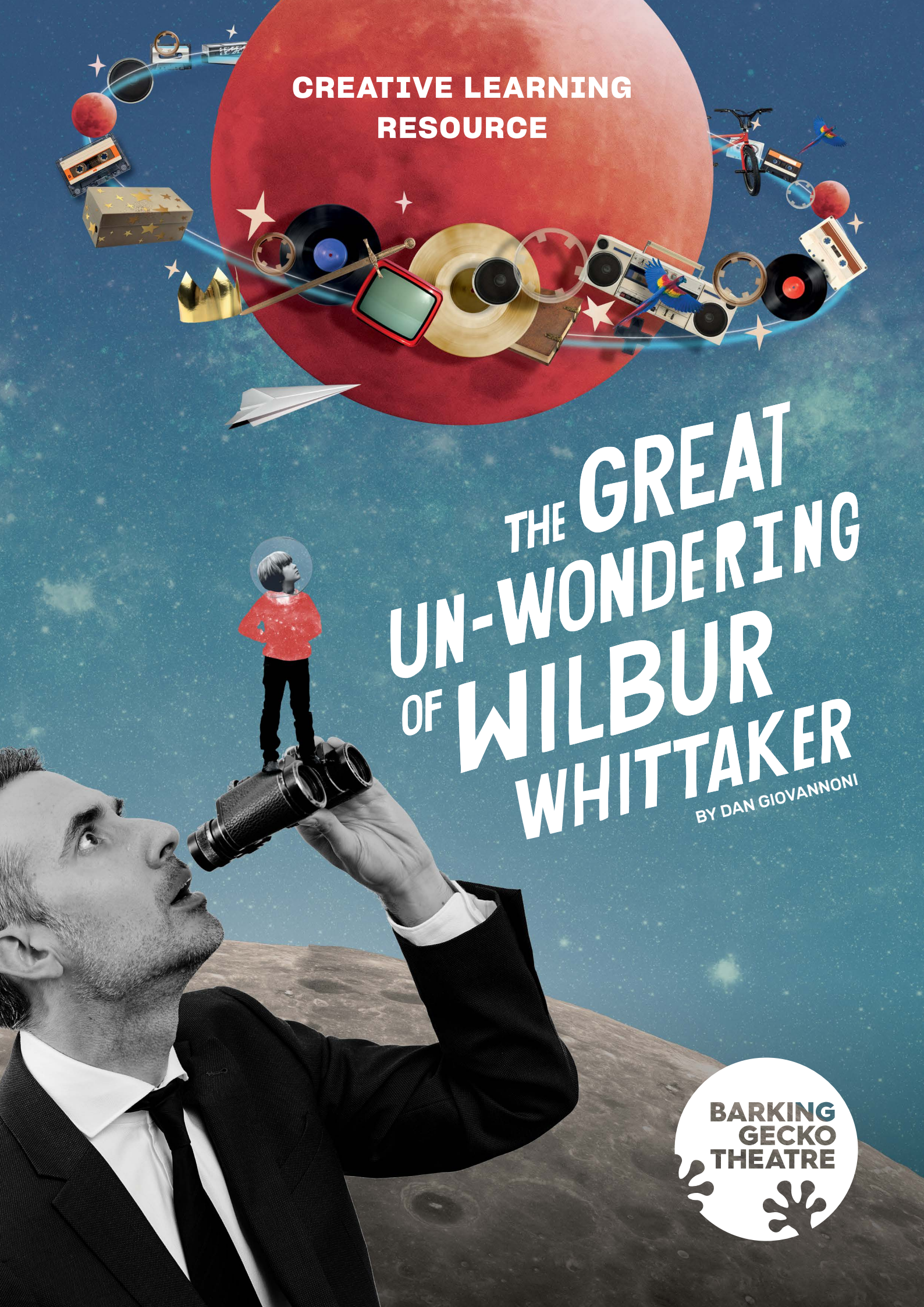


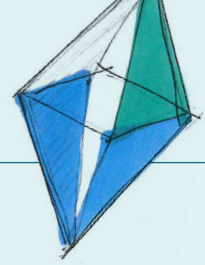
**CREATIVE LEARNING  
RESOURCE**

**THE GREAT  
UN-WONDERING  
OF WILBUR  
WHITTAKER**

BY DAN GIOVANNONI





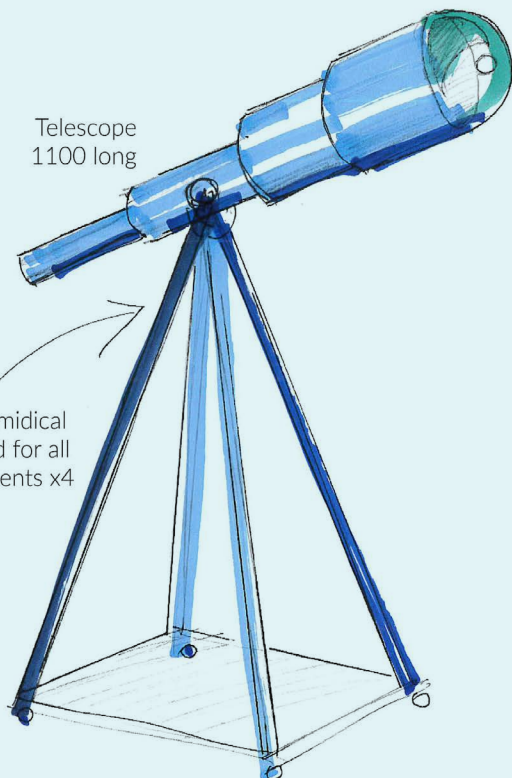


# WELCOME

These notes are designed to help you develop a creative series of sessions / lessons to explore *The Great Un-Wondering of Wilbur Whittaker*. You can use just a few or most of the suggested strategies and activities, adapting them to meet the needs, interests and abilities of the students in your class - or the after-school context in which you're working.

The play is particularly written for students in Year 3+ but is also suitable for older students. It lends itself to rich integration across the primary curriculum. Activities have been suggested to set the scene for the performance both several weeks before and on the way, as well as to further engage with and reflect on the performance afterwards.

This Creative Learning Resource Pack has been curated by Teaching Artist and Drama Specialist, Teresa Jakovich.



