STUDY GUIDE

AUSTRALIAN CURRICULUM
YEARS F-2

EARLY YEARS LEARNING
FRAMEWORK

WINDMILL
THEATRE CO

WINDMILL THEATRE CO IS EXCITED TO SHARE OUR PRODUCTION BEEP WITH YOU & YOUR STUDENTS.

CONTENTS

HELLO & WELCOME

To assist you in making the most of the performance we have prepared this study guide with links to the Early Years Learning Framework and Australian Curriculum F–2. The document has a range of suggested pre and post show activities, as well as analysis to help you prepare your students to get the most out of the production.

At Windmill we believe that learning through the arts provides a means by which children can better explain, reflect, understand and critique their world. By engaging in arts activities children become active and creative problem solvers. We understand how important first performance experiences are to a lifelong appreciation of the arts and this performance has been designed to playfully bring children into the gentle world of Beep and her friends. Ultimately we hope *Beep* will be the first step towards a lifetime of enriching arts experiences.

Windmill is committed to helping you to get the most out of your *Beep* experience. If you have any questions relating to this document or the show, please do not hesitate to contact me.

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HOW TO USE THIS GUIDE

About this Study Guide

The activities in this guide link the themes and concepts from *Beep* with the Early Years Learning Framework and the Australian Curriculum. Windmill hopes that this document will help you to make the most of *Beep* as a vehicle for genuine learning and reflection by providing a suite of ideas that will help you to bring the show into the classroom across different learning areas, both before and after viewing the performance. Windmill firmly believes that as experienced educators you know your students' needs best, and so we invite you to adapt these activities to suit your own requirements in the classroom as you see fit.

General capabilities

The general capabilities are embedded within specific learning activities in this document and can be identified with the following icons.

- LITERACY
- NUMERACY
- ICT CAPABILITY
- CRITICAL AND CREATIVE THINKING
- PERSONAL AND SOCIAL CAPABILITY
- ETHICAL UNDERSTANDING
- INTERCULTURAL UNDERSTANDING

COMING TO THE SHOW

Theatre etiquette for first time theatre goers

Given that this may be many students' first performance experience, it is important to talk about the protocols of attending the theatre.

Before the show you can:

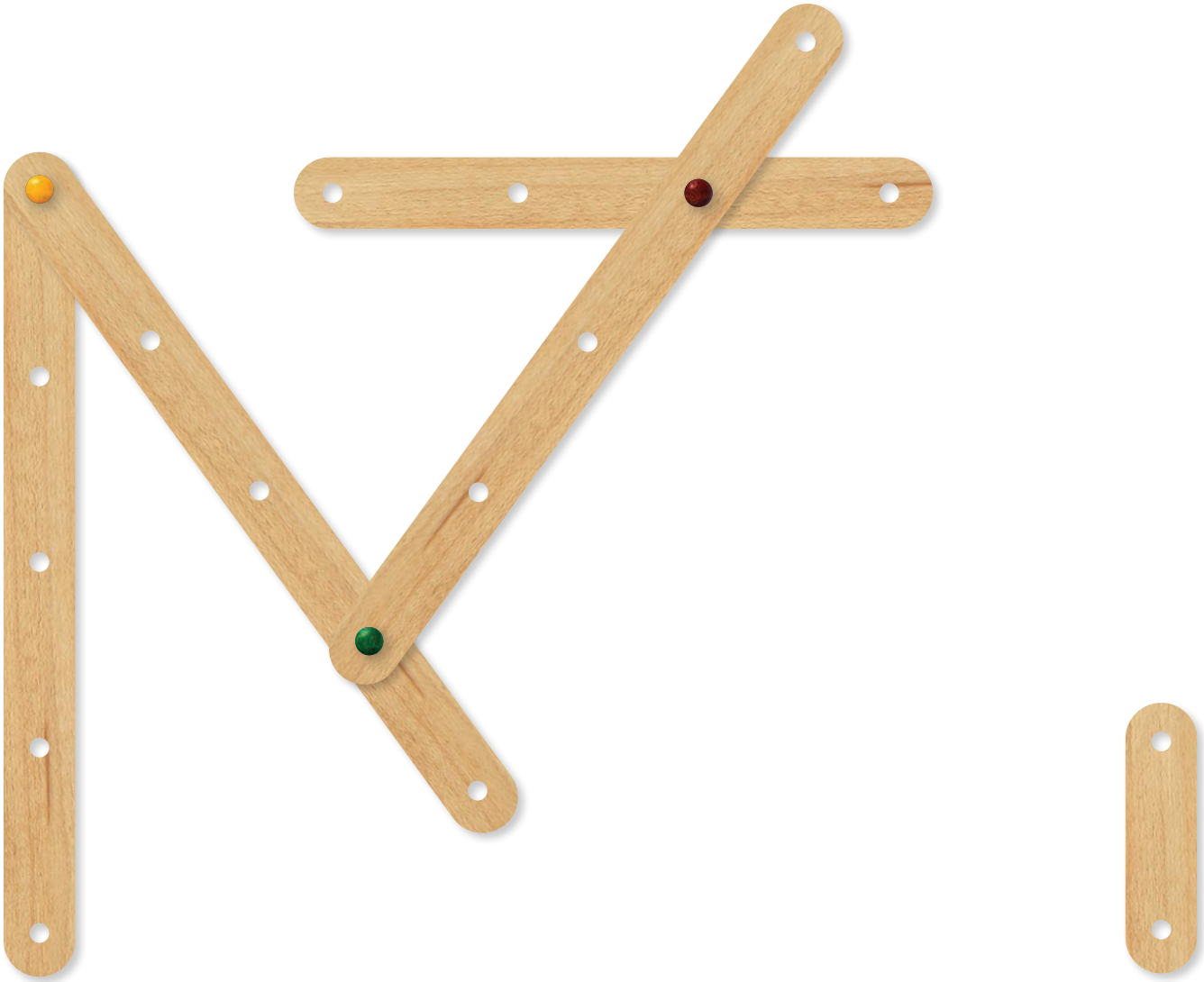
- Ask about their experiences watching live performances (watching older siblings in a school concert, going to a concert, i.e. the Wiggles etc.).
- Share the journey with them, talk about their thoughts and feelings relating to the production
- Talk about going to a special theatre space.
- Explain that a performance usually finishes with clapping.
- Talk about being an audience member. Explain that audiences are an important part of the performance. In this performance they will be invited to help the performers through movement.
- Ask questions. What is the role of an audience? What happens during the performance? What can you do in your lounge when you are watching television that you cannot do in the theatre?
- Talk about the various roles within a theatrical production; from the actors to the lighting technician to the front of house staff. Talk about which roles the students will interact with and which ones they may not see as they work behind the scenes.
- Speak about how, unlike television or film, you can hear and see the actors and they can hear and see you.
- Talk to your students about directing their full focus to the performance and how this will help actor concentration.
- Talk about the importance of appreciation and affirmation for the performers.
- Speak about what happens when the performance begins and ends. The lights will dim and/or you might hear a voice over or sound. Explain that this is the audiences cue to focus their attention on the performance.

SYNOPSIS

Written by Katherine Fyffe, *Beep* is a beautiful story of friendship, overcoming adversity and working together.

The show focuses on the trials of Beep, a robot who has landed on a strange planet and is unable to return home. Slowly but surely, her power starts to drain, and the audience is left wondering what will become of this loveable robot.

Luckily for *Beep*, a new friend appears in the shape of Mort. Mort lives with his mum and his sister, Pop. When Beep arrives in his village, Mort is the first to approach her and they quickly become friends. This friendship turns out to be life saving for Beep, as it is Mort's ingenuity and persistence that provides a solution to Beep's battery problems.



