

PATCH

ZOOOOM

A lost star finds its way home

PRESENTED BY PATCH THEATRE

Education Resource

Contents

About Patch Theatre	3
Overview of ZOOOM	4
Pre & Post Show Activities	5
Early Years Framework	5
Australian Curriculum – (Foundation to Year 3)	6
Pre Show Activities for ZOOOM	7
Preparing to Come to ZOOOM	10
Classroom Activities	15
Post Show Resources	18
Friendship	19
Light	20
Fun Facts About Light	22
Reflection	27
Shadows	29
Exploring Text	31
Stars and Space	35
Music	36
Further Activities to Explore	38
Worksheets	39

Patch Theatre
Level 1/ 154 Angas Street
Adelaide SA 5000
Phone 08 8470 0165
patchtheatre.org.au

Patch Theatre acknowledges the traditional owners of Country throughout Australia upon whose land the company creates and performs, and pays its respect to their Elders past, present and future.

Patch Theatre

Patch Theatre has been making shows for 4–8 year olds and their families from our Adelaide home since 1972. In our nearly 48 years, we've made 110 much loved theatre works and performed to over 1.8 million children around the world. Alongside its in-theatre works, in 2019 Patch has embarked on an exciting new direction, focusing on a totally new style of theatre experience that will put children and their curiosity first.

Philosophy

Patch Theatre creates theatre experiences that transform our 4–8 year old audience. We delight, beguile and provoke children to make sense of their ever-expanding world, while fueling their joyful power of curiosity and imagination.

Patch Theatre is committed to creating art specifically for and with children at this crucial stage of their lives. We do so with rigour, respect and playfulness, conscious of the power of connection and imagination that theatre can generate, and its ability to enrich the lives of our very special audiences.



Process

We create our work over several focused creative developments with a team of amazing actors, designers, composers, musicians and technicians. This process asks big questions, is experimental, highly collaborative and underpinned by research, but always with our audiences as the centre of our focus.

The resulting experiences are fresh, unique and tailored precisely to the imagination, developmental stages and the world of children aged 4-8, while still delighting a much broader age group. Each work enjoys a premiere season in Adelaide before touring South Australia and then onto national and tours nationally and internationally.

Overview of ZOOM

Combining old school whimsy with state of the art technology, *ZOOM* is an enchanting story of a child alone in her bedroom, unable to sleep and curious to understand. She begins a transformational journey with light and discovers that the dark is a magical place. Adventures happen and the audience gets involved to help the lost star find its way home.

Cast & Creatives

Cast

Temeka Lawlor
Angus Leighton

Creators

Geoff Cobham
Dave Brown
Roz Hervey
Temeka Lawlor
Angus Leighton

Composer

Jason Sweeney

Designer

Geoff Cobham and Michelle Delaney

Technical Designers

Alexander Hatchard and Chris Petridis

Animation

Luku



Pre & Post Show Activities

For children to gain the most connection to *ZOOM*, Patch Theatre has developed some pre and post show activities. These are designed specifically with the Early Years Framework and Australian Curriculum (R-3) in mind.

By using these ideas as teaching tools, children and educators can learn more about the theatre process and deepen their learning, helping create confident and involved learners.

Educators, don't be daunted by the activities, they are just a few ideas that you can use in their current form, or develop to identify your classroom needs. In particular, the pre-show activities will help children feel comfortable attending the theatre.

Early Years Framework

BELONGING, BEING, BECOMING

Live theatre encompasses the philosophy of the Early Years Framework particularly well. The theatre often opens us to wonders, as it explores society, different cultures, the world around us and our place within it. By attending the theatre, each person brings their own individuality and experiences and connects this in their own way in a creative, interactive setting. Working with and discussing this experience before and after the show, helps students to reflect on their own thoughts and engages their own imagination and possibilities.

Play provides opportunities for children to learn, as they discover, create, improvise and imagine. Children's immersion in their play illustrates how play enables them to simply enjoy being (Framework, p.15).

EARLY YEARS FRAMEWORK - OUTCOMES	
01	Children have a strong sense of identity
02	Children are connected with and contribute to their world
03	Children have a strong sense of wellbeing
04	Children are confident and involved learners
05	Children are effective communicators

Australian Curriculum – (Foundation to Year 3)

The Australian Curriculum builds on the key learning outcomes of the Early Years Framework. When students have viewed *ZOOOM* and participated in a number of pre and post-show activities, they are likely to develop knowledge, understanding and skills within the following ACARA subject areas:

- English
- Science
- The Arts
- Technologies
- Health and Physical Education

Learning Area Content Descriptions Link – F-2

<https://www.australiancurriculum.edu.au/f-10-curriculum/learning-f-2/>

Learning Area Content Descriptions Link 3-6

<https://www.australiancurriculum.edu.au/f-10-curriculum/learning-3-6/>

The activities listed in this publication also cover the majority of the 7 General Capabilities in the Australian Curriculum for students in Foundation to Year 3 and beyond. The following icons denote each capability covered by the activity.

 Literacy	 Critical and Creative Thinking
 Personal and Social	 Information and Communication Technology
 Intercultural Understanding	 Ethical Understanding
 Numeracy	

General Capabilities Link

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/>

Pre Show Activities for ZOOM

ABOUT ZOOM

Combining old school whimsy with state of the art technology, *ZOOM* is an enchanting story of a child alone in her bedroom, unable to sleep and curious to understand.

She begins a transformational journey with light and discovers that the dark is a magical place.

Adventures happen and the audience actively participate with their own lights to help the lost star to find its way home.

Children are invited to bring a piece of dark to the show. When they arrive, their dark will be exchanged for a personal light – a little spark that will keep them safe and guide them through the interactive sections of the show.

Using original music, lasers and projections, *ZOOM* is a beautiful and immersive show that explores what dreams are made of.

