

Play Your Part

Learning Intent

The *Play Your Part* program has been purposefully designed to develop students' scientific understanding in an immersive and tactile way. Students will investigate the movement of animals and how that movement can inform and be interpreted within their own performance. Through a hands-on workshop, observations of animal behaviour and self-guided exploration, students will learn about Victoria's most endangered species with the opportunity to bring these interpretations to life in a puppet presentation for Zoo visitors.

Students will be challenged to answer the **big question**;

Can performance help protect a species?

The program provides an opportunity for students to connect with and understand complex scientific, design and technology concepts through performance by; exploring the mechanisms and manipulation techniques for a variety of puppets, discovering threats to endangered species and communicating these to an audience, developing ideas to devise their own performance back at school. Through student-directed exploratory learning, educator-guided investigations and inquiry-based activities, students will gain a wider appreciation of the role of design and technology, science as a human endeavour, and its practical applications for sustainability. Ultimately, students will have the skills and knowledge to create an engaging performance to encourage authentic community action.

Teachers have access to Learning Resources including pre and post excursion activities to link the onsite experience to the classroom. These activities support cross-curricula student learning, connect to Zoos Victoria's community conservation campaigns and the Victorian Curriculum.

The Play Your Part Program is linked to the following learning frameworks:

Victorian Curriculum: Achievements in the subjects of *Drama, Design and Technology, Science, Ethical Capability, Personal and Social Capability*.

Play Your Part Guiding Principles & Values:

- Inquiry based learning
- Aboriginal culture - care, share and respect for nature
- Values education and the activation of Universalism*
- Compassion and empathy for animals
- Critical, creative and ethical thinking
- Sustainability and conservation

*Universalism is the understanding, appreciation, tolerance and protection for the welfare of all people and for nature. Our focus is protecting the environment and unity with nature.

Inquiry Learning

Play Your Part has been designed to support a unit of inquiry or integrated curriculum and contains the elements of Inquiry Learning as an introduction to student driven education. The onsite experience would be relevant for the Tuning-In, Finding Out and Sorting Out phases, as well as Synthesis of knowledge and prompting students to take their learning further. As a



result of the excursion students may take action to support Zoos Victoria's campaigns through creating awareness of conservation issues by performing for their own school community, partner school or local community.

Teacher Support:

- Program outline
- Pre excursion tuning in and learning activities
- Onsite activities (in this booklet)
- Zoo Educator-led workshop/s
- Post excursion reflection and consolidation of learning activities

Puppet Prototype

There is a recommended activity to build a puppet to allow students to recreate their performance at the Zoo for the school community. There is a Prototype activity provided, which can be used to guide students and support design thinking. Students can make these puppets out of any available materials (items from home, school art room, recycled materials).



The Melbourne Zoo Learning Experiences Team, respectfully acknowledges the Wurundjeri People, the Traditional Custodians of the land on which we work, live and learn. We recognise their continuing connection to land, water and wildlife and pay respect to Elders past, present and emerging.



Activity	Time	Location
<p>Educator-led Workshop Students will have the opportunity to practice their skill of puppetry manipulation. With hands on experience with a range of puppet styles.</p>	40 minutes	Historic Enclosure
<p>Student Led inquiry Using the zoo animals as stimulus, students will use this time to develop a short performance and develop their own character.</p>	Optional	Throughout Zoo Grounds
<p>Performance (optional) With the zoo as their performance space, students will have the opportunity to apply their knowledge in a puppet presentation for visitors. To further develop the students' performance, film the work and provide for reflection.</p>	<p>Optional 20 Minutes</p>	Historic Enclosure