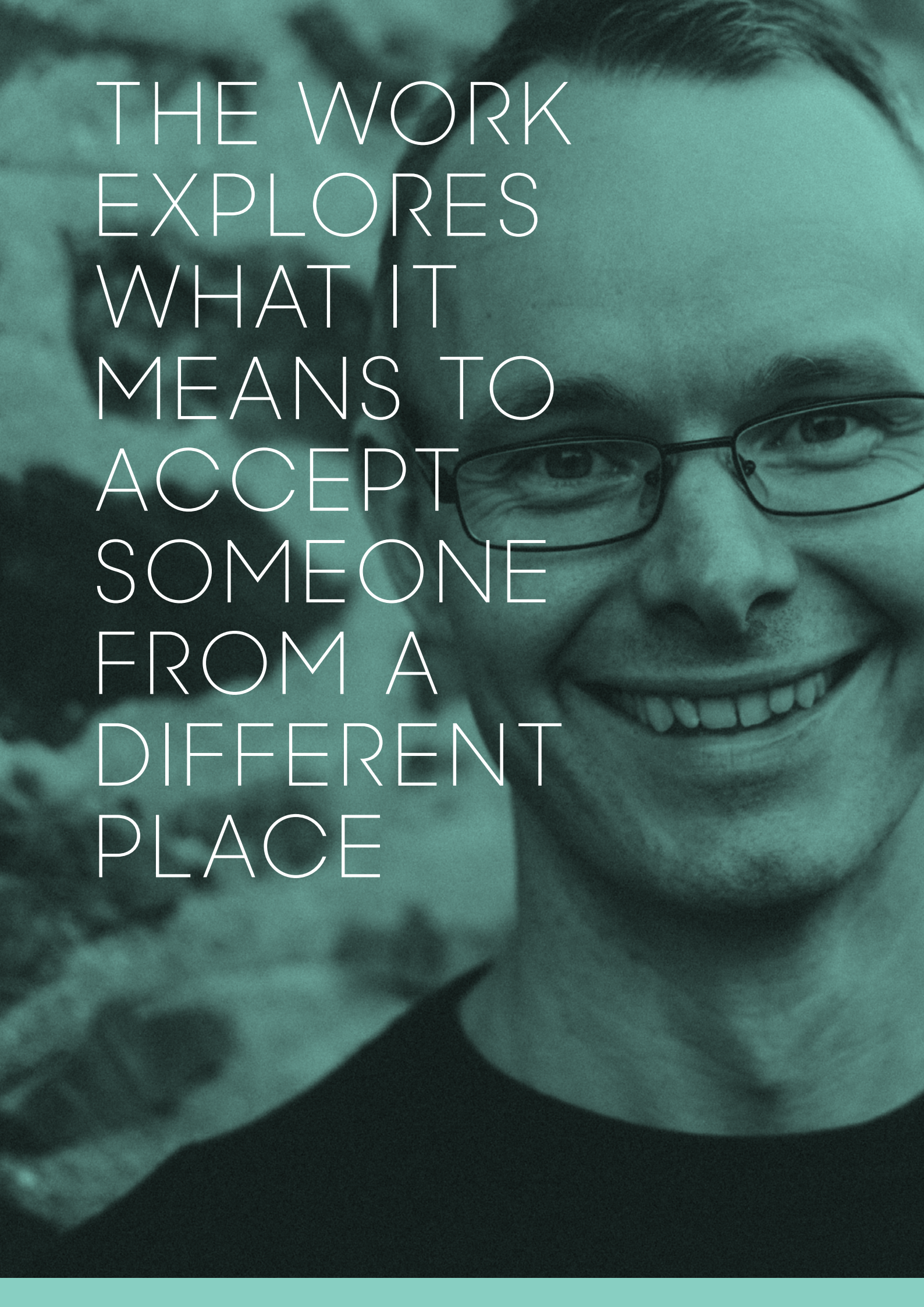
WRITER'S NOTE KATHERINE FYFFE

For me, *Beep* is a show about finding yourself out of your comfort zone, learning to adapt to new things, and the importance of friendship in smoothing life's transitions. Themes of change, friendship and home are investigated through the characters and their environment.

Beep's journey mirrors that of many people around the world today: her home is no longer safe, landing her in a strange new place which she must find a way to make her new home. This allows us to think about the broader idea of what "home" is for children and adults. Mort and the villagers also embark on a journey of learning to accept and embrace someone new in their tight knit community.

Change is a big part of children's lives, whether that be starting school, moving house, or a shift in the family unit such as parental separation or a new family member. *Beep* demonstrates how these transitions can be made easier with the support of friends and the wider community.

FOR ME BEEP IS A SHOW ABOUT FINDING YOURSELF



THE WORK EXPLORES WHAT IT MEANS TO ACCEPT SOMEONE FROM A DIFFERENT PLACE

DIRECTOR'S NOTE SAM HAREN

In creating *Beep*, we wanted to build upon the stylistic approaches of the two works based on the Grug books we had previously made. These works combine puppetry with a unique form of performance and storytelling. The character of Grug is the only one of his kind. He lives by himself, has no family, and inventively solves the problems in his world. For *Beep*, we were interested in creating a village of creatures who all live together. We wanted to explore what happens when an outsider enters their world. Thematically, the work explores what it means to accept someone from a different place.

We've discovered that an episodic structure is very effective for this age group, as younger children engage with smaller narrative units rather than long, complex dramatic arcs. As a result, we've chosen to explore the large dramaturgical problems that occur in the show through in little story units, structured around experiences in the world of Beep that the children can relate to.

EARLY YEARS LEARNING FRAMEWORK

PRE-SHOW ACTIVITIES

OUTCOME 01

CHILDREN HAVE A STRONG SENSE OF IDENTITY

Activities

1.1 Children feel safe, secure, and supported.

1.2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.

1.3 Children develop knowledgeable and confident self-identities.

1.4 Children learn to interact in relation to others with care, empathy and respect.

Have a discussion about the theatre. Has anyone seen a show before? Share their experiences and talk about the rules they had to follow (sitting quietly, clapping at the end, etc). To ensure that each student understands how the excursion will work and feels safe and supported when moving from school to the theatre space, create a visual timetable or story map of the day. Using the images provided in the appendix **(see appendix for instructions)**, show your students pictures of each part of the day. Ask them to cut out and arrange the images in the correct order in their workbooks.. Leave this on display until the day of your excursion.

OUTCOME 02

CHILDREN CONNECT WITH & CONTRIBUTE TO THEIR WORLD

Activities

2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.

2.2 Children respond to diversity with respect.

2.3 Children become aware of fairness.

2.4 Children become socially responsible and show respect for the environment.

Allow your students to put on a short performance, using puppets or costumes from your dress up area. Model audience behaviour with other students, telling them what you are doing and why (e.g. At the end we give them a big round of applause, can you help me etc).

OUTCOME 03

CHILDREN HAVE A STRONG SENSE OF WELLBEING

Activities

3.1 Children become strong in their social and emotional wellbeing.

3.2 Children take increasing responsibility for their own health and physical wellbeing.

Play a piece of upbeat music and ask your students how it makes them feel. Now play them a more sombre piece, and repeat the question. Make a list of things that make them happy and excited, and things that make them sad or reflective. Now ask them to create movements with their body to show those emotions without using words (e.g. high energy jumping or skipping for happy, slow walking with heads down for sad etc). Put their movements to the music tracks you used previously.

Building on this work, ask your students what they would do if they saw someone who was feeling sad. How could we cheer them up? Create a movement sequence expressing their ideas.

OUTCOME 04

CHILDREN ARE CONFIDENT & INVOLVED LEARNERS

Activities

4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.

4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.

4.3 Children transfer and adapt what they have learned from one context to another.

4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials.

Set up an area within your learning space where your students can play and experiment with windmills, pinwheels, wind turbines and paper aeroplanes. Encourage questions and conversations around how the wind make them work.

Make a pinwheel with your students **(see appendix for instructions)**. They can plant them in your outdoor area and make predictions about what will happen in different weather conditions. Make notes of their observations and thoughts.

OUTCOME 05

CHILDREN ARE EFFECTIVE COMMUNICATORS

Activities

5.1 Children interact verbally and non-verbally with others for a range of purposes.

5.2 Children engage with a range of texts and gain meaning from these texts.

5.3 Children express ideas and make meaning using a range of media.

5.4 Children begin to understand how symbols and pattern systems work.

5.5 Children use information and communication technologies to access information, investigate ideas and represent their thinking.

Have a range of books based on friendship available for your students to look at. Rotate the stories as the feature story of the week and discuss your students' thoughts on each book. Which was their favourite and why? Which ones didn't they like as much and why? Explain that when you go to see the show *Beep*, there will be two characters who become friends. Ask your students to look out for those characters (Beep and Mort) and discuss their friendship after the performance.

OUTCOME 01

CHILDREN HAVE A STRONG SENSE OF IDENTITY

Activities

1.1 Children feel safe, secure, and supported.

Using the visual timetable you created in the pre-show activities, add any photos you took of your students on their excursion (add photos of them on the bus to the visual timetable card about getting the bus to the theatre etc). Leave your display in an accessible location for parents and students to be able to share and discuss.

1.2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.

1.3 Children develop knowledgeable and confident self-identities.

Introduce the word syllables and play a game where the students have to guess how many are in their name before you clap them.
How many syllables do Beep and Mort have in their names?
Create a chart to show how many syllables each person in the class has, adding Beep and Mort, too!

1.4 Children learn to interact in relation to others with care, empathy and respect.

Have a discussion about how Mort helped Beep in the show. Why did he help her? Why do friends help each other? Ask your students to come up with a list of things that they do to help their friends. If they are confident enough, play a game where they mime doing something for someone and the rest of the group has to guess what they are doing.

OUTCOME 02

CHILDREN CONNECT WITH & CONTRIBUTE TO THEIR WORLD

Activities

2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.

2.2 Children respond to diversity with respect.

Remind your students that Beep was from a different planet, and was quite different (in both looks and needs) to Mort, Pop and the other villagers. Hold a discussion about different cultures and countries. Ask your students to share where their family is from and create a class map using photos of each child. Celebrate each culture and invite parents or grandparents to come in and share a cuisine or tradition with the class.

2.3 Children become aware of fairness.

Discuss the idea of fairness and make a list of your students' ideas. How was fairness shown in the production of *Beep*? (Mort and the villagers help Beep by working together and sharing the workload. They don't just leave her without power, they help someone in need). Read The Little Red Hen by Diane Muldrow or other books based around fairness. Ask your students: how can we show fairness to others? Make a chart or display of their answers.

2.4 Children become socially responsible and show respect for the environment.

Have a number of non-fiction books about wind and solar power available for your students to look through. Read a new one each day and discuss renewable energy sources. Ask your students to come up with some ways that they can help care for the environment in their learning setting (compost bin, recycling, turning off lights when not using them etc). Put them into action, if possible.

POST-SHOW ACTIVITIES

OUTCOME 03

CHILDREN HAVE A STRONG SENSE OF WELLBEING

Activities

3.1 Children become strong in their social and emotional wellbeing.

During the activities you carry out, model and explain resilience and managing with frustrations when faced with a challenge.

3.2 Children take increasing responsibility for their own health and physical wellbeing.

Ask your students if they remember how Beep got her energy (the wind). How do we get our energy? (food) How do we keep our bodies healthy and working well? Discuss healthy foods and sometimes foods. Make a chart using pictures of different food items and ask your students to sort them into the two categories.

OUTCOME 04

CHILDREN ARE CONFIDENT & INVOLVED LEARNERS

Activities

4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.

4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.