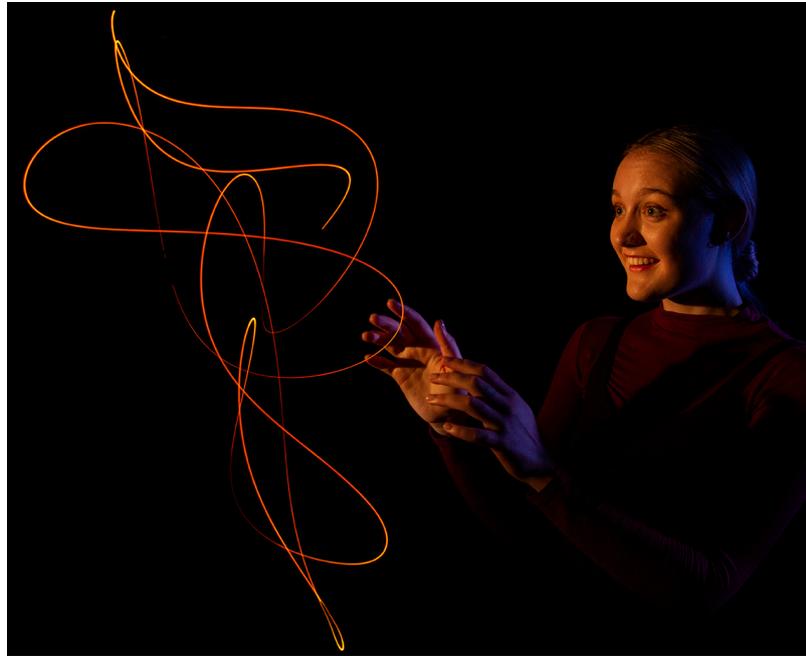
INSPIRATION FOR ZOOM

Theatre makers draw on inspiration from various parts of society, sometimes a piece of music, a story of a book. Inspiration for *ZOOM* comes from the iconic children's book, "Harold and the Purple Crayon" by Crockett Johnson.

In the book a young child, Harold draws various images as he explores the world around him. Wanting to walk in the moonlight, the story starts in the dark before he draws a moon and long straight path. Soon he diverts from the path and draws himself an apple tree and a frightening dragon to guard the apples. As the scenery changes, he draws a boat, a picnic, animals and a mountain. Becoming tired from his adventures he wants to go home, but has lost his way. Continuing to draw, he creates a whole town to lead him home and to his own bed.

"Harold and the Purple Crayon" is a wonderful adventure full of imagination, following the philosophy that, 'drawing is the beginning of everything'.

(Ellsworth Kelly)



Pre Show Activities for ZOOMM

CLASSROOM ACTIVITIES

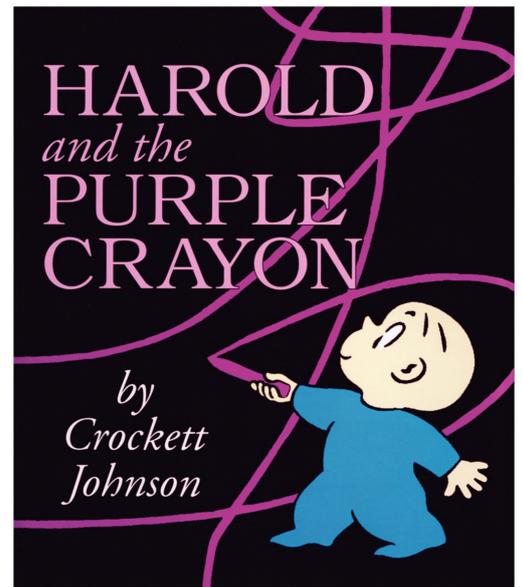
READ

Read the book, "Harold and the Purple Crayon" to your class.

ENQUIRE

As a group discussion, ask the following questions – remember there are no wrong answers!

- Why do you think Harold uses only a purple crayon?
- Would the story be different if a variety of colours were used?
- Do you think that the story is real, or part of a dream?



5



LITERACY



C&C
THINKING

EXPLORE

Exercise 1

Using one colour and a piece of A4 paper folded in half, ask the children to draw a two-part adventure. It can be as simple as the drawings that Harold drew, or can become more complex – only imagination is their limitation!

Exercise 2

As a group brainstorm what 'home' means, writing their responses on a large piece of paper that the children can see and revert to.

As they do this activity delve a little deeper by asking them questions about their senses as well – e.g. How does it smell? How does it feel? What can they see? What colours are there?

Exercise 3

Using the words and feelings from the previous activity, ask the students to draw what home means to them in a variety of colours.

1

2

4

5



LITERACY



PERSONAL
& SOCIAL



C&C
THINKING

Pre Show Activities for ZOOM

CLASSROOM ACTIVITIES

EXTENSION ACTIVITY – Continuous line drawing

This activity is a fun and different way to think about drawing. A young person begins their drawing journey starting with lines. A continuous line drawing is produced without lifting the pencil from the page. This means that lines double back on each other, so the drawing is one free-flowing, unbroken line, which can indicate perspective and areas of light and shadow. Drawing in this way can develop confidence, drawing speed and encourages hand and eye coordination.

Here is a link to a tutorial, although there are many videos showing how it works:

https://www.youtube.com/watch?v=SL3LiR_pvsU

Exercise 4

Ask students to draw an adventure in one continuous line, so that everything on the page is connected.



1

4

5



LITERACY



PERSONAL
& SOCIAL



C&C
THINKING

Preparing to come to ZOOM

NON-LINEAR STRUCTURE

The story of *ZOOM* is about two characters – a girl and a light. Being non-linear in structure the show does not progress or develop smoothly from one stage to the next in a logical way. Instead, it makes sudden changes, or seems to develop in different directions at the same time.

This means that the piece is created by thinking about various moods, effects and emotions. To do this we think about using colour, sound, music and lighting.

LIGHT AND DARKNESS

The theatre is a safe place for people to come and explore the world around them. At Patch Theatre, we want the theatre to be immersive. *ZOOM* is a non-linear piece with two characters - a girl and a light. Through the piece we will be exploring various ways that light can be used, which of course means shadows and darkness.

In discussing light and darkness with young people before they come to the theatre, we are hoping that they will feel comfortable in the theatre setting. We are using a range of light sources throughout *ZOOM*, so there will be some moments where there is complete darkness.

By thinking about light and dark and exploring what this means, we hope that we can help those who feel anxious about being in the dark discover its wonderful qualities.

EXPLORATION

In all of these discussions and brainstorming sessions, let the ideas be as creative and inquisitive as possible. Discuss the following:

- a) **What is light?** Watch this video for a quick introduction to light and discuss https://www.youtube.com/watch?v=BUYeQa_-ojk
- b) **Make a list of where different light sources come from? How many can you come up with?** e.g. flashlight, flame etc.
- c) **What does dark / darkness mean?** Here are some definitions, but allow for discussion to take place first
 - absence of light or illumination
 - absence of moral or spiritual values
 - having a dark or somber colour
- d) **How does darkness make you feel? Why?**
- e) **How does light make you feel? Why?**

4

5



LITERACY



PERSONAL
& SOCIAL



C&C
THINKING



ICT

Preparing to come to ZOOM

DISCOVERING DARKNESS

The following ideas explore things and animals that prefer or need darkness. Connecting to the science curriculum, begin discussions about nocturnal animals, or plants that grow underground, or even how the earth rotates with one side in sunlight and one side in darkness.