# BARKING GECKO THEATRE

Barking Gecko Theatre is Western Australia's locally cherished, nationally significant company that creates theatre for children and their families. We are honoured to make our work on Whadjuk Country, the ancestral lands of the Noongar people.

Barking Gecko has a global reputation for crafting exquisite theatre of ambition, sophistication and scale. The stories we tell on stage fuse big ideas and questions with timeless, imaginative worlds. We speak to children in the here and now - to their inner lives and experience of growing up in a complex world.

When it comes to creating theatre for young audiences, our motto is: for the smallest, only the finest. We work with the country's leading artists, developing our shows with care and rigour over a number of years.

Once Barking Gecko's productions premiere in Perth they go on to tour regionally, nationally and internationally. The productions are linked to year-round Creative Learning programs that we deliver in classrooms and communities. Children feed into our creative process via our Gecko Ensembles program of weekly drama classes, creating a direct connection with audiences across metropolitan Perth and regional WA.

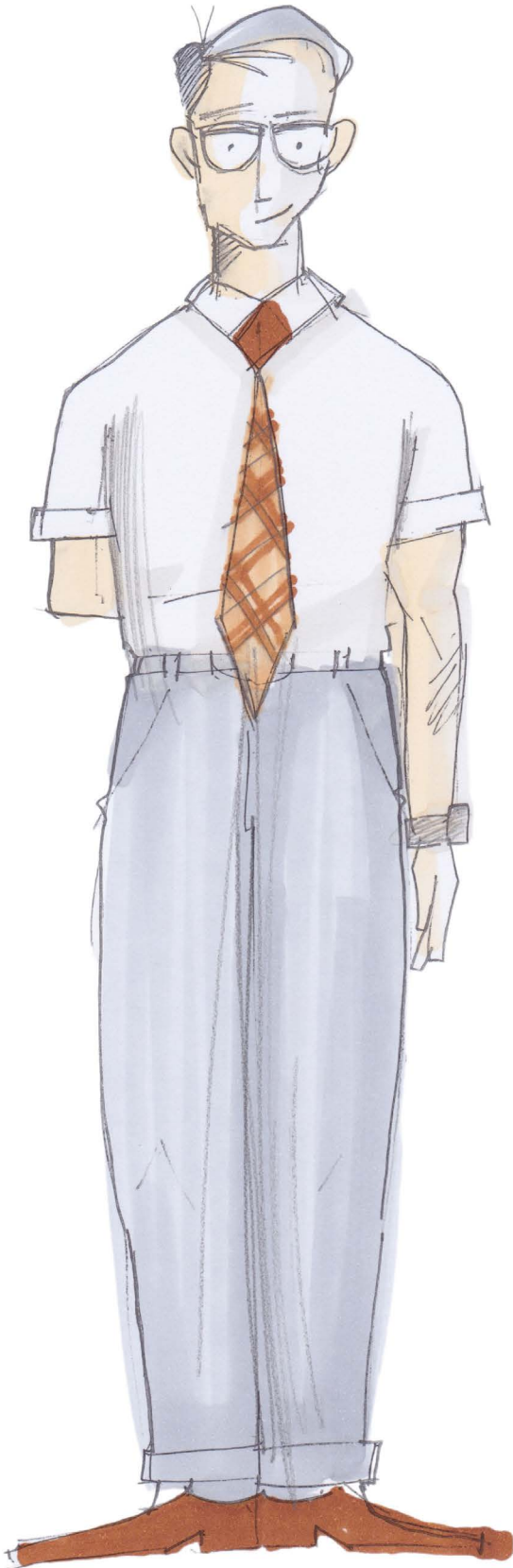
Across our 30+ year history, Barking Gecko has created 72 new Australian works and performed in 12 countries across the globe. Our award-winning theatre has reached audiences of over 1 million people, leaving a legacy of wonder and imagination in the hearts and minds of children.

## SAY HELLO!

**Creative Learning Team**

T (08) 6184 4905

E [learning@barkinggecko.com.au](mailto:learning@barkinggecko.com.au)



## ABOUT THE GREAT UN-WONDERING OF WILBUR WHITTAKER

*All grown-ups were children once. Although few of them remember it.*

There was a time, long ago, when Wilbur Whittaker's mind would wander and wonder, but these days he cares more about sensible things like neck-ties and... fences.

As a boy, Wilbur kept his wonderings in a special shoebox, but as he grew up and followed the path of 'What Was Best' and 'Doesn't That Sound More Sensible', he forgot all about his wonderings and his plans for one day.

That is until Wilbur is visited by a collections officer from 'The Bureau' – a recycling agency for long forgotten wonderings. Wilbur surrenders his special shoebox only to discover that without it, he begins to disappear. With time running out before he is un-wondered forever, Wilbur is drawn into an epic adventure that takes him from his known world to the furthest reaches of outer space.

Joined by a cast of fantastical characters along the way, Wilbur must remember how to wonder once more and restore order to the galaxy.

*The Great Un-Wondering of Wilbur Whittaker* is a brand-new play about creativity, growing up and living outside of the box sure to delight and inspire students.



## A NOTE FROM LUKE KERRIDGE

All art begins with an idea, but some ideas are more persistent than others. The story of Wilbur Whittaker and his lost wonderings has been one such tenacious idea. Over many years it has taken shape, coming together like the pieces of a puzzle.

Originally conceived as a kind of 'love letter' to the classic French story *Le Petit Prince*, Wilbur's story was soon morphed through the lens of our own childhoods – the classic symbols from *The Little Prince* smashing up against icons from our own childhood favourites.

The work is also a reflection on my many years spent teaching drama workshops for children

– being floored by their wild imaginations and creativity, and watching on as those innate gifts were challenged by the systems and structures they encountered through the process of growing up.

Creativity, imagination, wonder: these things are routinely disregarded and de-valued by the grown-up world, and yet they are the exact things the next generation of grown-ups are going to need if they are to tackle the complex problems they inherit from us. Ultimately this became a story about the necessity of wonder, told with all the wild imagination we grow-ups could muster. We hope you and your class enjoy the ride.