4.3 Children transfer and adapt what they have learned from one context to another.

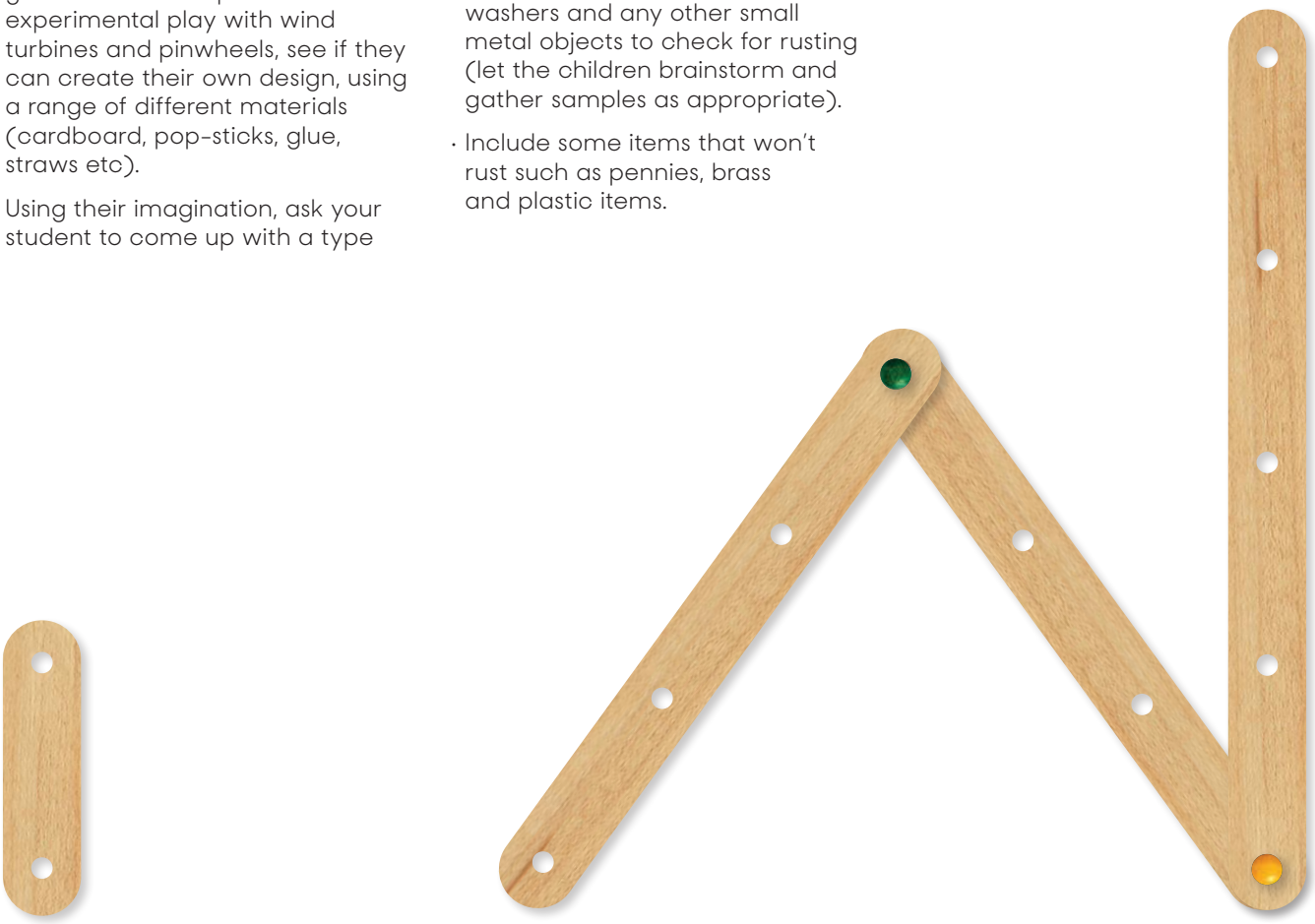
4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials.

Using the knowledge your students gained from their pre-show experimental play with wind turbines and pinwheels, see if they can create their own design, using a range of different materials (cardboard, pop-sticks, glue, straws etc).

Using their imagination, ask your student to come up with a type of energy that we could use that would be renewable. Discuss their answers and allow them to design and make their machines.

Discuss what would have happened to Beep if she had stayed out in the rain (parts of her would rust and her electronics would stop working). Place a sample of the objects listed below in a container of water and check them every few days. Leave the rest of the objects nearby or in a similar dry container to compare what happens. See which objects start to show signs of rust and which do not. Let your students touch and smell the objects that have rusted. Do they feel different? Do they smell? Do they look different?

- Paper clips, small bolts, metal washers and any other small metal objects to check for rusting (let the children brainstorm and gather samples as appropriate).
- Include some items that won't rust such as pennies, brass and plastic items.



OUTCOME 05

CHILDREN ARE EFFECTIVE COMMUNICATORS

Activities

5.1 Children interact verbally and non-verbally with others for a range of purposes.

Using the photographs you took of the theatre trip as a stimulus, hold discussions about the show and what your students thought of it. What were their favourite bits, and why? Ask them to draw or paint their favourite character and hold and show and tell for the class, giving your students an opportunity to share their work and ideas.

5.2 Children engage with a range of texts and gain meaning from these texts.

Have some fiction and non-fiction books about robots available for your students to look through. Read a new one each day and discuss how robots are used in the world today.

The following books have been suggested by Kath Fyffe, who wrote *Beep*, as they were some of her inspiration when writing the show. Read some of these books and see if your students can find any similarities in the themes of friendship and difference/resilience in Beep and the books below.

- Lost and Found by Oliver Jeffers
- The Lost Thing by Shaun Tan
- My Two Blankets by Irena Kobald and Freya Blackwood
- The BFG by Roald Dahl

5.3 Children express ideas and make meaning using a range of media.

In your art/painting area, have lots of different media available for students to create their own versions of Mort and Beep (e.g. cut up pieces of silver/grey paper, red and yellow paints for Beep; hessian, string, leaves for Mort etc).

5.4 Children begin to understand how symbols and pattern systems work.

Using illustrations of the production of Beep, ask your students to retell the story and put the illustrations in the correct order.

Remind your students about Beep's power bars – how many did she have in total? (5) Focus your mathematical work for the week on counting to 5 and representing it in different ways: grouping objects, painting power bars, sitting in groups of 5 etc

AUSTRALIAN CURRICULUM F–2

PRE-SHOW ACTIVITIES

ENGLIGH

Activity

Have a number of books based on friendship available in your reading area. Read some as a class and discuss the central themes of the books. Discuss the features of the stories and create a chart of your students' responses.

Read The Lost Thing by Shaun Tan. There is also a beautiful animated version available on YouTube, which you could watch after reading the book. This story was a point of inspiration for the writer of *Beep* and is about an unusual creature who doesn't fit in. Discuss the themes of the story (belonging, helping others, compassion, noticing those in need) and create a list of your students' responses. Following this, they could design and create their own lost things to display around the classroom, accompanied by a short descriptive piece of writing about their creation.

Learning Outcomes

Foundation Year

- **Literature and Context**
  Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)
- **Interacting with others**
  Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)
- **Examining literature**
  Identify some features of texts including events and characters and retell events from a text (ACELT1578)

Year 1

- **Literature and context**
  Discuss how authors create characters using language and images (ACELT1581)
- **Interacting with others**
  Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)
- **Examining literature**
  Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)

Year 2

- **Literature and context**
  Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)
- **Interacting with others**
  Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)
- **Examining literature**
  Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)

DRAMA

Activity

Make a happy face and ask your students to tell you what emotion you are expressing. Strike a pose with your whole body that shows sadness and ask the same question. Explain that our faces and bodies can show other people how we are feeling, and being able to read body language is very helpful in social situations.

Pair up your students and ask them to decide who is A and who is B. A should express an emotion, using their face and body, and B should try to guess. After a few turns, B takes their turn expressing different emotions. If they are confident enough, you could have some students express an emotion for the whole class to guess.

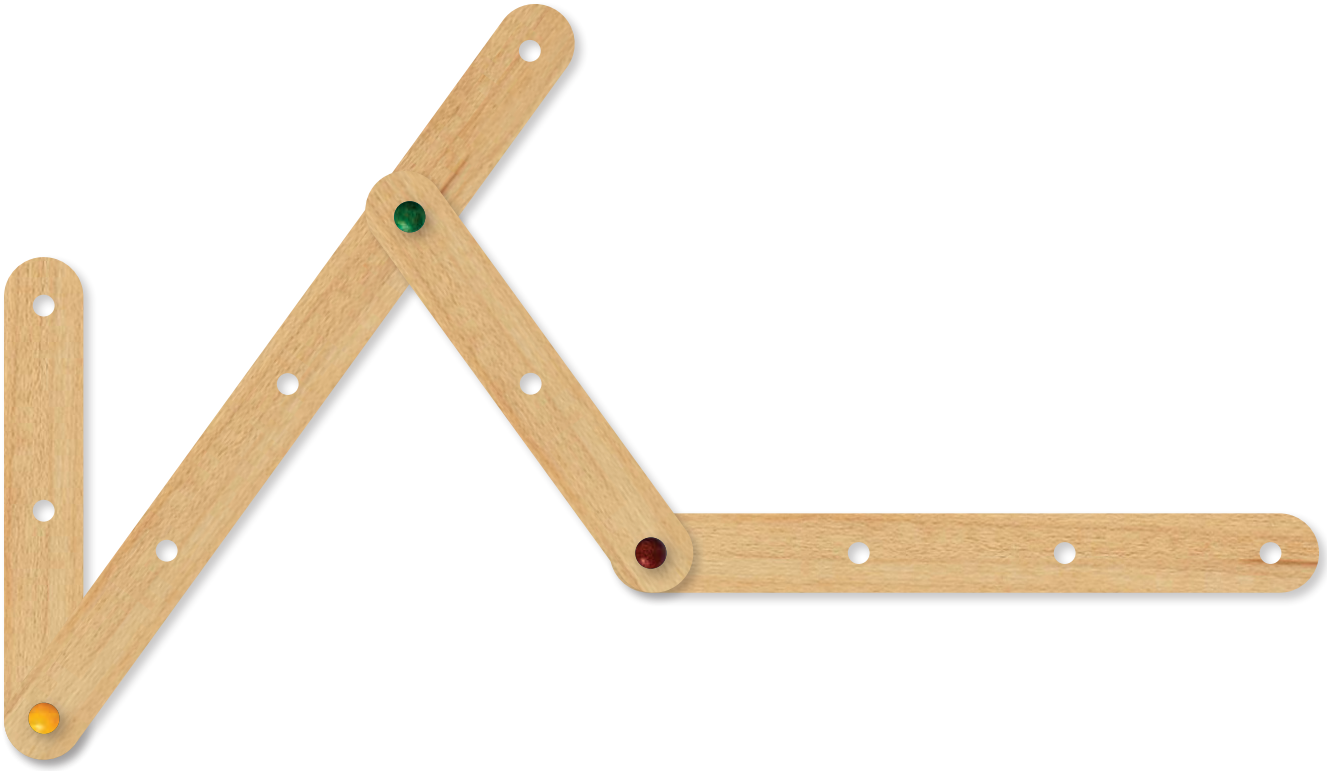
Explain that in drama, we can sometimes create a freeze-frame, or tableau. This is a frozen picture, or photograph, of an event. Put your students into small, mixed ability pairs, and ask them to create tableau for the following situations. After giving them the title, give a few examples of other people that may be in the tableau (other students, teachers, people shopping etc). Allow the groups one minute to get into their characters and hold a freeze. They must be frozen when you finish your countdown from 10.