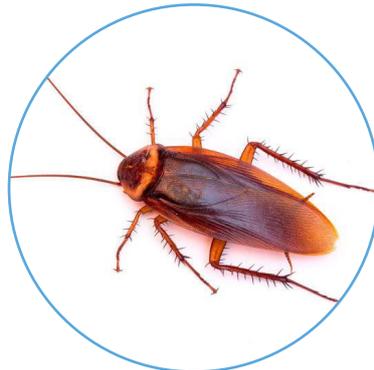
Have you heard of nocturnal animals?

These animals are active during the night and sleep during the day. Nocturnal creatures generally have highly developed senses of hearing, smell and specially adapted eyesight.

We have listed some examples of nocturnal animals below, but can you list anymore?



Bat



Cockroach



Owl



Sugar Glider



Mouse



Wombat

Preparing to come to ZOOM

DISCOVERING DARKNESS

Animals that produce their own source of light

Other animals prefer the darkness, but create their own source of light. These animals include:



Fireflies



Deep Sea Angler Fish



Cookie Cutter Shark



Glow Worms



Jellyfish

Preparing to come to ZOOM

DISCOVERING DARKNESS

Foods that grow in the dark!

Did you know carrots, beetroot, potatoes and nuts grow under the ground? Called root vegetables, they get their water and nutrients from the soil. Nuts in this case are considered a fruit!



Carrots



Potatoes



Beetroot



Peanuts

Preparing to come to ZOOM



DISCOVERING DARKNESS

Countries that have long periods of darkness

Did you know that people living in regions surrounding the North Pole experience long stretches of darkness? This is because when the earth is tilted on its axis, very poor sunlight is allowed to reach the north and south poles. When tilted towards the sun, it experiences continuous day light for six months. Some residents of the northernmost town in Alaska, won't see the sun for 67 days in winter! However, in summer the sun doesn't set creating another long stretch of daylight.

This can make it very difficult to sleep and people are often sadder and feel gloomier during the darker months.

Here is a short video that explains night and day. Using a globe and a torch, you can do this yourself!

<https://www.youtube.com/watch?v=Wv-CRKsTYGs>



LITERACY



PERSONAL
& SOCIAL



C&C
THINKING



ICT



NUMERACY

Classroom Activities

Exercise 1 – Visual Art

Draw a picture of a nocturnal animal that you know. What features do you think help them in the dark?

Exercise 2 - Drama

Imagine that you are a bear and have been in hibernation in a dark gloomy cave for many months. Pretend to wake up from your sleep and come out into the sunlight. Think about how warm it feels, how bright it is for your eyes and all the things you can hear.

Exercise 3 - Superhero of the Dark

Imagine a world without any light. What would it be like to live in? Human beings have lived and evolved in a world full of light. We have eyes that look forward, ears at the side of our heads, upright bodies for running with our arms free. If we lived in the dark, how might our bodies look different and what special abilities might we have evolved?

Your challenge is to create a 'Superhero of the Dark' – a human with special features and powers to live in the dark.

Think about nocturnal animals who have big eyes to see, antennae to feel their way, big ears to hear and stealth to avoid being heard.

Either draw your creation on a piece of paper,

OR

Make it. Choose a stick for the body, then dress it to make it look like your superhero. Attach a face, or create a head out of clay. Use natural things such as berries, cones, leaves and bark OR craft supplies such as pipe cleaners and cotton wool to create eyes, antennae, armor and ears.

Once finished invite the children to share their creations with the group, describing them and explaining at least two special features that help their Superhero of the Dark live in a world without light.

**Don't forget to take pictures of their creations, Patch Theatre loves to see what students have been doing, so send a picture in!*



LITERACY



PERSONAL
& SOCIAL



C&C
THINKING



ICT



INTERCULTURAL
UNDERSTANDING

Classroom Activities

FUTHER EXPLORATION

Do you like the darkness? Sometimes we are frightened of the dark because we can't see as well. But do you know there's always some form of light that our eyes adjust to so that we can see.

Try this experiment at home. When you're going to sleep at night look around your room. Your eyes adjust to the darkness. Can you see any light? If you can, work out where it is coming from – the hallway, the bathroom, moonlight through the window.

You can do the same at the theatre. When it is completely dark, look for little sources of light. What do you think is creating them?



FUN THINGS TO DO IN THE DARK

Being in the dark can be fun! Here is a list of activities you can try.

1. Earth-hour – turn off all the electricity in your house and save energy!
2. Have a bonfire – join in a bonfire and toast some marshmallows
3. Go star-gazing! This is much better out of the city – so good for when you're camping
4. Go on a nature walk at night time, using a torch
5. Head to a look-out point and see the night lights from above
6. With a friend make some animal sounds and guess what animal it is
7. Make shadow puppets on the wall
8. Create your own starry night by cutting out and putting shiny stars on the ceiling
9. Use some glow sticks to write your name
10. Tell a story – using your ears only makes you have to concentrate!

Classroom Activities

BRING YOUR OWN PIECE OF DARK TO THE THEATRE

At Patch Theatre, we want the theatre experience for young people to be interactive. To facilitate this, we are asking for students to bring their own piece of dark to the theatre, which will be exchanged for a source of light.

This is an interesting request, but what does it mean?

Now that you've discussed light sources and the darkness, let the students think about how to create this through the exploration of their imaginations. Here are a few suggestions to inspire them:

- Colour in a small piece of paper black
- Capturing some darkness in a small box and taping it shut
- Paint the inside of a small jar black and close the lid
- A small piece of dark material

Give them some time and some craft materials to help them create their 'piece of darkness', and let their imagination go wild!

Don't forget to bring them to the theatre!