## A NOTE FROM DAN GIOVANNONI

When Luke invited me to work on this show with him, I was immediately in love with the world he pitched. He wanted to take some of the big, beautiful ideas in *Le Petit Prince* about creativity and growing up, add in a wise and gutsy little princess who flies around on a giant bird, a few peculiar characters, maybe a power ballad or two, and a hero who's lost his way – as if I could say no! My imagination was off and racing.

Most of the characters were easy to write. Princess Fantastic was feisty and funny, and the other kooks that populate our version of space were strange and peculiar – but Wilbur was a little harder. I knew that he was a character in a monochrome suit, a character who looked completely normal to everyone else but was 'unrecognisable to himself'. And I knew that when he was small he longed to fly further than anyone ever else, but only made it as far as the airport. But I still didn't know who he was in that way that a writer has to know who their characters are – I didn't know his voice, his heart. I drafted and drafted, and I kept writing through lockdown after lockdown. Life became a bit like swimming through thick soup, and it was

sometime between Draft 4 and 5 when I realised that I'd become a bit of a Wilbur myself. I didn't look up at the stars anymore, I didn't seek out dreaming or curiosity, I didn't look side to side but only at the path I'd laid out in front of me.

I had to go on a pretty personal quest of my own to try and find my wondering again.

At first I didn't know where to start, but then I put myself in Wilbur's shoes, and I sat in my backyard late at night and looked up at the stars. It didn't happen straight away, but slowly I started to remember lots of things that I already knew to be true but had somehow forgotten.

I think the most important thing I remembered was that wondering (which is different for everyone) is something you have to practice. If you don't, you can forget how to do it.

I want to say a big thankyou to Wilbur Whittaker for demanding I figure out what he needed, because it's what I needed as well. I hope that his journey into the deepest parts of outer space, indeed the deepest parts of himself, can be a guide for you, too, in how to not give away your sense of wonder – or, if you already have, how to find it again.



BARKING GECKO  
THEATRE PRESENTS

# THE GREAT UN-WONDERING OF WILBUR WHITTAKER

BY DAN GIOVANNONI

## CREDITS

### CREATIVE TEAM

**Story** Dan Giovannoni & Luke Kerridge

**Concept & Direction** Luke Kerridge

**Writer** Dan Giovannoni

**Set & Costume Designer** Jonathon Oxlade

**Animation & Video Designer** Tee Ken Ng

**Composer** CLAUDIO

**Sound Designer** Tim Collins

**Lighting Designer** Lucy Birkinshaw

**Movement** Bernadette Lewis

**Puppetry Consultant** Sarah Nelson

**Dramaturg** Dom Mercer

**Directing Secondment** Michelle Hall

**Costume Coordinator** Nicole Marrington

**Puppet Construction** Katie Williams

### CAST

**Wilbur** Adriano Cappelletta

**Princess Fantastic** Grace Chow

**Barney/Francis/Pearl/Kevin** Luke Hewitt

**Denise/Pearl/Susannah** Laura Maitland

### PRODUCTION TEAM

**Stage Manager** Jack Wilson

**Assistant Stage Manager** Georgia Sealey





# KEY THEMES & IDEAS



CREATIVITY



THE LITTLE PRINCE



GROWING UP



NOSTALGIA



OUTER SPACE



THE HERO'S JOURNEY

## LEARNING OUTCOMES:

Presents wonderful opportunities for quality reflection and discussion which can be explored verbally or through writing, drawing and through drama.

## RELEVANT LINKS TO THE AUSTRALIAN CURRICULUM GENERAL CAPABILITIES

These teaching resources and strategies address the following general capabilities:

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Literacy

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Numeracy

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Information and Communication Technology (ICT) Capability

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Critical and Creative Thinking

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Personal and Social Capability

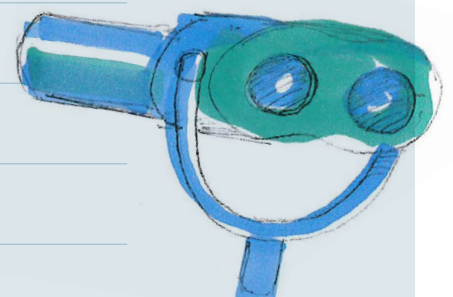
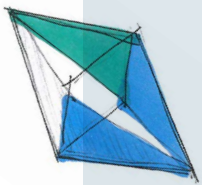
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Ethical Understanding

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Intercultural Understanding

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# PRE-PERFORMANCE ACTIVITIES

## SPACE PORTALS



**Teacher:** This is a fun warm-up based on the classic game scarecrows. It can be repeated at the start of each class when working on this material.



**Activity:** Split the class in half into two teams. One group are the space travellers, the other are the meteors. The meteors are "IT". The game begins as a simple game of "intergalactic" chasey whereby those who are "IT" must tap as many space travellers on the shoulder as possible. If you get tapped you must FREEZE. The meteors' aim is to try and freeze all the travellers, once this is done, they have won.

However, the travellers can work to free each other. To do this, TWO travellers must join hands and create a circle or *PORTAL* for the frozen traveller to jump through. If so, they are free.

## OUR CLASS WONDERINGS

*"Without your wonderings...the light of our star will fade"*



**Teacher:** This activity allows students to think about their own hopes, dreams, and imaginings before entering into the world of Wilbur's.



**Activity:** Have a small box at the front of the class, this can be simple or decorated. It will be a private box, so a small slit, like a mailbox, works well.



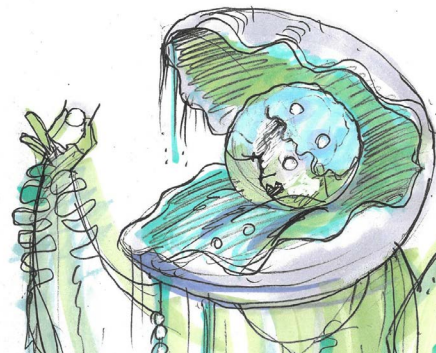
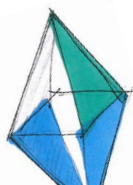
Ignite the student's imagination first with a short **class discussion**, as follows:

- What is a wondering? Is it different or the same as a dream or fantasy?
- What do you wonder, hope or dream about?
- Have you ever imagined doing something that others may say is "impossible"? Like time travel, surfing a comet, inventing something new or blowing bubbles on the moon?