- IA new student starting school
- ISomeone with no friends on the playground
- IA child lost in a supermarket

After showing the rest of the class their freezes, ask the groups to recreate their freezes, but this time, one of the other characters in their tableau is going to show that they are helping the person in need. Give them time to change their pictures, and then share with the rest of the class.

Learning Outcomes

- Explore role and dramatic action in dramatic play, improvisation and process drama (ACADRM027)
- Use voice, facial expression, movement and space to imagine and establish role and situation (ACADRM028)



SCIENCE

Activity

Create an anemometer (see appendix for instructions) and collect wind data at different times of the day for a week or month. Present the data in a simple bar chart, or use Microsoft Excel/ Google Sheets to create a chart of their choosing.

Make a number of different sized paper aeroplanes, using designs from books, online or suggested by your students. You could turn it into a competition and put the class into groups or pairs. Take it in turns to fly them in a room or yard large enough and using metre rulers, measure the distance they travelled. Record their distances in a bar chart, or use ICT software to create a graph of your choice. If you carried out the anemometer experiment, you could use your data to choose a time of day which will have more wind to help the planes fly further.

Show your students how to make a pinwheel (see appendix). Place their finished pinwheels in an outside area where they will catch the wind. Ask your students to make predictions about what will happen to the pinwheels in the wind, and when they think the most wind will occur. If you have a vegetable patch at school, the pinwheels could be placed here to discourage birds from eating any seeds.

experiment, you could use your data to choose a time of day which will have more wind to help the planes fly further.

Show your students how to make a pinwheel (see appendix). Place their finished pinwheels in an outside area where they will catch the wind. Ask your students to make predictions about what will happen to the pinwheels in the wind, and when they think the most wind will occur. If you have a vegetable patch at school, the pinwheels could be placed here to discourage birds from eating any seeds.

Using your students' observations of their pinwheels, open up a discussion about wind turbines and renewable energy sources. Find other resources on renewable energy sources, either in print or online, and use these to start a discussion about renewable and non-renewable energy sources. Help your students brainstorm some things that we can do to help (compost bin, recycling, turning off lights when not using them etc). Put them into action in your classroom, if possible.

Learning Outcomes

Foundation Year

- Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE034)
- Pose and respond to questions, and make predictions about familiar objects and events (ACSIS037)
- Participate in guided investigations to explore and answer questions (ACSIS038)
- Compare observations with those of others (ACSIS041)
- Represent and communicate observations and ideas in a variety of ways (ACSIS042)

Year 1

- Everyday materials can be physically changed in a variety of ways (ACSSU018)
- Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE021)
- Pose and respond to questions, and make predictions about familiar objects and events (ACSIS024)
- Participate in guided investigations to explore and answer questions (ACSIS025)
- Use informal measurements to collect and record observations, using digital technologies as appropriate (ACSIS026)
- Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions (ACSIS027)
- Compare observations with those of others (ACSIS213)
- Represent and communicate observations and ideas in a variety of ways (ACSIS029)

Year 2

- Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE034)
- Pose and respond to questions, and make predictions about familiar objects and events (ACSIS037)
- Participate in guided investigations to explore and answer questions (ACSIS038)
- Use informal measurements to collect and record observations, using digital technologies as appropriate (ACSIS039)
- Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions (ACSIS040)
- Compare observations with those of others (ACSIS041)
- Represent and communicate observations and ideas in a variety of ways (ACSIS042)

POST-SHOW ACTIVITIES

ENGLIGH

Activity

Discuss the performance with your students and record their responses. What were their favourite parts of the show? Who were their favourite characters? Why?

Ask your students to write a summary of their trip to the theatre. Depending on ability, their report could include pictures and key words, phrases, or more complex sentences. When their written reports are completed, give each student the chance to present their summary to the class.

Learning Outcomes

Foundation Year

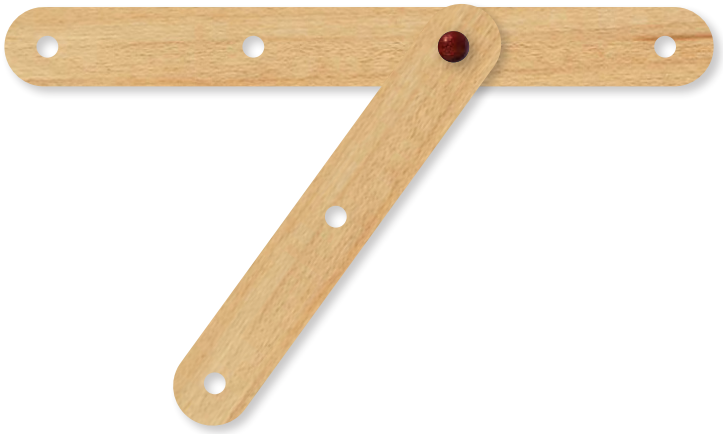
- Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)
- Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)
- Deliver short oral presentations to peers (ACELY1647)
- Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)

Year 1

- Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)
- Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657)
- Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)

Year 2

- Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)
- Rehearse and deliver short presentations on familiar and new topics (ACELY1667)
- Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)



ENGLIGH

Activity

Read the story My Two Blankets by Irena Kobald and Freya Blackwood. If you don't have the book easily accessible, there is a narrated version available on YouTube.

What are the similarities between this story and Beep? (resilience when faced with change, moving homes, feeling alone, finding it hard to fit into a new place, kindness and friendship). Create a chart as a class, listing similarities and differences between the two stories.

Ask your students to create a poem or diary account written from Beep's point of view. How do they think she felt when she first landed? How did she feel when her energy bars began to fade? What about when the villagers helped her to recharge? Allow your students to perform or read their work to the class.

The books below have been suggested by the author of Beep as they were some of her inspiration when writing the show. You could look at these stories together as a class, or have them available in your reading area for students to read or look through independently.

- Lost and Found by Oliver Jeffers
- The Lost Thing by Shaun Tan
- The BFG by Roald Dahl.

Learning Outcomes

Foundation Year

- Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)
- Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)

Year 1

- Use interaction skills including Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)
- Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)
- Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657)

Year 2

- Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)
- Rehearse and deliver short presentations on familiar and new topics (ACELY1667)
- Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)

HEALTH & PHYSICAL EDUCATION

Activity

Play the following game based on Beep's energy bars as a warm-up each time you have a PE lesson:

Students start in their own safe space around the room and should play in silence, as they will need to hear your voice. As you call each number, they respond with the appropriate action or movement, always ensuring the safety of themselves and others by watching where they are going. As they become more confident with the numbers, you could try saying them out of order to make it harder.

0 – no energy – asleep on the floor
1 – crawling
2 – walking
3 – hopping
4 – jumping
5 – full energy – running

Discuss the features that are needed to make a game:

- An objective
- Rules
- Restrictions
- All players' acceptance

Split your class into small, mixed ability groups. Using the features mentioned above as guidelines, ask your students to create a game that centres around working together as a team. Allow them time to create and practice the game before demonstrating to the rest of the class. These games can form warm-ups or 'brain-breaks' for your class throughout the term..

Learning Outcomes

Foundation Year

- Practise personal and social skills to interact with and include others (ACPPS004)
- Participate in games with and without equipment (ACPMP009)
- Cooperate with others when participating in physical activities (ACPMP012)
- Follow rules when participating in physical activities (ACPMP014)

Year 1-2

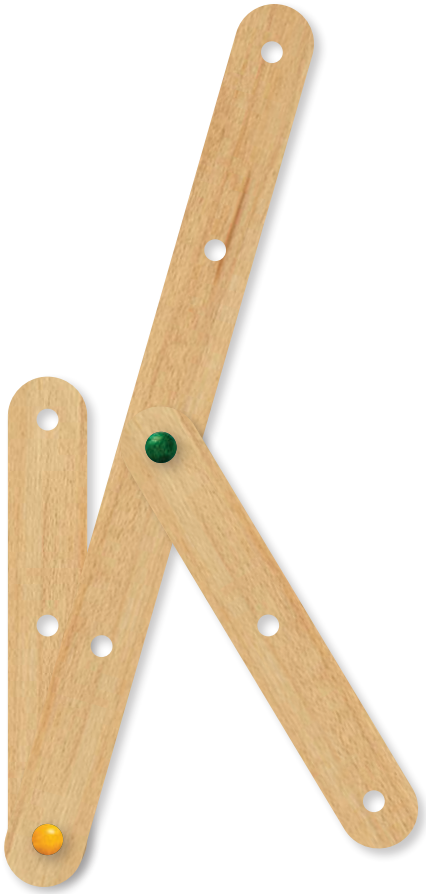
- Describe ways to include others to make them feel that they belong (ACPPS019)
- Identify and practise emotional responses that account for own and others' feelings (ACPPS020)
- Create and participate in games (ACPMP027)
- Use strategies to work in group situations when participating in physical activities (ACPMP030)
- Identify rules and play fairly when participating in physical activities (ACPMP032)

SCIENCE

Activity

Discuss the part in the show where Beep is outside in the rain. What happens to metal when it is left outside in the rain?

See the appendices for examples of experiments on rust that you could carry out with your class..