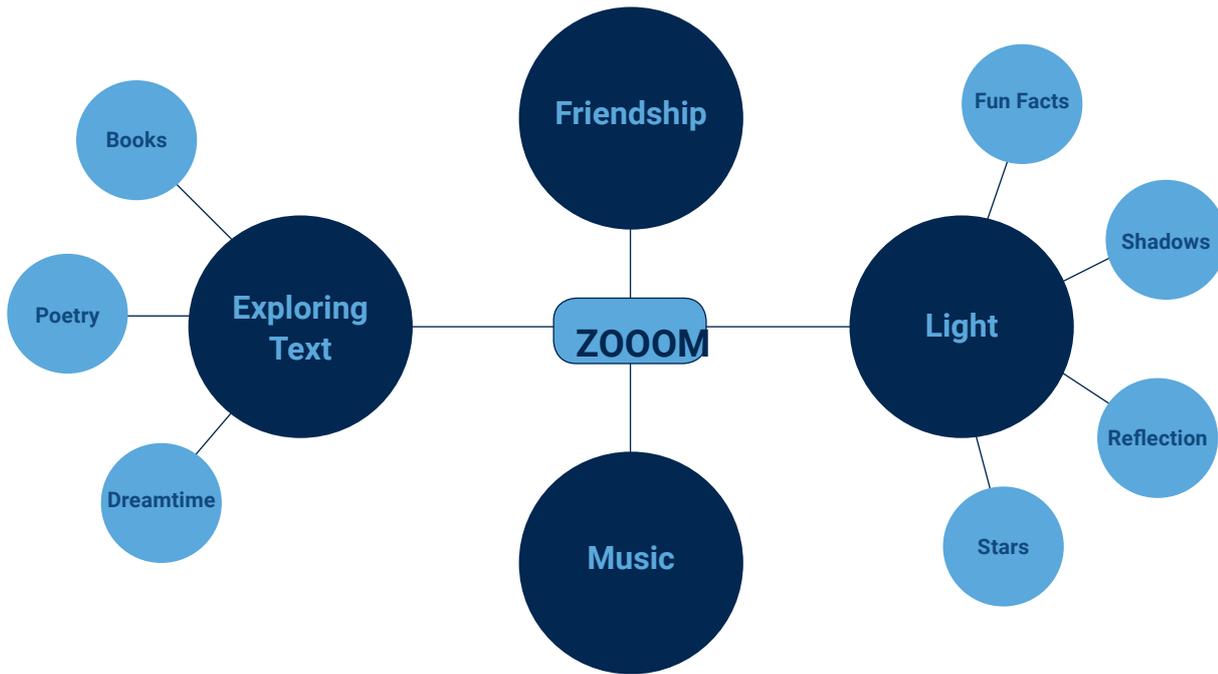
We look forward to seeing you at ZOOM!



Post Show Resources

Following your visit to see Patch Theatre's performance of *ZOOM*, we've outlined some activities for you to explore with your class. Discussing and participating in these activities helps the class engage with different ideas from the show.

ZOOM explores the following themes. Click on each link to direct you to the right page!



Friendship

Class Discussion

1. Did you enjoy the play?
2. What were your favourite parts?
3. What happens at the end of the show?
4. Did the girl go home with him?

On the board – add the words Girl and Light. As you discuss the characters, create a mind map with descriptive words

- Describe the two characters in *ZOOM*
- What are their similarities?
- What are their differences?
- Do you think the story is real, or a dream? Why?
- How does the girl first see the light?
- What makes a good friend?
- How are you a good friend?
- What activities do you do with your friends?
- How would you help the light?



Activities: Shaping Your Imagination

From your discussion and using their own imaginations, here are some activities to try:

- Draw a picture of what they think the light would look like as a person. (Worksheet 1)
- Draw the world they think the light comes from. (Worksheet 2)
- Create a storyboard of 3 images for what happens next in the story (Worksheet 3)
- Write or draw your own story of what you'd explore if you had the light as a friend.
- Write the next part of the story. Where did she go? What did she find?
- Finish this sentence, the light was her friend because _____
- Draw a picture or write a letter to Patch Theatre, showing or telling us your favourite part of the story.

Patch Theatre loves to receive feedback from their young audiences. You could send in your pictures of the character and its world, or display them in the classroom.

1

2

4

5



LITERACY



PERSONAL
& SOCIAL



C&C
THINKING



ETHICAL
UNDERSTANDING

Light

QUESTIONS ABOUT LIGHT

1. Do you think light travels fast or slow?

- a) fast b) slow

a) Fast. Light travels as a wave and can travel through a vacuum – or completely airless space. Nothing travels faster than light energy. It speeds through the vacuum of space at 300,000 km per second. Did you know, if you could travel at the speed of light, you could go around the Earth 7.5 times in one second.

2. Does light travel faster than sound?

- a) Yes b) No

a) Yes - In theory nothing can travel faster than light

3. Which of the following are a source of light?

- | | |
|-------|------------|
| Sun | Satellites |
| Moon | Lightning |
| Stars | Fire |

4. What are stars?

<https://www.youtube.com/watch?v=ZrS3Ye8p61Y>

5. What does it mean when you see a falling star?

They are not really stars, they are small dust particles floating in space.

They are moving so fast that they burn, leaving behind a glow.

<https://www.youtube.com/watch?v=v-DmkH7udc4>

6. How are rainbows created?

Rainbows are formed when sunlight is scattered from raindrops into the eyes of an observer



Light

7. What is a laser light?

A laser produces an incredibly powerful, concentrated form of light or narrow beam of light. As a result, the light can be concentrated and controlled far more accurately. It can also carry television and other signals over great distances without losing quality.



8. What is UV light?

UV is an abbreviation of ultraviolet. UV is often called black light because we can't see it. Although it looks dark purple, most of the light in the ultraviolet range of the spectrum is invisible to the human eye.

8a. Have you ever seen white clothes or teeth glow in the dark?

This is because they contain natural phosphors or have been washed in detergents designed to make your whites whiter. These absorb energy and under black light show as visible light. It is a cool effect and can be used in clubs, or backstage in the theatre and can be used on tickets or money to help detect counterfeits or for forensic detective work.

9. What are shadows?

Light waves travel in straight lines called rays. These rays cannot curve around corners, or pass through solid objects. When light is blocked from a solid object, we see a dark shadow.

Fun Facts About Light

When a light hits a surface, its energy can be – absorbed (soaked up), reflected back (like a mirror) or deflected by refraction.

Refraction makes things look closer than they really are. For example, have you ever looked into a swimming pool and think that it's deeper than it looks? This is because light changes speed when travelling through water. Glass is the same and it can therefore be used to make eye glasses and other lenses like magnifying glass!