Give each student a small piece of paper (these can be simple, or shaped like stars or planets) Ask to students to write down or draw a "Wondering" (dream or fantasy) they have had before, either recently, or when they were younger.

Have them place their "wonderings" in the class box, and we will return to these after the performance.



## SECRET GROWN-UP INVESTIGATION

*“All children are artists. The problem is how to remain an artist once they grow up.” - Pablo Picasso*



**Teacher:** This activity is about students exploring things from an adult’s point of view (And thus Wilbur’s), reminding them that adults were children once, and that their parents and teachers still wonder...



**Activity:** Begin by placing 4 or 5 pieces of A3 paper on the floor around the room. Each paper has one of the questions below written on it:

1. What do you think your parents played with when they were kids?
2. Have your parents ever told you of a dream or wonder they had as kids?
3. Do adults wonder less than kids do? Why is that?
4. Where do these wonders or dreams go when we grow up?
5. If adults still wonder, what do they wonder about?

The students must imagine they are a group of secret investigators entering the very strange “grown-up” world. Begin by having them all find a space in the room on their own. Ask them:

- How does an investigator stand, walk, talk?
- What do they carry with them? Magnifying glass, binoculars, a secret note pad?
- What do they do? Ask questions, explore clues...?

Have them walk around the room imagining they are investigators, in silence.

When the teacher says “**Top Secret Teams**” they must run to a piece of paper in groups of 4 or 5, read the question and work to answer it as a group.

The teacher can then say “**Investigator’s Walk**”, and everyone has to go back to weaving through the space again in character....until they say “Top Secret Teams”, and students have to run to a new question, and so on.



## WHAT’S POSSIBLE?



**Teacher:** This is a fun way for students to start thinking about the possibilities of our universe, along with the themes and ideas they will be exploring in the theatre and after the show. It also encourages listening and multiple perspectives.



**Activity:** Ask the students to grab a partner and then find a space in the room, facing each other. This game works well if it is run at pace.

Ask the students a question to discuss with their partner, (some suggestions below). After a minute or so the teacher says “SWITCH”, they must run and find a new partner and answer the question again with them. Then call “Switch”, and so on. It is good to change the question after 3 “Switches”.



**Questions:**

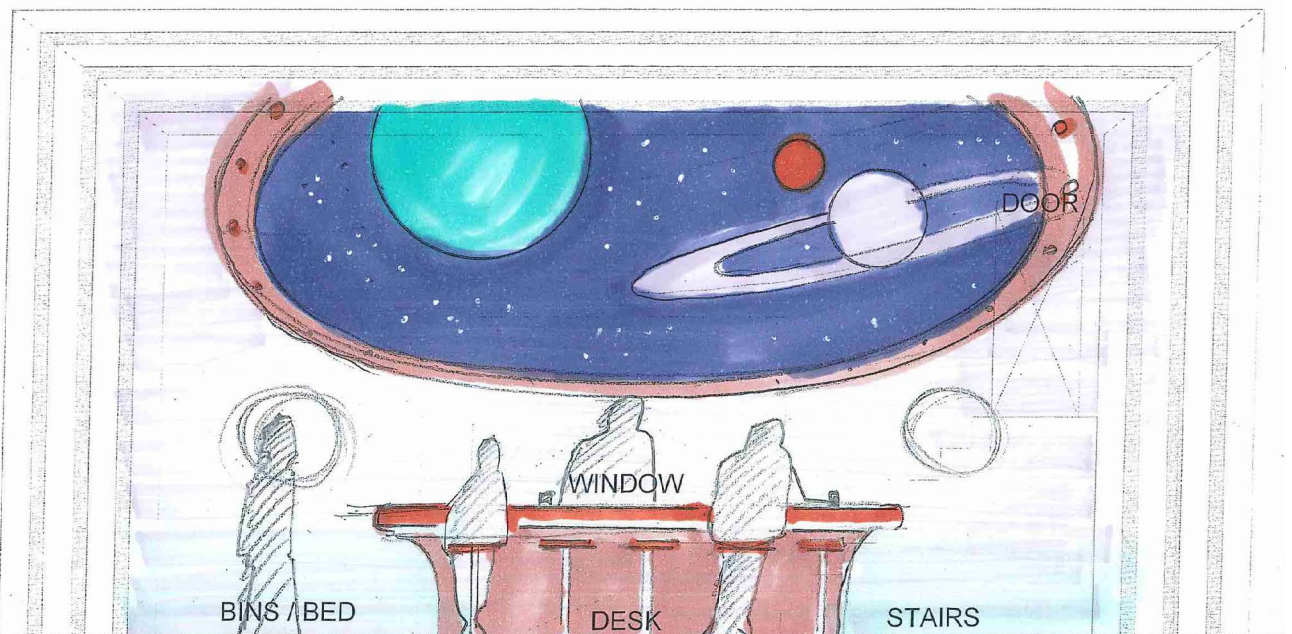
1. What fascinates you about outer space?
2. Do you think there is life on other planets?
3. Do you think there is a lot we don't know?
4. What space mysteries have you heard of?
5. Would you like to travel to outer space?

**Research:**

Firstly teachers and students could engage with Scitech's pod-cast "Wonder Kids" to get them thinking about all those lovely questions of the unknown buzzing around in their heads.

<https://www.scitech.org.au/inspiration/wonder-kids/>

The students could then be asked (either individually, or in groups) to research something in our universe that is a mystery, or unexplainable, or just fascinating.



***Like black-holes, or dark matter, or how do stars explode...?***

**These resources are a good place to start...**

<https://spaceplace.nasa.gov/dark-matter/en/>

[https://www.esa.int/kids/en/learn/Our\\_Universe/Story\\_of\\_the\\_Universe/The\\_mystery\\_of\\_the\\_dark\\_Universe](https://www.esa.int/kids/en/learn/Our_Universe/Story_of_the_Universe/The_mystery_of_the_dark_Universe)

<https://www.natgeokids.com/au/discover/science/space/universe-facts/>

## POSTER IMPRESSIONS!



**Teacher:** Often a poster for live performances can evoke certain feelings and expectations. This activity is to explore what the students are thinking and feeling before seeing the performance.