Learning Outcomes

Foundation Year

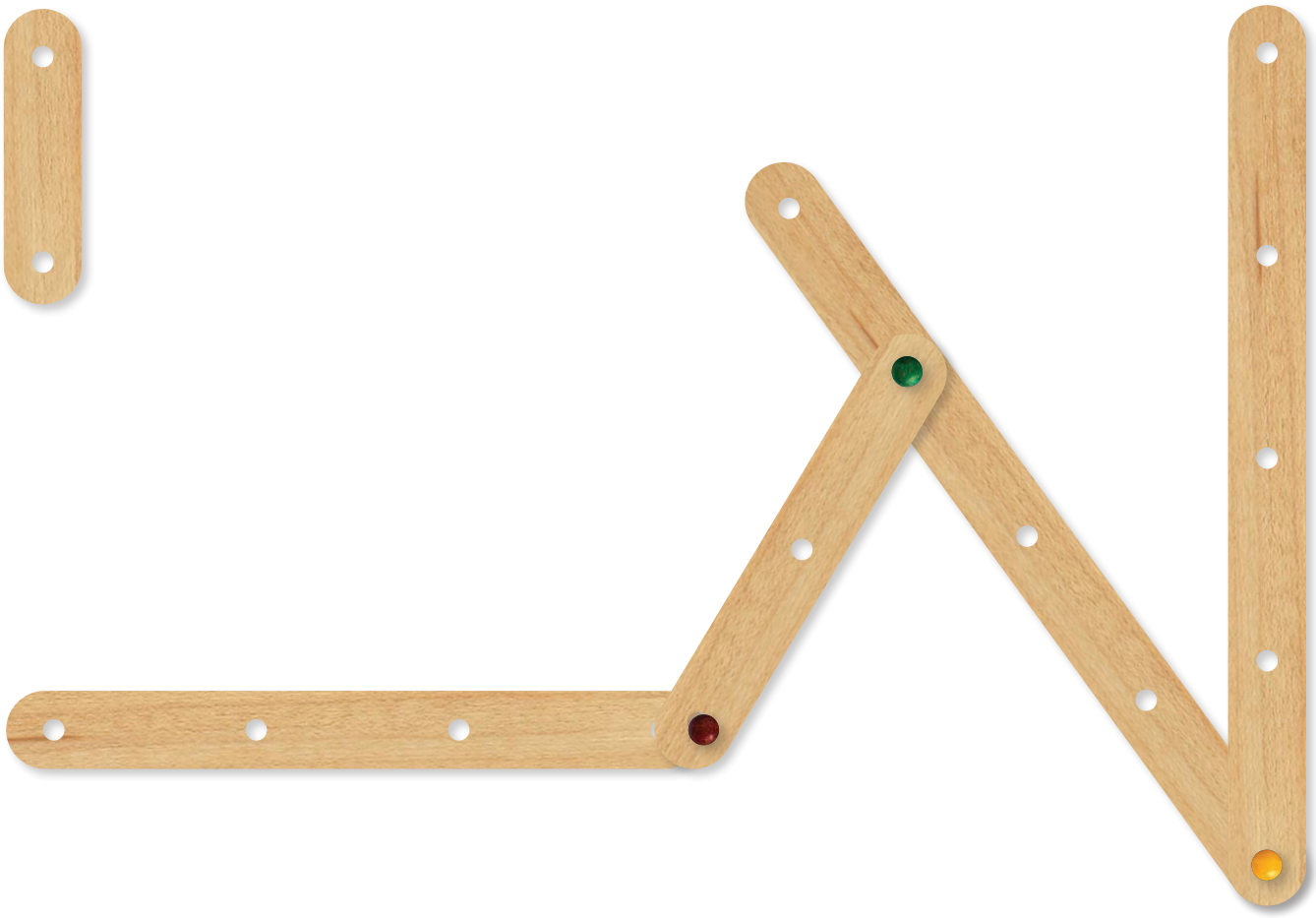
- Objects are made of materials that have observable properties (ACSSU003)
- Science involves exploring and observing the world using the senses (ACSHE013)
- Explore and make observations by using the senses (ACSIS011)
- Engage in discussions about observations and use methods such as drawing to represent ideas (ACSIS233)
- Share observations and ideas (ACSIS012)

Year 1

- Everyday materials can be physically changed in a variety of ways (ACSSU018)
- Science involves asking questions about, and describing changes in, objects and events (ACSHE021)
- People use science in their daily lives, including when caring for their environment and living things (ACSHE022)
- Respond to and pose questions, and make predictions about familiar objects and events (ACSIS024)
- Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources (ACSIS025)
- Use informal measurements in the collection and recording of observations, with the assistance of digital technologies as appropriate (ACSIS026)
- Through discussion, compare observations with predictions (ACSIS212)

Year 2

- Science involves asking questions about, and describing changes in, objects and events (ACSHE034)
- People use science in their daily lives, including when caring for their environment and living things (ACSHE035)
- Respond to and pose questions, and make predictions about familiar objects and events (ACSIS037)
- Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources (ACSIS038)
- Use informal measurements in the collection and recording of observations, with the assistance of digital technologies as appropriate (ACSIS039)
- Through discussion, compare observations with predictions (ACSIS214) have observable properties (ACSSU003)
- Science involves exploring and observing the world using the senses (ACSHE013)
- Explore and make observations by using the senses (ACSIS011)
- Engage in discussions about observations and use methods such as drawing to represent ideas (ACSIS233)
- Share observations and ideas (ACSIS012)



VISUAL ART

Activity

Using media of your choosing (paint, collage, clay etc). allow your students to create their own versions of a character from the play. The finished products could accompany any written work that your students complete and be put on display for other classes and parents to see.

- Characters from Beep:
- Beep
- Mort
- Pop
- Mum
- Fuzzles
- Mechanical bird
- Narrator
- Villagers.

Learning Outcomes

- Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107)
- Create and display artworks to communicate ideas to an audience (ACAVAM108)·
- Create short texts to explore, record and report ideas and events using familiar words and beginning writing

DRAMA

Activity

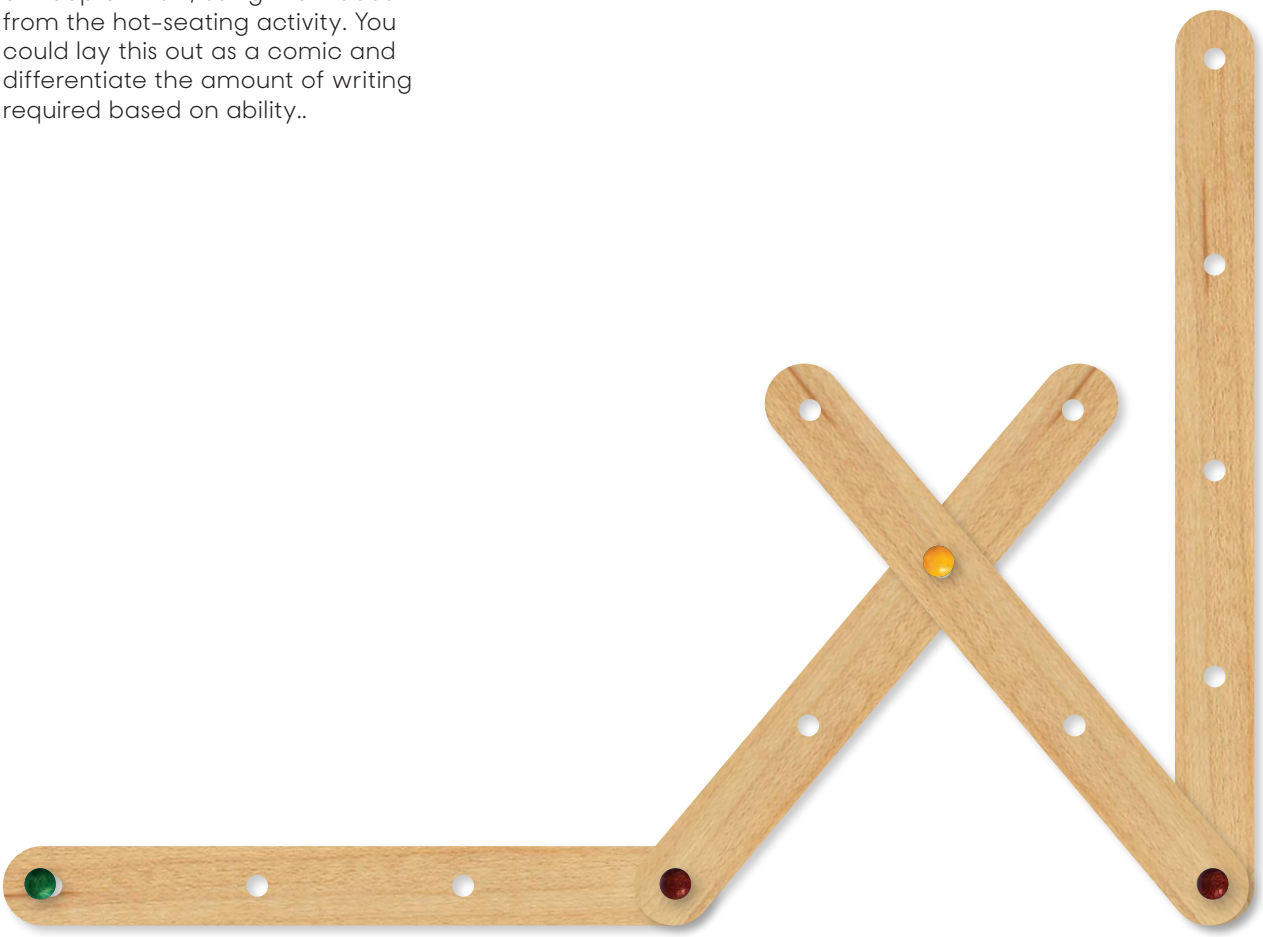
Ask your students to brainstorm some key words that we could use to describe Beep (scared, alone, drained of energy etc). Allow them to show these using their whole body, for example: huddled up, head down for alone. Repeat the exercise for Mort and Pop.

Explain hot seating to your students, if you haven't already used this technique with them. One person sits on a seat in front of the class (or smaller group, depending on confidence) and becomes a character from Beep. Their audience is allowed to ask them questions one at a time, and the student should answer as if they were actually that character. You can model this by going first, if needed.

After your students have had a turn at this, follow this up with a creative writing task. Ask them to write or illustrate a day in the life of Beep or Mort, using their ideas from the hot-seating activity. You could lay this out as a comic and differentiate the amount of writing required based on ability..