EXPLORING LIGHT THROUGH ACTIVITIES

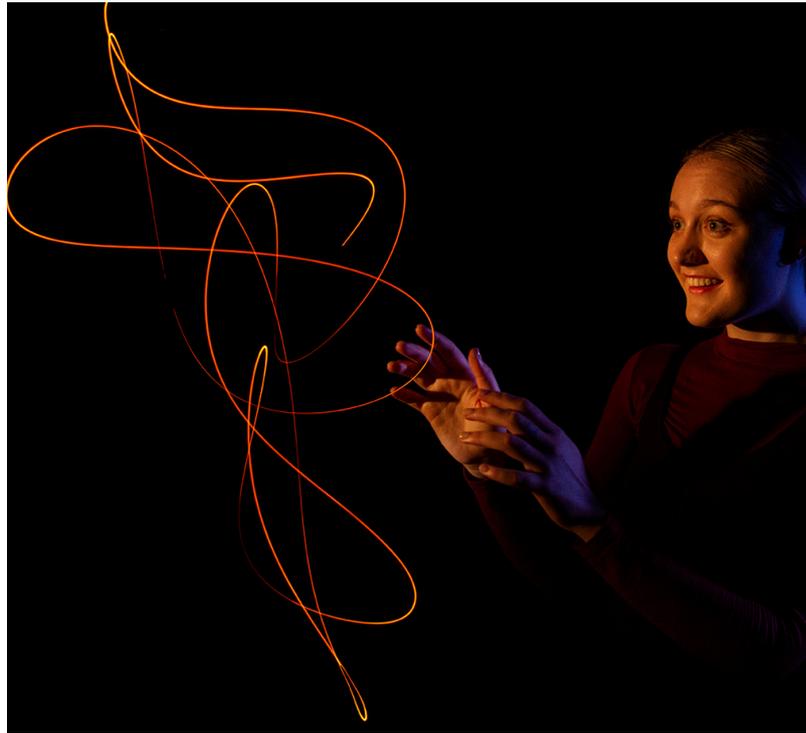
The concepts of light, darkness and shadow are explored in the show *ZOOM*.

Through exploration the story of the girl and the character light make discoveries about themselves and each other. Different light effects are used including laser, ultra violet, projection, LED and animation.

There was also audience interaction, as everyone uses their own light. We caught the light, blew it back and changed the colour.

- What did you feel when the light changed colour?
- What actions did you do with the light?
- What colours did you see?
- Where does your light go when you give it back?
- What would you do with a collection of stars?

To explore ideas of creation and light, there are a variety of activities below that you can do with your class. These activities involve a blend of STEAM activities. Some can be demonstrated to the class; others are fun for the students to try.



Fun Facts About Light



ACTIVITY 1: MAKE A LANTERN

It is easy to create a colourful lantern. Once finished add a tea light to make them light up.

Materials

Clean empty glass jar, glue, brushes for glue, paper of different colours cut into small pieces, tea light candles.

- Cut up the paper into smallish pieces (long thin strips are good to wrap around the jar)
- Cover a section of the glass in glue and begin to stick the paper
- Paint more glue over the paper to help it stick and continue sticking paper to cover the outside of the jar. Overlap paper if you wish.
- Finish with a layer of glue over the top and leave to dry

<https://picklebums.com/easy-art-for-kids-make-a-lantern/>

ACTIVITY 2: DRAW A PICTURE OF DARK & LIGHT

Materials

You can use plain white paper, or try black scratch paper or white chalk on black for the dark. (Worksheet 4)

Fun Facts About Light

ACTIVITY 3: CREATING A RAINBOW USING A CD

Materials

Blank or old CD, paper, sticky tape, pencil, sunshine

A CD is a mirrored surface with spiral tracks that are evenly spaced. These tracks separate the colors from sunlight and the light is reflected to your eye from the mirror of the CD and produce a rainbow effect.

Part 1

- Find a sunny place in the school yard with a blank wall where you can reflect rainbows.
- Use the shiny side of the CD to reflect sunlight onto your wall.
- Can you see a rainbow?
- What other shapes and colours can you see?
- Does this change if you move the CD?
- Is there anywhere else in the school where you can see a rainbow?



Part 2

- Trace your CD onto a piece of paper and cut the circle out.
- Fold the circle in half and then half again.
- Cut out various snowflake shapes using the paper circles.
- Tape your paper snowflakes over the shiny side of the CD and reflect the sunlight onto your wall.

Question & Compare

1. How do the patterns of light look now?
2. Why do you think this is different from before?



<https://buggyandbuddy.com/rainbow-science-create-light-patterns-with-a-cd/>

Fun Facts About Light

ACTIVITY 4:

MAKE A KALEIDOSCOPE

Kaleidoscope uses mirrors to generate symmetric patterns of light and color. As you look through the viewer and rotate the outside, the mirrors reflect the movement creating colourful images.

Materials

Empty hand towel roll, mirrored paper, tape, white cardboard, bendy straw, markers/ stickers to decorate

Preparation

- Cut mirrored paper into three equal strips. (The size needs to fit into your cardboard tube, so pre-measure)
- Line up your mirror strips, with the shiniest side face down.
- Leave a tiny space between them and tape them together over the spaces.
- Fold into a triangular prism and tape together.
- Put inside the tube.
- Cut off the bendy end of a flexible straw (approx. 5 cms in length)
- Tape the straw along the top of your tube with the flexible part of the straw hanging over the edge.
- Cut out a circle from cardboard around 5cm in diameter.
- Using a pencil poke a hole in the centre of your circle.
- Decorate the circle in different designs and shapes, using coloured markers or stickers.
- Place the circle onto your straw with the design facing the kaleidoscope. You want the hole to fit over the flexible portion of the straw so it will turn easily.



Explore

Look into your kaleidoscope and explore all the reflections created by your design!

<https://buggyandbuddy.com/science-for-kids-how-to-make-a-kaleidoscope/>



Fun Facts About Light

ACTIVITY 5: GLOW STICK DRAWING



This is a fun way to write numbers or letters for young students.

Materials

Glow sticks, tape and some paper, textas

- Draw a large letter or number onto a piece of cardboard – this is a template for students
- Students crack the glow sticks to glow
- Stick the glow sticks onto the cardboard to create the letter or number.
- Use the connectors to help join the number/letter.
- Count how many glow sticks they use.
- You need a dark space to see them glow!

<https://creeksidelearning.com/preschool-writing/>

1

2

4

5



LITERACY



PERSONAL
& SOCIAL



C&C
THINKING



NUMERACY

Reflection

Reflection is when light bounces off an object. If the surface is smooth and shiny, like glass, water or polished metal, the light will reflect at the same angle as it hit the surface.