**Activity:** As a class, have the students discuss the image below using the following prompt statements/questions...



1. What do you notice first?
2. I think that character is feeling...
3. Pick one object floating around the planet, why does it interest you?
4. There is another small character in the image-what or who might they be?



**Writing/Draw:** Have the students write a few sentences or draw an image in response to this statement...

*I think this play is going to be about...*



## THE LITTLE PRINCE



**Teacher:** The creators of Wilbur Whittaker, Dan Giovannoni & Luke Kerridge drew great inspiration from the well-known story, *The Little Prince*.



**Activity:** (If you have access to this text by Antoine De Saint-Exupery) In preparation for seeing the show, you might like to read this story to the students.



**Discuss:**

- What was your favourite part of the story?
- Where does the little prince (Wilbur) travel to?
- Who does he meet along the way?
- Where does he end up?



**Comparison:** After seeing the show you could ask the students the same questions above in relation to Wilbur, and then compare and contrast the two stories



# BEYOND THE PERFORMANCE (POST SHOW) ACTIVITIES

## IMPRO MADNESS!

*"Have you ever ridden on the back of a comet?"*



**Teacher:** This is a fun warm-up using props or actions from the show. It will be a good jumping off point to jog their memories.



**Preparation:** Write each prop/action from the list below on small pieces of paper, one action or prop on each piece. Split the papers into two piles and place these separately at one end of the classroom.

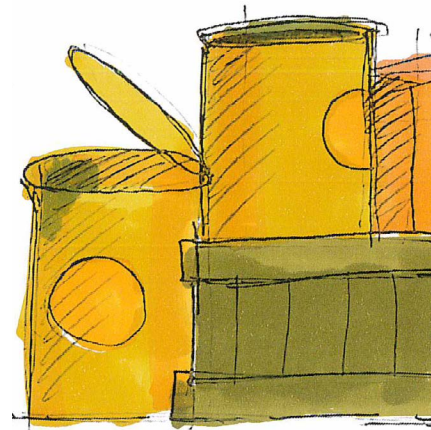


**Activity:** Split the class into two teams, and have them stand in these teams (in a line) at the opposite end of the room to the papers.

When the teacher says GO, one student from each team runs to their group's pile of papers, picks up one and acts it out (no talking, only action/sounds). Their team must guess, and when they do the next student from that team starts...and so on. It's a RACE. The first team to get all their members to the other end WINS!

### Props/Actions List:

|                    |                    |                       |
|--------------------|--------------------|-----------------------|
| Milkshake          | Sword              | Shooting star         |
| Jetpack            | Elevator           | Read the newspaper    |
| Ride a comet       | Pearl              | Lightning flash       |
| Sing Karaoke       | Storm water drain  | The moon              |
| Play air guitar    | Sunglasses         | An echo               |
| Passport Stamp     | Fork and Spoon     | Pigeon/Bird           |
| Magnifying glass   | Shoebox            | Wishing (wisdom) well |
| Telescope          | Bag of lollies     | Eat a chicken leg     |
| Stinky rubbish bin | Brush your teeth   | Loud snoring          |
| Brown Tie          | White picket fence |                       |



## EYES CAN BE DECEIVING!

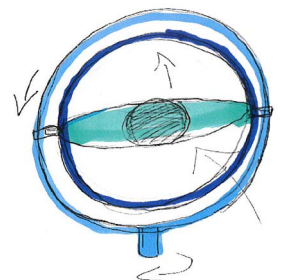
*"To see rightly one must look with the heart"*



**Teacher:** Towards the end of their journey Wilbur and Princess Fantastic must face an ultimate challenge to find the pathway to their Wonderings. This is a fun improvisation game, that gets the students thinking about tactics and teamwork.



**Activity:** One student will play Wilbur; they are blindfolded and stand on a spot in the middle. There are three other spots (stars) in the room around Wilbur. The rest of the students represent "The Seeing Stars", Susannah.





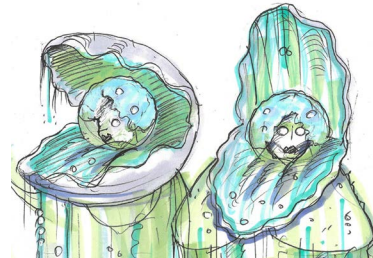
Once Wilbur is blindfolded, teachers will say "Travel" and the students must pick a star (out of the three) run to it and "Freeze". Wilbur must choose and point to the star that he thinks has the most students. Whoever he points to, they are OUT. The remainder of the students choose again, "travel" and freeze, Wilbur chooses again...and so on. The aim is for Wilbur to eliminate as many Seeing Stars/Susannahs as quickly as possible. The Seeing Stars must work together to confuse the blindfolded Wilbur to keep their team alive.

## PEARLS OF WISDOM



**Teacher:** This activity reflects back over some of the key thematic lines in the play, and encourages the students to un-pack these ideas a little further.

1. "All grown-ups were children once"
2. "Wonderings don't require management, they require care and nourishment."
3. "It's ideal if you can meet in the middle"
4. "Maybe if you'd spent a bit more time considering the possibility of the impossible then you wouldn't be in this mess."
5. "Sometimes the path you least expect is the one you have to follow."
6. "Wilbur Whittaker had indeed travelled so far into the deepest parts of outer space, into the deepest parts of himself, that he had arrived back right where he started"
7. "Those who live without wonder, live without wisdom."
8. "To see rightly one must look with the heart?"
9. Every creature in the universe plays their part.



**Activity:** Divide the class into small groups. Each group must choose a "pearl of wisdom" from the list above that they think is MOST important. In response, ask the students to make freeze-frames or tableaux in these three steps:

1. An image of your group's favourite moment in the play.
2. An image of the word in your quote that's in Bold.
3. An image of what your group thinks your quote means.



**Class Discussion:** Run a short class discussion asking groups why they chose their quote and which freeze-frames were more powerful, and why.

## INTER-GALACTIC GROWN-UP PASSPORT



**Teacher:** This is an individual creative writing and/or craft and drawing activity. This can either be digital, they can create a little booklet or use a simple piece of paper.



**Activity:** Considering Wilbur's journey, have the student's imagine the grown-ups they want to turn into. Have them create a passport for their future grown-up selves, that includes...