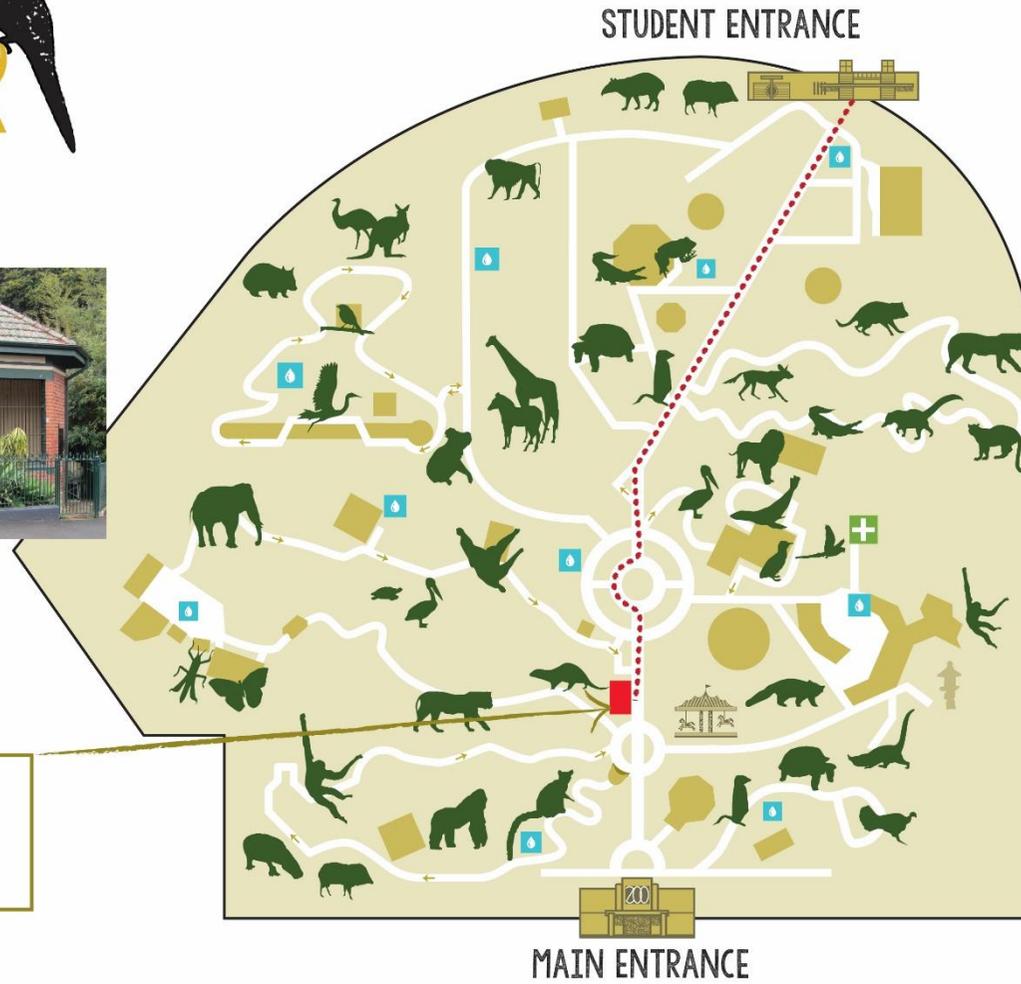
PLEASE NOTE:

If you arrive after your scheduled education session time we may be unable to accommodate your students, due to scheduling restrictions. In this event your education program may be cancelled.

PLAY YOUR PART



**WORKSHOP
HISTORIC
ENCLOSURE**



The Melbourne Zoo Learning Experiences Team, respectfully acknowledges the Wurundjeri People, the Traditional Custodians of the land on which we work, live and learn. We recognise their continuing connection to land, water and wildlife and pay respect to Elders past, present and emerging.

Pre-visit Activities

Express Yourself

Activities for developing expressive skills that are essential in performance.

Voice

Pitch, pace, projection, tone and diction

Vocal warm ups – the voice is connected to the body and the breath. Here is a step by step warm up to get your students ready to use their instruments.

Physical – students do a variety of stretches for the whole body ending with a slow body roll.

Jaw massage – we hold a lot of tension in our jaws so massaging from under the ears down the jaw line can help release the jaw and create clearer sound.

Tongue and mouth exercises – stretch tongue out as far as it will reach, then stretch to each side. Move your mouth like you're chewing on a huge wad of chewing gum.

Breathing – the students place their hands on their diaphragm and feel it lower as they breathe in. As they breathe out they imagine they are blowing out a candle and try to control the breath.

Connecting the voice to the breath – with their lips pursed, students make a buzzing noise from high to low.

Movement

Students pretend they have a paint brush attached to various parts of their body and write their name on the wall, ceiling or floor.

One person holds up their finger while the other needs to keep their nose 20cm away from it. They can then slowly lead their partner around the room exploring levels and pace.

Gesture

In a circle, one person starts with a small gesture which is passed around the circle becoming more and more exaggerated.