ACTIVITY 1: MIRRORS & REFLECTION

Here are some great activities to try with the students using a mirror. You will need at least two mirrors.

- Ask 2 students to hold a mirror facing each other.
- What can you see?
- Can you notice that the reflection keeps going?
- Can you count the number of times you can see the student holding the mirror?



Why does this happen?

When you see yourself in a mirror the light bounces off you, hits the mirror, and then reflects back into your eyes. With a second mirror, light bounces off one mirror and hits another mirror, so you see a reflection of a reflection.

- Hold up some words in front of one mirror and see what happens.
- Why are the words backwards?
- What happens if you write a word backwards and then look in the mirror?

ACTIVITY 2: DRAMA – PHYSICAL MIRROR

This is a great drama game and requires good concentration. The girl in *ZOOOM* mirrors the actions of the light, following along, fast and slow, up and down.

1. Have the students start facing each other about ½ metre apart.
2. One person is the leader, the other is the mirror.
3. To begin the leader can only move their arms and the person as the mirror copies them (in mirror image). It's best to start with slow fluid movements so the mirror can keep up!
4. As they get used to the idea of mirroring, introduce facial expressions, or moving more.

Here is a great link to show you how it's done:

https://www.youtube.com/watch?v=qb-nEp_Ti60

Reflection

ACTIVITY 3:

ART – MIRRORED DRAWING

1. Take a portrait photo of each child in the classroom and print out their picture in colour.
2. Cut the picture exactly in half and stick it onto a piece of paper.
3. Students draw the other side of themselves, creating the mirror image on the missing side.
4. Use photos of celebrities if you prefer (Worksheet 5)

ACTIVITY 4:

ART – WELLBEING – MIRRORING

This activity using drawing, is also a play-therapy activity that helps create empathy, as you work with another person and it's really easy to do.

- On a table lay out a large piece of plain butcher's paper. (You can have a really long table so everyone's work is on the one sheet of paper.)
- Have students into pairs standing on opposite sides of the table facing one another.
- Each person in the pair needs a texta or crayon in a different colour.
- One is the leader and the other the mirror.
- As the leader draws lines, jagged edges and swirls the mirror copies them on their side of the paper.
- See how in-sync with each other you can become.

1

2

3

4

5



LITERACY



PERSONAL
& SOCIAL



C&C
THINKING



ETHICAL
UNDERSTANDING



NUMERACY

Shadows

ACTIVITY 1: CREATING & MEASURING SHADOWS

These activities should be done at different times of the day – morning, noon and afternoon, making note of the changes. You can do this with solid blocks or people - tracing around their shadows!

Materials:

Blocks or solid objects, paper, textas/chalk – or use the children as the solid objects

- Start with some blocks or solid objects
- Place the blocks on the ground where you can draw with chalk
- Notice the different shadows they create
- Trace around the shadows
- Add a time mark or measure them and record
- Notice what shapes are made



Extension - You can extend this activity where students make a graph of the length of shadow / vs time of day.

ACTIVITY 2: COLOURED SHADOWS

Create some coloured windows using different coloured cellophane.

Materials:

Coloured cellophane, clear contact, black cardboard

- Cut the coloured cellophane into smaller shapes
- Stick the colours onto clear contact and then cover the other side with contact
- To finish, use some black cardboard to make the frames
- Take them outside and see what types of shadows these create or stick them to a classroom window.



Shadows

ACTIVITY 3: SHADOW PAINTING

An easy to paint activity.

Materials:

baby oil, paper, paint brushes, and black paint.

1. Put some baby oil on the paper and then dry some oil off using paper towel. This technique makes the pages semi see-through.
2. Student paint some shadows of objects like trees, houses, animals using only black paint.

Discussion

- How did you make shadows?
- Can you catch a shadow?
- Can you hide your shadow?
- Why does it change length during the day?
- Can you make shadows at night?

1

2

3

4

5



LITERACY



PERSONAL
& SOCIAL



C&C
THINKING



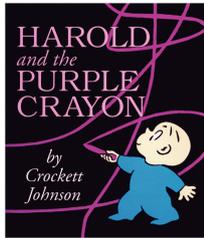
ETHICAL
UNDERSTANDING



NUMERACY

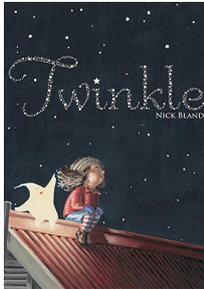
Exploring Text

Several books were the inspiration for the story of *ZOOM*. Starting with *Harold and the Purple Crayon* as the initial thread of an idea, this developed through rehearsals building on and addressing themes and ideas from other books such as, *Twinkle* and *The Dark*.



Harold and the Purple Crayon

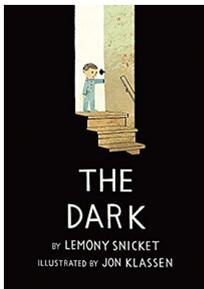
In this book the boy uses a crayon to draw adventures, taking him far from home, before helping him find his way home. Using his imagination and creativity, the boy shows that being alone isn't scary or confusing. Being alone means strength and courage and opening up to new possibilities!



Twinkle by Nick Bland

A star falls from the sky and the girl must find a way to get the star back home. Exploring the theme of being alone and helping a friend, we discover that she isn't actually alone.

- Read *Twinkle* to the class, stopping partway through to ask them how they'd return a star home.



The Dark by Lemony Snicket

This book explores the theme of dark. Lazo is afraid of the dark, but one night confronts dark in the basement and finds a light in the darkness and isn't afraid of the dark anymore.

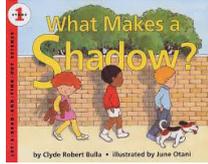
- Here is a quote from the book, discuss this with the class.

You might be afraid of the dark, but the dark is not afraid of you. That's why the dark is always close by.

Exploring Text

READING

Here are some other books about exploring shadows, darkness and light.



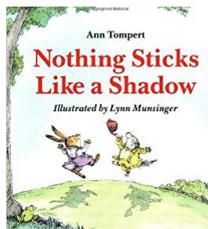
What Makes a Shadow? By Clyde Robert Bulla

This book explains how shadows are made, how your shadow can run, but you can't catch it!