Learning Outcomes

- Explore role and dramatic action in dramatic play, improvisation and process drama (ACADRM027)
- Use voice, facial expression, movement and space to imagine and establish role and situation (ACADRM028)



APPENDIX

HOW TO MAKE A PINWHEEL

STEP 01

Begin with a square of paper or cardboard.

STEP 02

Fold your square, corner to corner, then unfold.

STEP 03

Make a pencil mark around 1/3 of the way from the centre on each of the fold lines.

STEP 04

Cut along the fold lines. Stop at your pencil mark.

STEP 05

Bring every other point into the centre and stick a pin through all four points.

STEP 06

The head of the pin forms the hub of the pinwheel.

STEP 07

Turn your pinwheel over and make sure that the pin pokes through the exact centre.

STEP 08

Roll the pin around in little circles to enlarge the hole a little. This guarantees your pinwheel will spin freely.

STEP 09

Stick the pin into a thin dowel.

HINT

SEPARATE YOUR PINWHEEL FROM THE DOWEL WITH TWO OR THREE BEADS FIRST.

HOW TO MAKE AN ANEMOMETER

MATERIALS

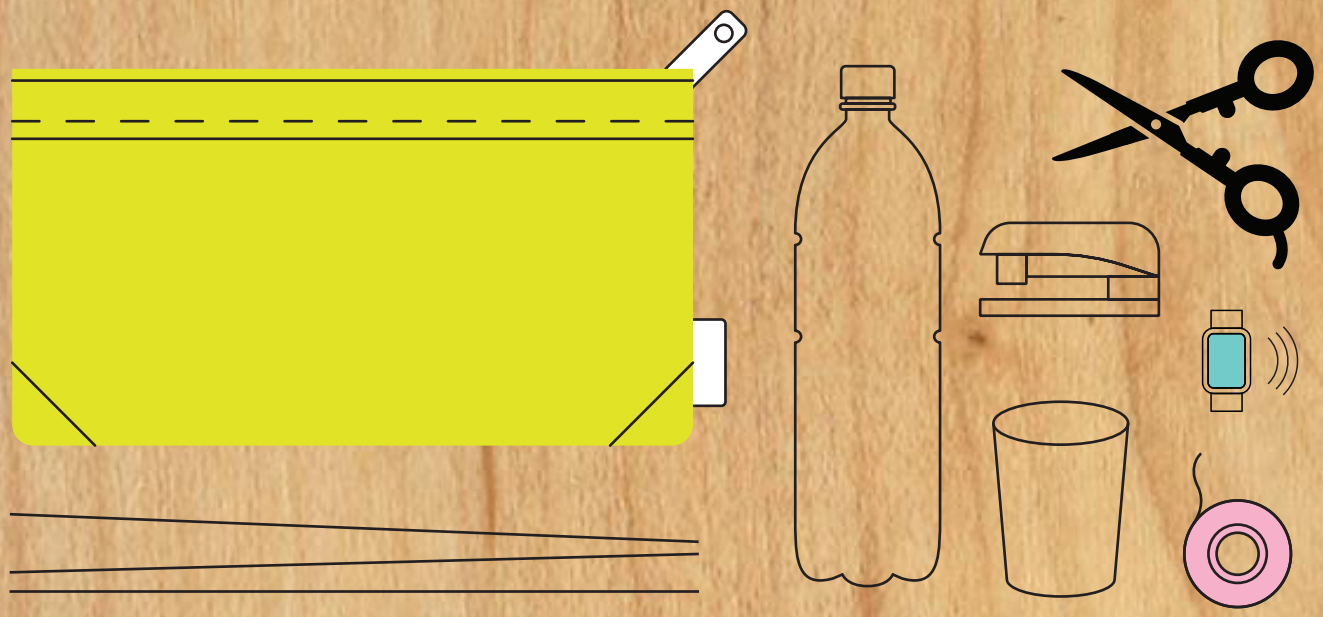
5 small paper cups
Hole punch
Scissors
Duct tape
3 think wooden dowels
Empty water bottle/pot of soil
Stopwatch

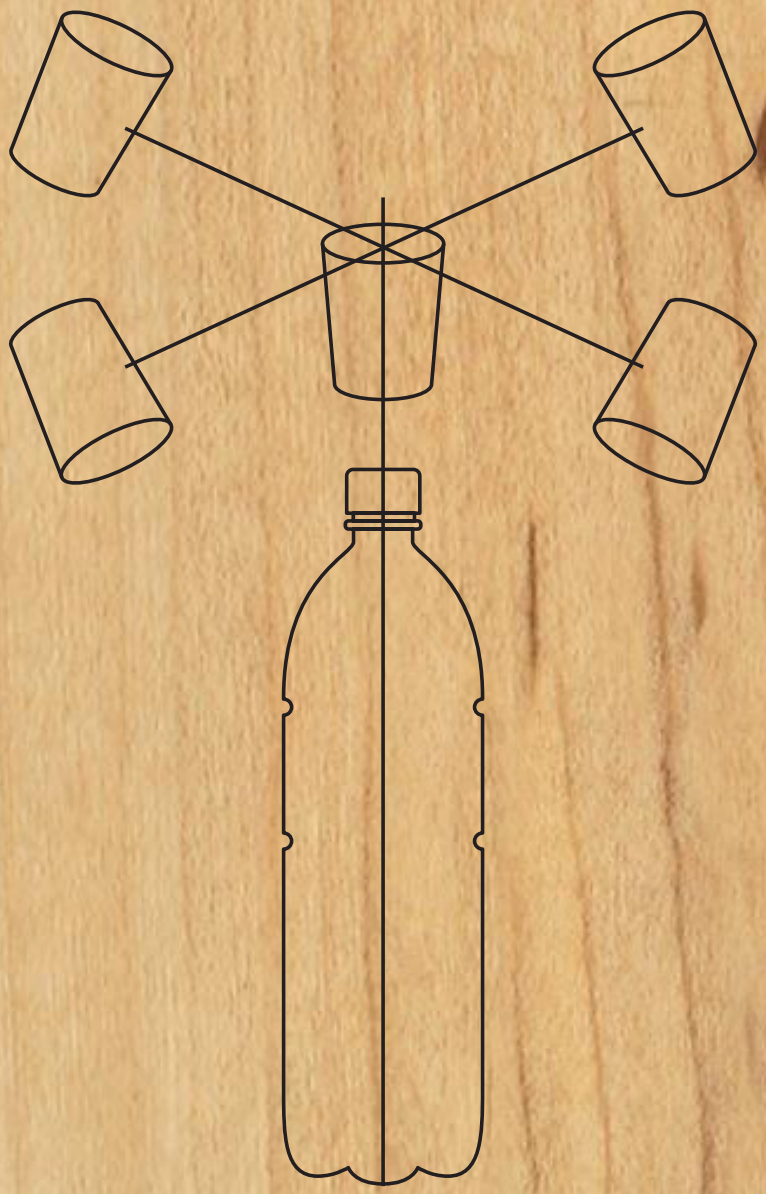
PRODECURE

- Use your hole punch to make a hole in the side of each of the 4 paper cups.
- The 5th cup will be the centre of the Anemometer. Use the hole punch to make 4 holes spaced evenly around the rim of this cup.
- Push the pieces of dowel through the centre cup. They should make an X.
- Slide the remaining cups onto the end of each dowel. Ensure that the cups are all facing the same way.
- Make a hole in the bottom of the last cup and insert the centre dowel.
- The dowel should meet the X in the centre cup. Tape ever ything in place!
- Put the centre dowel into the bottle and you're ready to go!

HOW TO MEASURE WIND SPEED

- Once your anemometer is spinning it can now be used to measure speed.
- First measure the diameter of the circle of cups.
- Then mark one cup and a centre point on the bottle.
- Then go outside when there is a bit of wind (not too much or the bottle might blow over!)
- Measure the time it takes for a full rotation of the cup by watching how long it takes the marked cup to come back to the centre point on the bottle.
- Ask your group to nominate a time keeper. Have the group count the rotations per minute (RPM)
- Multiply the number of rpm by 3.14. If the cups spin ten times per minute multiply 3.14 by 10 (31.4)
- Then multiply this number by the diameter of the circle to find out the linear speed (speed in a straight line) per minute. If the diameter is ten centimetres then the linear speed per minute would be 310.4 centimetres per minute.





RUST EXPERIMENTS

BACKGROUND INFORMATION

Rust is a chemical process that combines iron (Fe) and oxygen (O) to form iron oxide. The chemical formula is: $4Fe + 3O_2 = 2Fe_2O_3$

During this reaction, the iron atoms are passing electrons to the oxygen atoms, a transfer that is called oxidation. In the process, the atoms are bound together.

EXPERIMENT 01

Place a sample of the objects listed below in a container of water and check them every few days. Leave the rest of the objects nearby or in a similar dry container to compare what happens. See which objects start to show signs of rust and which do not. Let your students touch and smell the objects that have rusted. Do they feel different? Do they smell? Do they look different?

Paper clips, small bolts, metal washers and any other small metal objects to check for rusting (let the children brainstorm and gather samples as appropriate).

Include some items that won't rust such as pennies, brass and plastic items.

EXPERIMENT 02

MATERIALS

Each student (or pair, if you choose) will need:

fine steel wool
water
white vinegar
table salt
teaspoon measure
millilitre measure
tea bags, hot water and container for making tea
tape and marker for labels
5 beakers or similar containers
paper and pen or pencil to record results

Ask the following questions: Can iron rust in dry air, or is water needed? Does salt affect how materials rust? Do the salty roads in winter or salt spray from the sea make cars rust faster? Why do we paint things like bridges?

Notes

Don't use the coarse steel wool that you would use for scrubbing dishes – it is made of stainless steel and is therefore rust-resistant.

The tea isn't central to the question, but does react quickly, which may engage your students more effectively. The experiment will work without tea, if you wish.

Prepare the tea by soaking one or two tea bags in hot water in a container such as a tea mug for about three minutes. Stir briskly and discard tea bags.

Make saltwater by adding 2 teaspoons of salt per 230ml of water and stirring.