- Name, where you live
- A picture of what you look like
- Your job/profession
- Your interests and hobbies
- Where you have travelled to?
- What will you wonder about?



**Extension:** Now get into pairs. The students take turns to interview their partner as their grow-up self. They can use the questions above as a framework for the interview, and then see where it takes them...

## WHO'S ON YOUR HERO TEAM?



**Teacher:** This activity is about reiterating some elements of the classic Hero's Journey that Wilbur follows, whilst also helping the students to immerse themselves in the drama and stakes of the play.



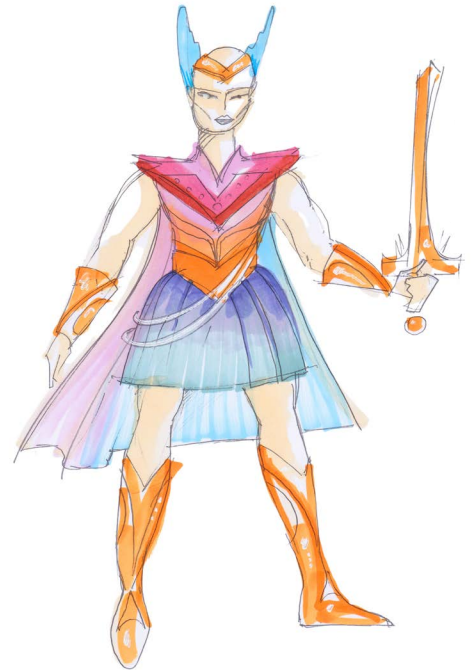
**Activity:** In groups of three, have the students discuss the main Hero Team at the centre of the play: Wilbur, Princess Fantastic and their trusty Dangerbird.

- What unknown places do they encounter?
- What challenges do they face?
- How do they overcome them?

Now have the groups create their own Hero Team, and Hero's Journey. Have them brainstorm and decide on the following:

1. The characters: A Hero, A Mentor, a trusty animal that carries them.
2. Give them all awesome names, as long and funny as you like.
3. What unknown places do you travel to?
4. What challenges does your team face?
5. How does your team overcome them?

Each group can then present their Hero Team Profile and Journey to the class.



## A KINGDOM OF CHARACTERS



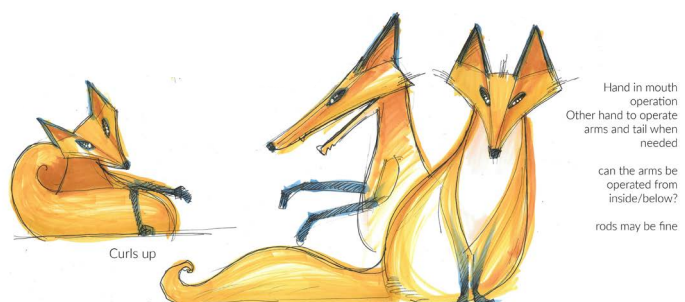
**Teacher:** Wilbur meets many fun, crazy, and even sinister characters along his journey. This activity helps students engage with the minor characters in the play.



**Activity:** Have the students get into pairs. To begin with the pairs must investigate and compare their own character profiles/passports. Ask each other:

- Where is your family from?
- Where have you travelled to?
- What is really important to you?

They must then pick a character each from the list below (different to each other). None of these characters actually meet in the play.







**Characters:** Barney from the Bureau, Denise at Reception, Pearl 1, Susannah the Seeing Star, Bartender Lionel, Francis the Fox, Kevin from the Recycling Plant.

In their pairs, students should quickly discuss what they remember about their characters:

- What did they wear? (Costume)
- What actions did they do?
- How did they speak?
- What is most memorable about them?

Now the pairs can either storyboard, write or improvise a short scene where their two characters meet in the Celestial Kingdom. They can use the questions below as stimulus...

- What are their different jobs in Outer Space?
- What do they each want fix in the Celestial kingdom, and why?
- Where do these two meet? (Choose a setting)
- Why do they meet, and what happens?

## OUR CLEVER CLASS'S INCREDIBLE BOX OF WONDERINGS!

*"Delightful daydreams, incredible imaginings, creative curiosities, fantastical flights of fancy to infinity plus one..."*



**Teacher:** The "Box of Wonderings" that you created as a class before attending the show should now have a little more meaning for the students.



**Class Discussion:** Did you think about your wonderings during the show?



**Activity:** Put the class in small groups. Bringing the BOX around, each group will pull out 3 wonderings. They must create a really short improvisation as a group based on these.

To provide **context**, tell the students they are:

- A group of young kids who found a space portal and stepped through it into a fantastical and "WONDERFUL" journey.
- Each of the "wonders" they have picked are events along the way.
- Think of a way for your group to get back to the portal to finish the scene.



**Class Creation:** As a class, attach all the class "Wonderings" to a large piece of butchers paper. Students can then extend on these ideas by:

- Adding Wilbur's Wonderings to the mural.
- Drawing or writing around them in response.
- Connecting similar ideas/dreams/wonderings with lines.

