Give the children one minute to create an animal pose using all 3 bodies (make sure there are no animal double ups of animals).
- Return to the larger group and have each three show their animal pose to the rest of the children.
- Have the children now stand in a circle. Elect a "leader".
- The leader now calls out the name of one of the animals and points to a child in the circle. The child, plus the child on the left and right, now try to recreate the pose they were just shown for that animal. It's tricky!

Extension/smaller groups:

- Use three hands (two can be from the same person if needed) and see if you can make an effective animal shape instead of using bodies. If you don't have enough people to elect a leader, try drawing animals out of a hat or via a random generator.



SPARE PARTS

puppet theatre



Find more resources
via our website, visit:

SPPT.ASN.AU