Label the 5 containers:

water
saltwater
vinegar
tea
air

Pour roughly 120 ml of water into the first container. Add 120 ml of saltwater to the second container. Add 120ml of white vinegar to the third container and 120ml of tea to the fourth. Leave the 5th container dry.

Break off marble-sized balls of steel wool and roll into 5 small balls. Use the same amount for each container. Drop the steel wool into each container.

Check what is happening after 15 minutes. The tea probably has started to darken. The steel wool will have turned black.

Record your results after 24 hours.

Record your results again after 48 hours. What has changed?

What is happening?

The tannins in the tea are reacting with the iron and rust in the steel wool to make iron tannate. Iron tannate is very stable and people are investigating its use to prevent metals from rusting.

The tea will turn black with a concentration of iron tannates.

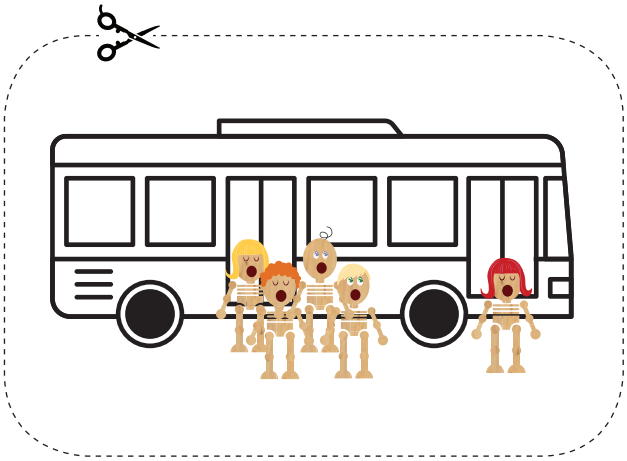
The water and the saltwater will turn brown and the steel wool will begin to rust.

The vinegar will still be clear and the steel wool shouldn't show any rust. One reason for this might be that the vinegar has been in a closed jar and might not have much oxygen in it.

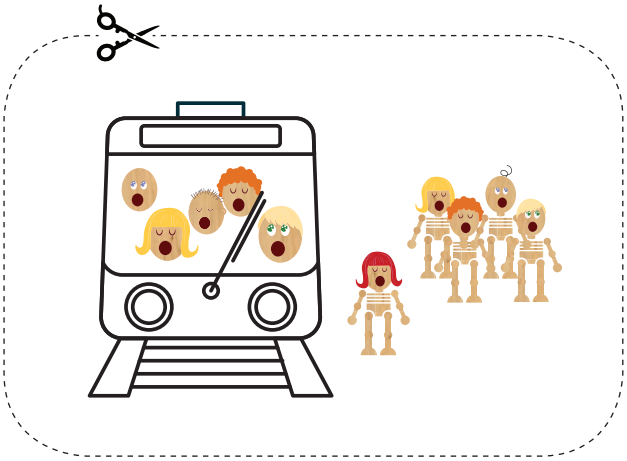
The dry steel wool will not rust either. Even though the chemical equation shows that only iron and oxygen are needed, the chemical process actually needs some water or another catalyst to be present to get the reaction going.

Warning:

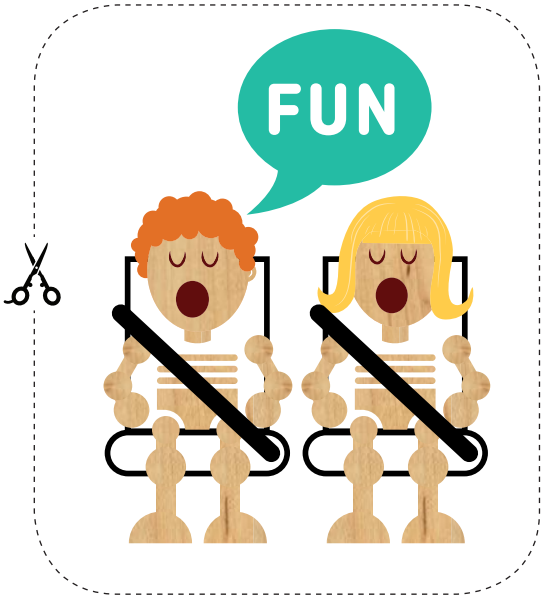
There are some experiments online that guarantee "fast rust." They require mixing bleach and vinegar, which is not a good idea! The reaction releases chlorine gas, which, in small amounts, reacts immediately with the iron to give iron chloride, which looks like rust. If you add too much, however, toxic chlorine gas could be released.



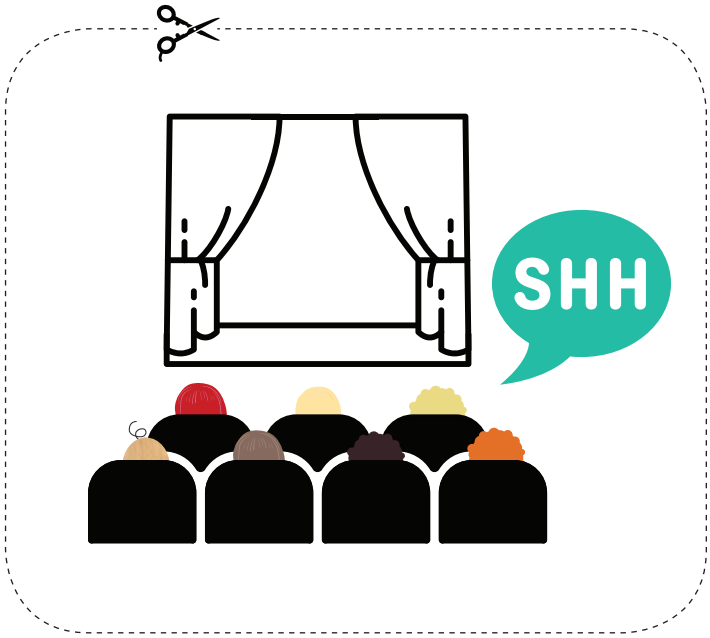
Lining up in pairs for the bus



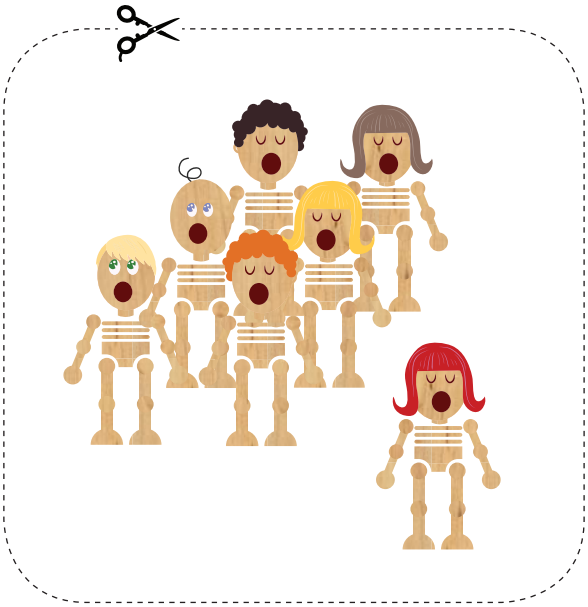
Lining up in pairs for the train



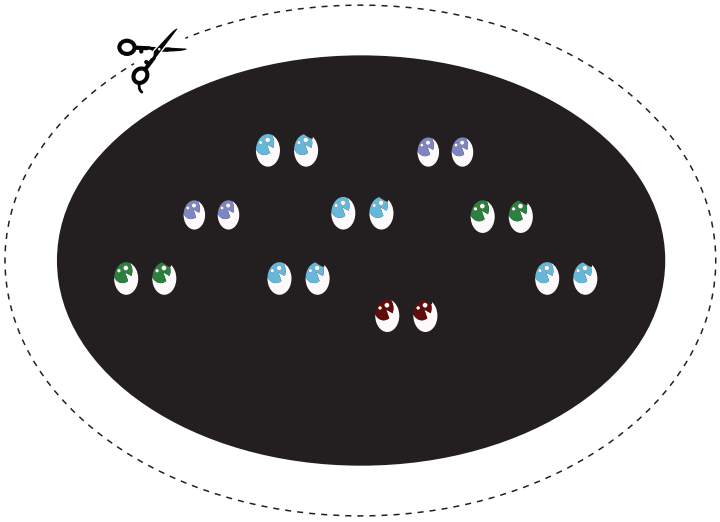
Sitting on the bus/train to the theatre



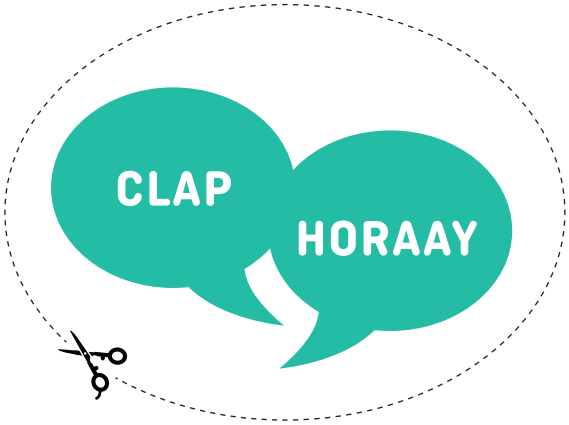
Sitting quietly in our seats



Walking into the foyer

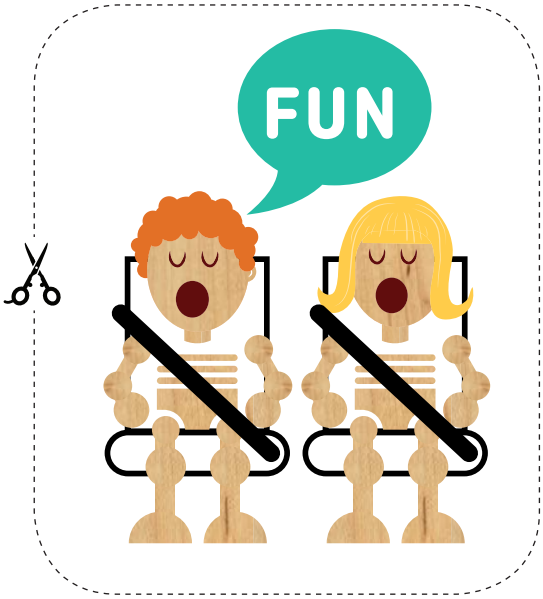


Watching the show

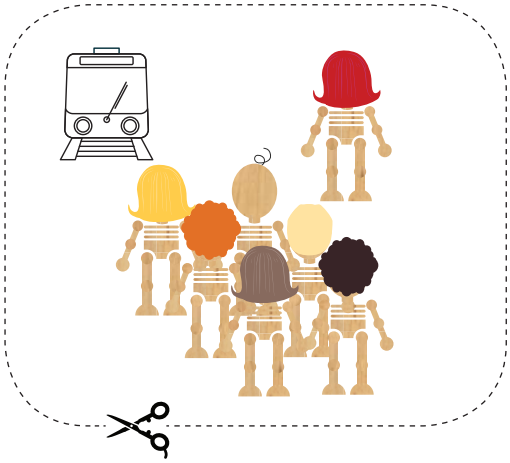


Big round of applause at the end!