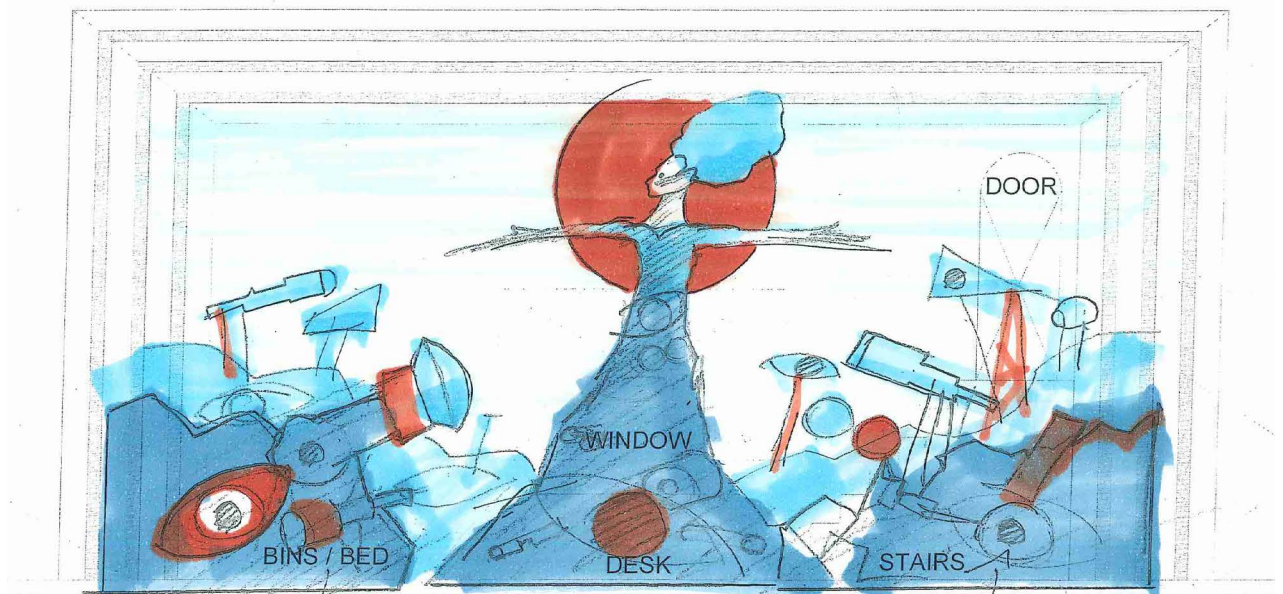
## PLANET JUMBLE



**Teacher:** Begin by laying out 5 large circles/spots of cardboard on the ground in different colours, spread out over the floor space. These will represent different planets (settings) from the play that the students can travel to. Write the scene titles (below) on the top of the planets, one on each.

### Scene Titles/Settings:

- Bureau of Wonderings with Denise
- The Pearls of Wisdom
- Planet Karaoke
- Susannah the Seeing Star: at the Watchtower.
- The Recycling Plant: the Wonderblaster 4000



**Activity:** Split the class into 5 groups, and allocate each group a planet. The groups must brainstorm and write on their planet everything they remember from the play from their particular scene. For instance: action, images, characters, props, set, costumes, lines the actors spoke...etc.

(Teachers can provide a bit of context for each scene to jog their memories).



**Planet Jumble:** Now, as a class, have the students try to place the planets (scenes) in narrative order in one line down the class.



**Extension:** You can then ask the students if they recall the different ways the characters travelled from one planet/setting or scene to the next.



# CLASS REFLECTION

## SECTION ONE:

*"The celestial kingdom is just forgotten. Buried by all the rubbish".*



**Teacher:** Special things are either forgotten or fading in this play. Not only Wilbur's hopes and dreams, but the whole celestial kingdom is in threat of disappearing into darkness. Princely foxes dig in bins and the wisest women live in drains.



**Class Discussion:** When Wilbur and the Princess enter the Celestial Kingdom together lots of things are fading or not as they should be.

- Can you list these?
- What do you think caused this?
- Are there things fading in our world?

## SECTION TWO:



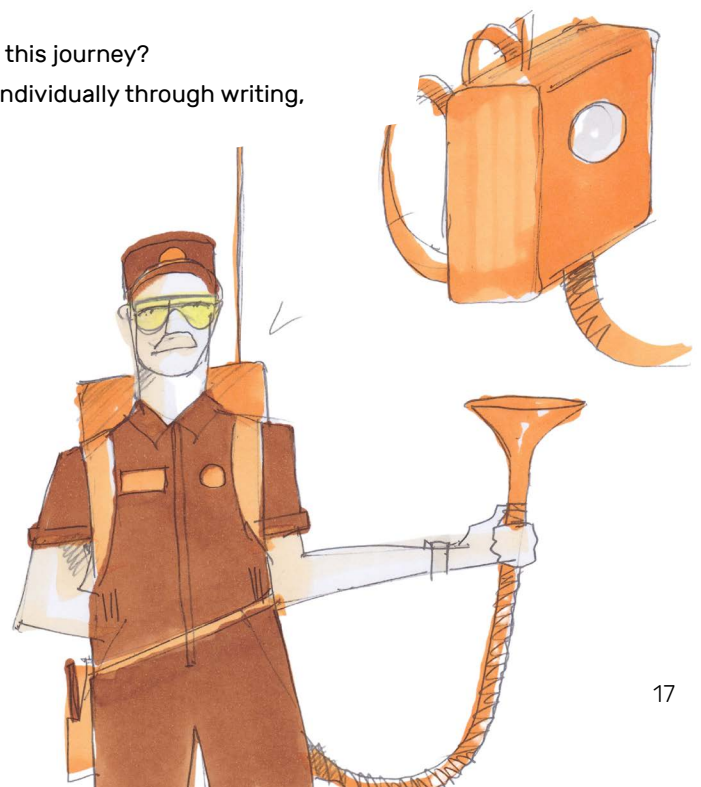
**Teacher:** Have the students close their eyes and listen to the quote below.

*"He's remembered something that he used to know, but had accidentally forgotten. That a life-cycle is a two-way street. That every creature in the universe plays their part in keeping wonder alive. That big things can feel small sometimes and small things can appear big - and that most often, it's ideal if you can meet in the middle."*



**Class Writing/Drawing Activity:**

- What has Wilbur learnt, or rather re-learnt on this journey?
- Have the students respond to this question individually through writing, drawing, or both.



# AUSTRALIAN CURRICULUM: RELEVANT ENGLISH OUTCOMES

YEAR 3

|                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <p><b>Language for interaction</b></p> <p>Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations</p>                                                                                                                           | <p><a href="#">(ACELA1476)</a></p>                                    |
| <p><b>Literature and context</b></p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons</p>                                                                                                                                                                                                                        | <p><a href="#">(ACELT1594)</a></p>                                    |
| <p><b>Responding to literature</b></p> <p>Draw connections between personal experiences and the worlds of texts, and share responses with others</p>                                                                                                                                                                                                                                             | <p><a href="#">(ACELT1596)</a></p>                                    |
| <p><b>Examining literature</b></p> <p>Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative</p>                                                                                                                                                                                                  | <p><a href="#">(ACELT1599)</a></p>                                    |
| <p><b>Creating literature</b></p> <p>Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle</p>                                                                                                                                                                              | <p><a href="#">(ACELT1601)</a></p>                                    |
| <p><b>Texts in context</b></p> <p>Identify the point of view in a text and suggest alternative points of view</p>                                                                                                                                                                                                                                                                                | <p><a href="#">(ACELY1675)</a></p>                                    |
| <p><b>Interacting with others</b></p> <p>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations</p> <p>Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume</p> | <p><a href="#">(ACELY1676)</a></p> <p><a href="#">(ACELY1792)</a></p> |
| <p><b>Creating texts</b></p> <p>Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over textstructures and language features and selecting print, and multimodal elements appropriate to the audience and purpose</p>                                                                                                                        | <p><a href="#">(ACELY1682)</a></p>                                    |

