



EDUCATIONAL RESOURCES - The Owl's Apprentice

SUGGESTED PRE-INCURSION ACTIVITIES

Activity	Description
Investigating Shadows –	<p>Find a dark space within the school or darken the classroom as much as possible. What you will need:</p> <p>A torch; paper; pencils; plastic and glass bottles; plastic bags with various colours and thicknesses; perspex; rocks.</p> <p>Lesson Plan:</p> <ol style="list-style-type: none"> 1) Are there shadows where there is no light? 2) When an object gets closer to a light, does it get bigger or smaller? 3) What will makes the darkest shadow: a piece of paper or a pencil? <p>Find two more objects which are <i>translucent</i> (some of the light can still pass through) and two more objects which are <i>opaque</i> (the light cannot pass through).</p> <p>Outdoors:</p> <p>What you will need: pencils and paper</p> <ol style="list-style-type: none"> 1) When the sun is behind you, where is your shadow? In front or behind you? <p>Find a tree in the playground. Draw pictures of its shadow in the morning, at midday and in the afternoon. Describe how it changes. Does it change sides during the day? Does it change shapes? When is it longest? When is it shortest?</p>

Hand Shadow Puppetry	<p>Humans have been playing with their shadows and using them to tell stories since ancient times. Sitting around open fires watching their shadows being cast onto cave walls, or by candlelight, people have always been fascinated by the shapes and movement of shadows. Hand shadow puppetry could be considered to be one of the oldest forms of entertainment, and in a sense the earliest version of cinema. See attached “Hand shadows” handout. Ask students to practice and present one hand shadow to the class.</p> <p><i>Source: Trousetencyclopedia, Paris, 1886 - 1891.</i> https://www.oldbookillustrations.com/wp-content/uploads/2015/06/hand-shadows.jpg</p>
Native Animals Inquiry	<p>Each student chooses an Australian Animal.</p> <ul style="list-style-type: none"> • What is special or different about your animal? • What type of environment do they live in? • How do their special characteristics help them to survive in their environment? • Draw a picture of that animal in their environment, labeling their special characteristics.

SUGGESTED POST-INCURSION ACTIVITIES

Activity	Description
Wisdom Collecting Activity	<p>Questions for a discussion about wisdom:</p> <ul style="list-style-type: none"> • What things did Poot Poot the Owl learn on his journey? • What things did he learn from the animals? <ol style="list-style-type: none"> 1) Wombat – (don’t give up;) 2) Lyrebird – (listen very carefully and then practice, practice, practice;) 3) Kookaburra – (when things are hard it’s good to find something to make you laugh;) 4) Echidna – (use your eyes and ears to watch out for danger, they can protect you;) 5) Platypus – (it’s okay to be different.) <p>Poot Poot learnt that wisdom is not one thing, it’s many things. It’s a collection of the many things that you learn everyday.</p> <p>Professor Art Costa developed a system called the 16 Habits of Mind, which demonstrates some of the positive habits that can contribute to the gaining of wisdom. The Owl’s Apprentice was inspired by some of these ideas. Here’s a link to his work. http://www.artcostacentre.com/html/habits.htm</p> <p>Wisdom Collecting</p> <p>Discussion with class:</p>

	<ol style="list-style-type: none"> 1) What are some things you've learnt in your life? What is some of the wisdom you've collected? 2) Brainstorm the wisdom of the students. 3) Draw a large backpack or jar on a piece of cardboard. 4) Ask students to write their pieces wisdom on small pieces of paper and stick them "in" the backpack or jar, as demonstration of the collection of wisdom you take with you through life. 5) Display in the classroom.
Interviewing Wise People	<p><i>Wisdom</i> is defined as "the ability to use your knowledge and experience to make good decisions and judgments." To be <i>wise</i> is defined as "having or showing the ability to make good judgments, based on a deep understanding and experience of life." (Cambridge Dictionary)</p> <ol style="list-style-type: none"> 1) Ask the students to think of someone in their family or community who they consider to be wise or has wisdom. 2) Ask them to interview that person, asking them for three pieces of wisdom and the advice they would give someone from what they have learnt in life. <p>Share this wisdom with the class and/or add to your knapsack of wisdom in the previous exercise.</p>
Shadow Puppet Making	<p>What you will need:</p> <ul style="list-style-type: none"> ● A4 sheets of black cardboard (preferably 180-200gsm) ● Cellophane ● Split pins ● Clear tape ● Masking tape ● Scissors ● Pencils ● Scalpel and cutting mat (for use of teachers only) <p>Watch Online Shadow Puppet Making Workshop by Jenny Ellis: https://www.youtube.com/watch?v=CzRRP5mFeR0</p>

1. Learning area: The Arts

Content Description: Drama - Use voice, facial expression, movement and space to imagine and improvise characters and situations

Example of link in show or in pre/post activities: Through the performance, students will experience how voice and movement are used to bring static characters to life. In the post – performance shadow puppetry workshops, students will be given the opportunity to explore ideas and narrative structures to develop their own performance.

2. Learning area: The Arts

- **Content Description: Visual Arts** respect for visual arts as social and cultural practices, including industry practices

Example of link in show or in pre/post activities: Shadow puppetry is a highly visual medium, and shape-shifted into different cultures and was influenced by various visual languages across Asia, Europe and the Middle East through time. The history of the spread of shadow puppetry throughout the world and how these different styles have influenced “The Owl’s Apprentice” can be explored during the post show Q & A, and children will get the opportunity to create their own designs in the workshop.

3. Learning area: Science

Content Description: Biological Sciences - Living things have structural features and adaptations that help them to survive in their environment.

Example of link in show or in pre/post activities: The Owl’s Apprentice explores the characteristics of a range of different Australian Animals, the echidna, kangaroo, wombat, kookaburra, owls, snakes and lyrebird. Each of their individual characteristics form part of their “wisdom” in the story. This is a great springboard for exploring how their features have given the ability to survive in the Australian environment in the “Native Animals inquiry” exercise in the pre-show activities. It also explores Science Understanding as an introduction to the properties of light and shadow.

1. Capability: Critical and Creative Thinking

Content Description: Responding effectively to environmental, social and economic challenges requires young people to be creative, innovative, enterprising and adaptable, with the motivation, confidence and skills to use critical and creative thinking purposefully.

Example of link in show or in related pre/post activities: The Owl's Apprentice poses the question of "what is wisdom," and "how do we gain wisdom," exploring the components of wisdom throughout the show. The post-show activity "wisdom collecting" allows children to reflect upon their "collection" or wisdom and their own learnings.

2. Capability: Ethical Capability

Content Description: The Ethical Capability curriculum explores what it means for both an individual and society to live well. Students examine what we ought to do, how we ought to live, what kind of society we should have and what kind of person one should be.

Example of link in show or in related pre/post activities: The notion of wisdom explored in the performance presents wisdom, not as a static state, but as being open to life-long learning. In the post-show activity "Interviewing wise people," students get to engage with members of the community who they consider wise, and gain an understanding about their ethical frameworks.

For more information see: www.littlewingpuppets.com