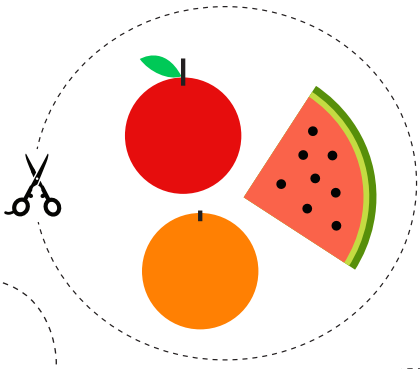
Walking in pairs back to the bus



Travelling back to school on bus/Train

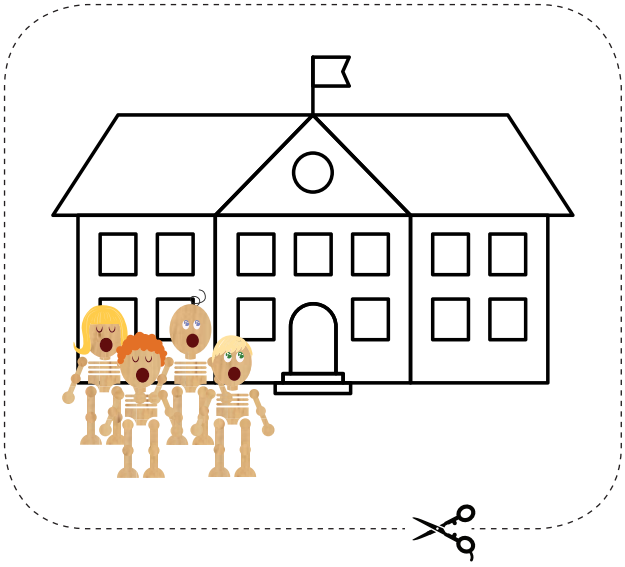


Walking in pairs back to the train



Snack-time

Back to school



Lunch-time

ABOUT THE CREATIVE TEAM

Sam Haren, Director
Director

Sam is a Creative Director of Sandpit, a company that creates immersive personal experiences that change the way people view the world around them. From 2002-2012 Sam was the Artistic Director of The Border Project, and directed/co-directed all of the company's work in this time. For Windmill he has directed *Beep, Plop!*, *Grug* and *Grug and the Rainbow*, as well as the interactive experiences *My Room* and *Escape from Peligro Island*. Sam also co-directed *Skeleton* with Larissa McGowan (Adelaide Festival 2013 & Dance Massive/Malthouse) and directed and choreographed the theatrical trailer for *Alien 5* (ADT Ignition 2007 & 2008) and *The Game is Not Over* (ADT Ignition 2006).

Jonathon Oxlade
Designer

Jonathon studied Illustration and sculpture at the Queensland College of Art. He has worked extensively in set and costume design for Windmill, Queensland Theatre, LaBoite Theatre, Is This Yours?, Aphids, Circa, Arena Theatre Company, Polyglot, The Real TV Project, Polytoxic, Men of Steel, Lemony S Puppet Theatre, Terrapin Puppet Theatre, Vitalstatistix, Barking Gecko, Bell Shakespeare, The Border Project, State Theatre Company South Australia, Sydney Theatre Company, The Escapists, Sandpit and Belvoir St Theatre. Jonathan has worked as a designer for many venues and festivals including the the Sydney Opera House, Melbourne Festival, Asia TOPA, The Adelaide Festival of the Arts, The Adelaide Fringe Festival and the Queensland Art Gallery. Jonathan was the Festival designer for the 2010 Out of the Box Festival and the 2015 Brisbane Festival hub Arcadia. Jonathon has illustrated picture books including The Empty City for Hachette Livre/Lothian and the Edie Amelia series by Sophie Lee. Jonathan is currently the Resident Designer at Windmill.

Katherine Fyffe
Writer

Katherine graduated with Honours from Flinders Drama Centre in 2001. She has co-created and performed in shows *I Am Not An Animal, Trouble on Planet Earth, Highway Rock N Roll Disaster, Please Go Hop!,* and *Disappearance for The Border Project*.

She was also a founding member of The Border Project. She has toured internationally in *Afternoon of the Elves* and *The Green Sheep* for Windmill, and performed in productions at STC, MTC and STCSA. In 2006 she worked with the experimental company Goat Island Performance Group in Chicago. Recent writing credit *Ghosts, Toast* and the *Things Unsaid for Sandpit* and Google's Creative Lab won the 2016 Best Interactive Adelaide Fringe Award.

Chris Petridis
Lighting Designer

Chris completed his Technical Chris is a lighting and video designer from Adelaide. Since completing his studies in technical production at the Adelaide Centre of the Arts, Chris has developed an impressive body of work spanning multiple art forms including theatre, dance, and other live events both within Australia and internationally. Chris has worked on Windmill's *Big Bad Wolf* and *The Story Thieves*, State Theatre Company of South Australia on *The Kreutzer Sonata, Maggie Stone* and *Little Bird*. Chris has completed designs for Slingsby Theatre Company's *The Mouse, The Bird and the Sausage*, Torque Show's *MALMÖ, The Border Project's Half Real, Ludwig's Fleck* and *Flecker*, five.point.one's *Muff* and a multimedia performance project for Country Arts SA called *If There Was A Colour Darker Than Black I'd Wear It*. Chris has also worked in association with Geoff Cobham on a number of projects including creating the visual aesthetic for Force Majeure's *Never Did Me Any Harm* using light and video.

Luke Smiles
Sound Designer

Luke creates highly detailed soundtracks for theatre, dance and film, working across all areas of music composition, sound design, foley and sound effects editing. His work is enjoyed by audiences both nationally and around the world.

Working under his business name motion laboratories, Luke has composed and produced soundtracks for many Australian and international artists and companies. Various credits include: G(Australian Dance Theatre), *Double Think* (Byron Perry), *Glow* (Chunky Move), *I left my shoes on warm concrete and stood in the rain* (Gabrielle Nankivell), *The Maids* (Sydney Theatre Company), *Wildebeest* (Sydney Dance Company), *Fugitive, School Dance and Girl Asleep* (Windmill Theatre Co).

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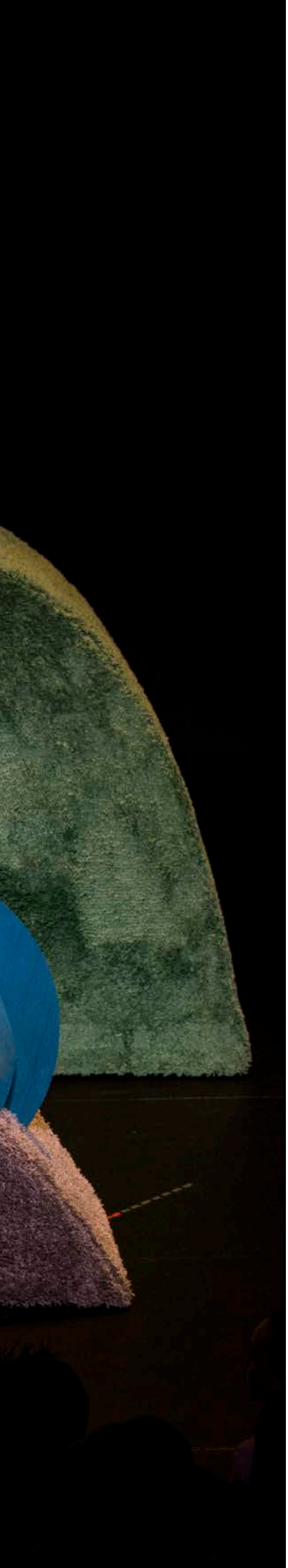
WINDMILL SPONSORS / LANG ETC THESE NOTES WERE ORIGINALLY COMPILED BY DRAMA SPECIALIST EDUCATOR NATALIE MCCARL IN 2017.



ABOUT WINDMILL THEATRE CO

Empowered by a vision to be a leading centre for the creation of incredible theatrical works, Windmill is an ambitious and innovative company based in Adelaide, South Australia. We create and present unique and contemporary theatrical work for children, teens and families.

Our artists are inspired by the vibrancy, sophistication and inventiveness of young people and the exhilarating challenges they pose to creating theatre of genuine relevance in this modern time. In meeting this challenge, Windmill positions theatre for children, young people and families in a dynamic national and international conversation that is defining the future of theatre practice.

Since our inception in 2002, our enduring purpose has been to continue to create incredible shows and tour them nationally and internationally. We will continue to inhabit new media spaces and participate in the development of innovative means to connect artists and audiences to tell, create and share stories.

With a philosophy that creative expression is fundamental to humanity and vital for navigating the contemporary world, Windmill's aim is to make theatre a dynamic meeting space between the imagination of the artists and the audience.

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Windmill's Education Program is proudly supported by the South Australian Department for Education and Child Development and the Lang Foundation.
These notes were originally compiled by Windmill's Education Manager Julie Orchard in 2014 and updated by drama specialist educator Natalie McCarl in 2017.