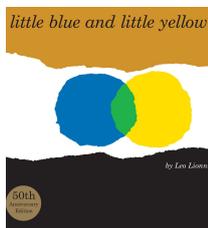
Who's There? A Bedtime Shadow Book.

This is an interactive book. Use a torch to project through the transparent windows to cast silhouette pictures on the wall.



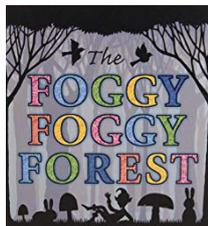
Nothing Sticks Like a Shadow by Anne Tompert

Rabbit tries to shake off his shadow.



Little Blue and Little Yellow by Leo Lionni

Is the story of two colours - blue and yellow who are best of friends. They hug and suddenly they aren't yellow and blue anymore.



The Foggy, Foggy Forest by Nick Sharratt

Who's lurking in the foggy forest? Look through the trees and find out.



Flashlight by Lizzi Boyd

What is going on outside? Is it dark? Is it scary? Not if you have your trusty flashlight! Told solely through images this book is an exploration of night, nature and art.

Exploring Text

LONELY VS ALONE

Talk to the students about the differences in being lonely and alone and discuss their feelings with the questions below.

Lonely describes a feeling of sadness, stemming from isolation or abandonment.
Alone describes a single person or object, separate from others.

A person can be alone without feeling lonely.

- What is something you love to do alone?
- Has there been a time when you feel lonely?
- What would you do to help someone who is lonely?

POETRY

Here is a famous poem 'Wishing Star'

Star Light, Star Bright
First star I see tonight
I wish I may, I wish I might
Have this wish I feel tonight

- Have students write their own poem about a star, or a wish they can make on a star.
- Draw a picture to go with your poem.
- Write a poem about the light from *ZOOM*

Here is a poem about shadows.

Let's play shadows, in the sun
I can make my shadow run!

I can make my shadow crouch down small,
Or reach up, very, very, tall!

I can make my shadow jump around,
Or do patterns on the ground.

My shadow is weary, see him creep,
Slowly curl up, go to sleep

- Read the poem to the class
- Have the students act out the poem

Exploring Text

DREAMTIME - THE SUN AND MOON

In most Aboriginal cultures, the Sun is female while the Moon is male. The Sun is a lovely old lady called Walu Yolngu.

“She gets up every morning and puts on her red ochre, which is why we get the red sunrise, lights a stringy bark tree and carries it across the sky and giving us all light and heat, travels to the west and puts out the stringy bark tree, then travels around back to camp in the east for the morning.”

The Moon is considered a bad person. In the Yolngu story, he’s called Ngalindi and he was big and round and fat like the full moon, and he was lazy.

“His wives and children got so angry because he did nothing to help, so they chopped off bits of him and he went from being a round fat moon and got thinner and thinner which is why you get phases of the Moon. Eventually he died and stayed dead for three nights before he came back to life, as a new moon.”

<https://www.abc.net.au/news/2017-04-05/aboriginal-astronomy-basis-of-dreamtime-stories-stargazing/8413492>

There are other Dreamtime stories to explain stars in the sky. For example, emus were creator spirits that used to fly and look over the land and in the constellation of Orion, there is a canoe with three brothers.

- Explore these stories through storytelling
- Draw a picture of one of the stories

1

2

3

4

5



LITERACY



PERSONAL
& SOCIAL



C&C
THINKING



ETHICAL
UNDERSTANDING



INTERCULTURAL
UNDERSTANDING

Stars & Space

STARS

The light in *ZOOOM* is like a fallen star, trying to find its way home.

Class Discussion

Why do stars twinkle?

Stars are actually very large, but they are very far away so they look small. In fact, stars are so far away from Earth that the only reason that we see stars at all is that they are exceptionally bright.

- Imagine what would happen if the stars in the sky disappeared. Write a story or draw a picture to show what would happen. Compile a class book of the stories.
- Imagine a world without light, brainstorm ideas with the students

ACTIVITY 1:

SPACE GALAXY PAINTING



Materials: Black paper, white, blue, purple paint, 3 spray bottles

- Add white, blue and purple into 3 different bottles and add a tablespoon of water to thin and shake up.
- Tape up paper or put on easel – you will want to do this outside.
- Spray colours onto your page, creating a galaxy scene.

<https://www.mamaoflittles.com/outer-space-galaxy-painting-kids/>

1

2

3

4

5



LITERACY



PERSONAL
& SOCIAL



C&C
THINKING



ETHICAL
UNDERSTANDING

Music

Music helps create the mood for *ZOOOM*. Discuss the following:

- Talk about mood in relation to emotions e.g. happy, sad, angry, love, scary etc.
- As a class, create a word bank of descriptive words.
- What is the mood of the music from *ZOOOM*?

ACTIVITY 1:

MOOD MUSIC

Play some music to the children and ask them how it makes them feel. Choose songs with a variety of tempos and moods. Students can either draw a picture of how they feel (Worksheet 6) or use the word bank you created.

Song Examples

Happy - 'Happy' by Pharrell Williams, 'Walking on Sunshine' by Katrina and the Waves

Sad - 'Hallelujah' by Leonard Cohen, 'Stay with Me' by Sam Smith

Inspirational/Hope - 'You Raise Me Up' by Josh Groban, 'I Will Survive' by Gloria Gaynor

Love - 'Can You Feel the Love Tonight' – The Lion King, 'Beauty and the Beast' from Beauty and the Beast

Scary - 'Star Wars Imperial March' – from the movie Star Wars

ACTIVITY 2:

MUSIC LAB EXPERIMENTS

Prepare the following website for students to use:

<https://musiclab.chromeexperiments.com/Experiments>

These are easy to explore music activities with a visual component.

- Kandinsky is fun painting and converting to sound
- Rhythm
- Soundwaves
- Spectrogram
- Finish with Song maker - use colours for notes adding piano and percussion accompaniment to their own piece. They can play this for the class.

Music

ACTIVITY 3:

WRITE YOUR OWN SONG

Re-writing song lyrics can be a lot of fun.

- Brainstorm a list of songs that are about stars? e.g. “Twinkle, Twinkle Little Star”, “Catch a Falling Star”
- Write your own song about a star.
- Write new words to a familiar melody, or make up your own melody.
- Record them singing their song on an iPad.

ACTIVITY 4:

MUSIC AROUND US

Music in *ZOOOM* is made from sounds of various objects, such as marbles and water.