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                  |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>YEAR 4</b> | <p><b>Language for interaction</b></p> <p>Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group</p>                                                                                                                                                                                                                                                                                                                                        | <a href="#">(ACELA1488)</a>                                                                                                                                      |
|               | <p><b>Responding to literature</b></p> <p>Discuss literary experiences with others, sharing responses and expressing a point of view</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <a href="#">(ACELT1603)</a>                                                                                                                                      |
|               | <p><b>Examining literature</b></p> <p>Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers’ interest by using various techniques, for example character development and plot tension</p>                                                                                                                                                                                                                                                                                                                                                                                     | <a href="#">(ACELT1605)</a>                                                                                                                                      |
|               | <p><b>Creating literature</b></p> <p>Create literary texts that explore students’ own experiences and imagining</p> <p>Create literary texts by developing storylines, characters and settings</p>                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><a href="#">(ACELT1607)</a></p> <p><a href="#">(ACELT1794)</a></p>                                                                                            |
|               | <p><b>Interacting with others</b></p> <p>Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information</p> <p>Use interaction skills such as acknowledging another’s point of view and linking students’ response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently</p> <p>Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences</p> | <p><a href="#">(ACELY1687)</a></p> <p><a href="#">(ACELY1688)</a></p> <p><a href="#">(ACELY1689)</a></p>                                                         |
|               | <p><b>Interpreting, analysing, evaluating</b></p> <p>Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts</p>                                                                                                                                                                                                                                                                                                                                                                                                 | <a href="#">(ACELY1692)</a>                                                                                                                                      |
|               | <p><b>Creating texts</b></p> <p>Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features</p>                                                                                                                                                                                                                                                                                                                                                | <a href="#">(ACELY1694)</a>                                                                                                                                      |
|               | <b>YEAR 5</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Language for interaction</b></p> <p>Understand how to move beyond making bare assertions and take account of differing perspectives and points of view</p> |



**YEAR 5**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <p><b>Literature and context</b><br/>Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts</p>                                                                                                                                                                                                                                                                                                                                                                                                 | <p><a href="#">(ACELT1608)</a></p>                                                                       |
| <p><b>Responding to literature</b><br/>Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others</p>                                                                                                                                                                                                                                                                                                                                                                                            | <p><a href="#">(ACELT1609)</a></p>                                                                       |
| <p><b>Examining literature</b><br/>Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses</p>                                                                                                                                                                                                                                                                                                                                                                              | <p><a href="#">(ACELT1610)</a></p>                                                                       |
| <p><b>Creating literature</b><br/>Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced</p>                                                                                                                                                                                                                                                                                                                                                                                   | <p><a href="#">(ACELT1612)</a></p>                                                                       |
| <p><b>Interacting with others</b><br/>Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences and present and justify a point of view</p> <p>Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes</p> <p>Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements</p> | <p><a href="#">(ACELY1699)</a></p> <p><a href="#">(ACELY1796)</a></p> <p><a href="#">(ACELY1700)</a></p> |
| <p><b>Creating texts</b><br/>Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing textstructures, language features, images and sound appropriate to purpose and audience</p>                                                                                                                                                                                                                                                                                                                                            | <p><a href="#">(ACELY1704)</a></p>                                                                       |

**YEAR 6**

|                                                                                                                                                                                                                   |                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| <p><b>Literature and context</b><br/>Make connections between students’ own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts</p> | <p><a href="#">(ACELT1613)</a></p> |
| <p><b>Creating literature</b><br/>Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways</p>                                                                   | <p><a href="#">(ACELT1618)</a></p> |

|        |                                                                                                                                                                                                                                                |                             |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| YEAR 6 | <p><b>Interacting with others</b></p> <p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions</p>               | <a href="#">(ACELY1709)</a> |
|        | <p>Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience</p>                                | <a href="#">(ACELY1816)</a> |
|        | <p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis</p>                                 | <a href="#">(ACELY1710)</a> |
|        | <p><b>Creating texts</b></p> <p>Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with textstructures, language features, images and digital resources appropriate to purpose and audience</p> | <a href="#">(ACELY1714)</a> |

## AUSTRALIAN CURRICULUM: RELEVANT SCIENCE OUTCOMES

|        |                                                                                                                                                                                              |                            |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| YEAR 3 | <p><b>Questioning and predicting</b></p> <p>With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge</p> | <a href="#">(ACSIS053)</a> |
| YEAR 4 | <p><b>Questioning and predicting</b></p> <p>With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge</p> | <a href="#">(ACSIS064)</a> |
| YEAR 5 | <p><b>Questioning and predicting</b></p> <p>With guidance, pose clarifying questions and make predictions about scientific investigations</p>                                                | <a href="#">(ACSIS231)</a> |
| YEAR 6 | <p><b>Questioning and predicting</b></p> <p>With guidance, pose clarifying questions and make predictions about scientific investigations</p>                                                | <a href="#">(ACSIS232)</a> |

# AUSTRALIAN CURRICULUM: RELEVANT DRAMA CONTENT DESCRIPTIONS

|                       |                                                                                                                                                                                                                                   |                             |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <b>YEAR 3 &amp; 4</b> | Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama                                                                                                 | <a href="#">(ACADRM031)</a> |
|                       | Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place                                                                                                | <a href="#">(ACADRM032)</a> |
|                       | Shape and perform dramatic action using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama                                                      | <a href="#">(ACADRM033)</a> |
| <b>YEAR 5 &amp; 6</b> | Explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations                                                                                                | <a href="#">(ACADRM035)</a> |
|                       | Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action                                                                                                            | <a href="#">(ACADRM036)</a> |
|                       | Rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience | <a href="#">(ACADRM037)</a> |



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