- Find different objects around the classroom that make a repetitive sound e.g. pencils, chair, paper
- Put into groups of 4, with each person on a different object
- As a group create a repetitive pattern to perform to the class
- Extension - Record in Garage Band and add a drum beat

ACTIVITY 4:

SOUNDWAVE ART

Create a visual ‘sound message’ for someone. You will need to prepare an audio program, such as Audacity on the computer or wavepad on iPad.

- Record a short message e.g. ‘I love you’, ‘Merry Christmas’
- Take a screenshot of your recorded waveform
- Import the doc into google docs
- Edit the image – think about colour
- Print and assemble artwork!



LITERACY



PERSONAL
& SOCIAL



C&C
THINKING



ETHICAL
UNDERSTANDING



NUMERACY



INFORMATION AND
COMMUNICATION

Patch Theatre loves to receive feedback from their young audiences. You can use worksheet #7, or send in pictures of the students work via email to patch@patchtheatre.org.au or post to Level 1, 154 Angas Street, Adelaide SA 5000

Further websites to explore

OPTICS FOR KIDS

<https://www.optics4kids.org/what-is-optics>

Here are some great optical illusion activities to try as well

<https://www.optics4kids.org/illusions>

GLOW STICK IDEAS

<https://onelittleproject.com/glow-stick-ideas/>

AUDACITY

<https://www.audacityteam.org/>

DREAMTIME ASTROLOGY

<https://www.abc.net.au/news/2017-04-05/aboriginal-astronomy-basis-of-dreamtime-stories-stargazing/8413492>

DADLAB

<https://thedadlab.com/mirror-celebrity-face/>

EARLY YEARS FRAMEWORK - OUTCOMES	
01	Children have a strong sense of identity
02	Children are connected with and contribute to their world
03	Children have a strong sense of wellbeing
04	Children are confident and involved learners
05	Children are effective communicators

Worksheet #1

Name:

Draw a picture of the Light

Worksheet #2

Name:

Draw a picture of the world the Light comes from

Worksheet #3

Name:

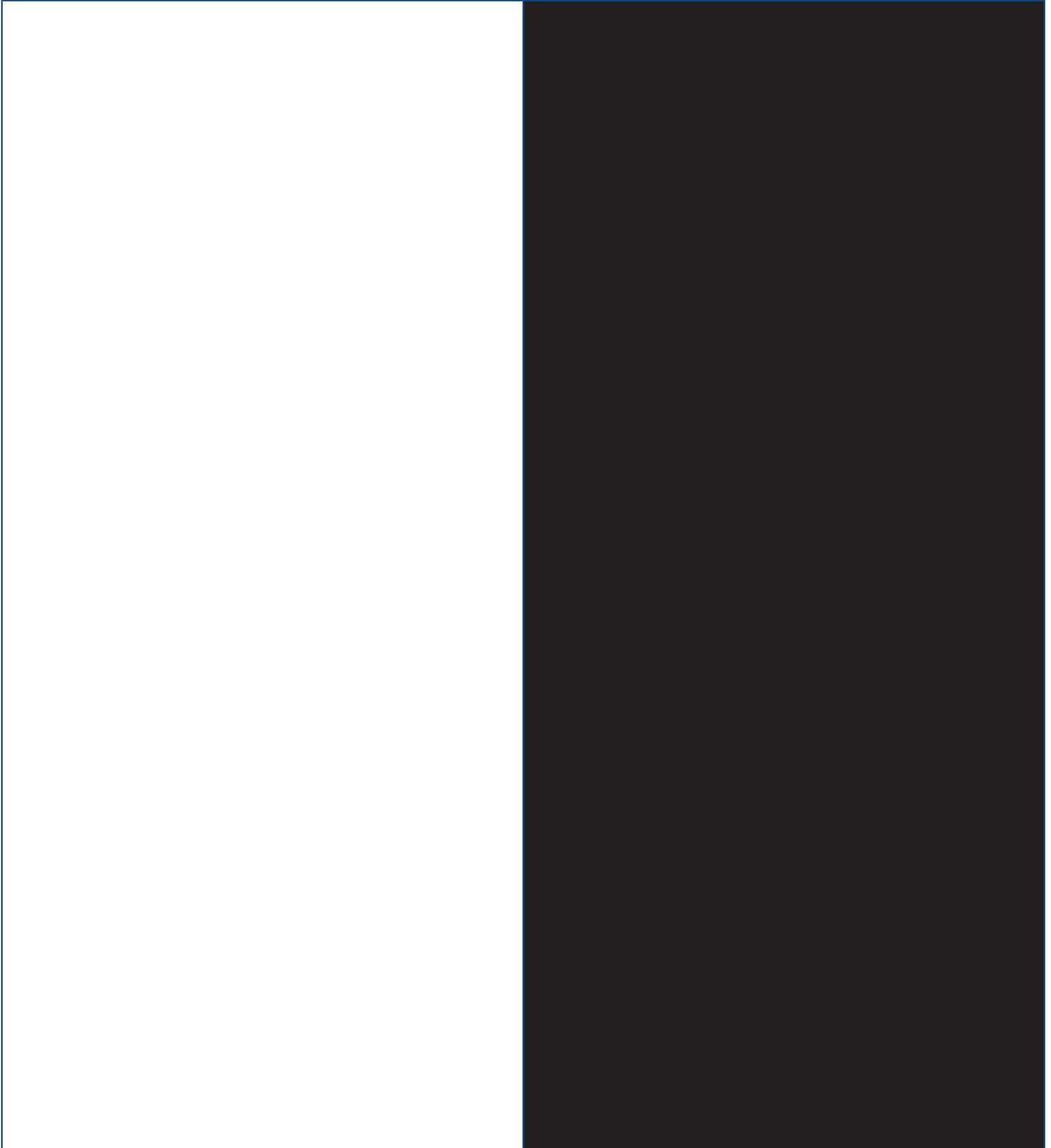
Draw a storyboard of 3 scenes for what happens next in the story

Scene 1 text	Scene 2 text	Scene 3 text

Worksheet #4

Name:

Use the following template, or use a blank page of white and a black piece of paper



Worksheet #5

Name:

Mirrored Celebrities



Worksheet #6

Name:

Mood Music

Draw a picture or write some words describing how you are feeling

Song 1

Song 2

Song 3

Song 4

Worksheet #7

Name:

Feedback

**My favourite part of ZOOM
was...**



patchtheatre.org.au
patch@patchtheatre.org.au
(08) 8470 0165