Facial expression

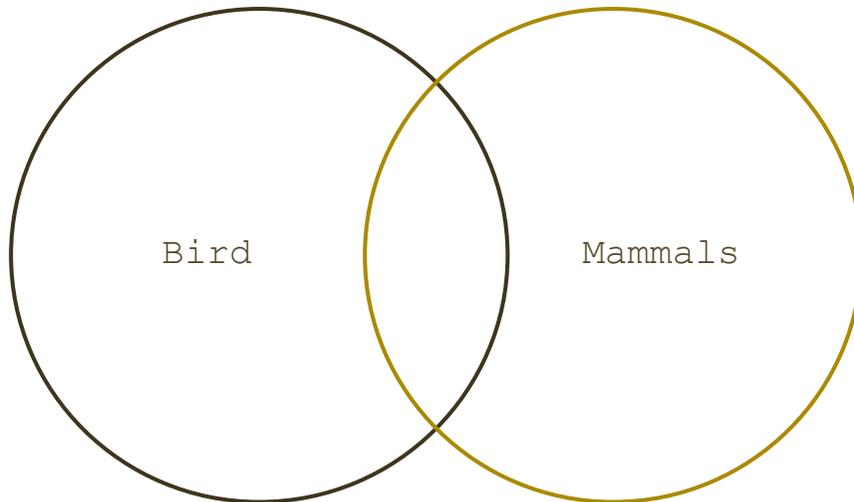
Mirror activity – in pairs, one student begins by making an exaggerated facial expression. The other copies and then morphs their face into a different facial expression.



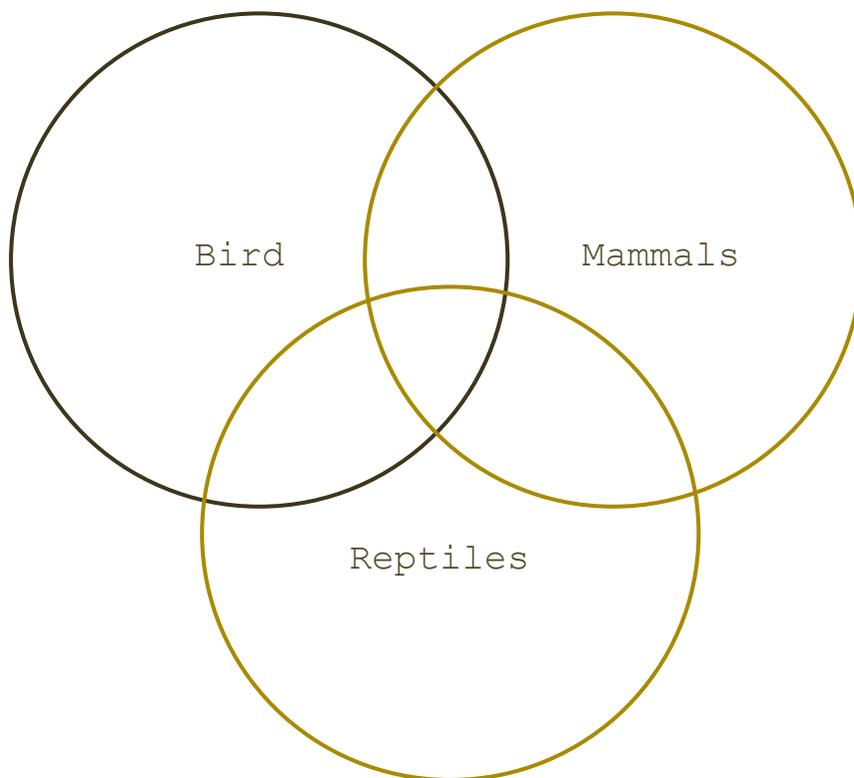
Venn Diagrams

Using a Venn diagram to show your thinking and research, what are the similarities and differences of **Birds** and **Mammals**.

Challenge Yourself



Are you able to add another ring to your diagram and include the similarities and differences of reptiles?



Performing Conservation

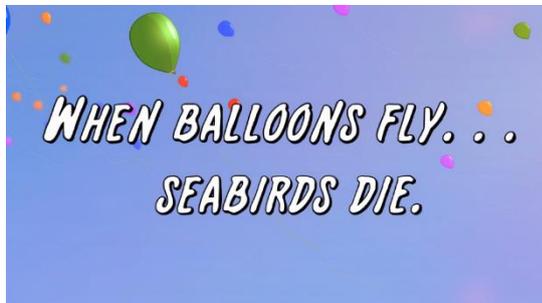
View the following short films, using some of the questions as a stimulus for thought, examine how conservation messages are delivered through the performance or film.



Sticky

<https://vimeo.com/76647062>

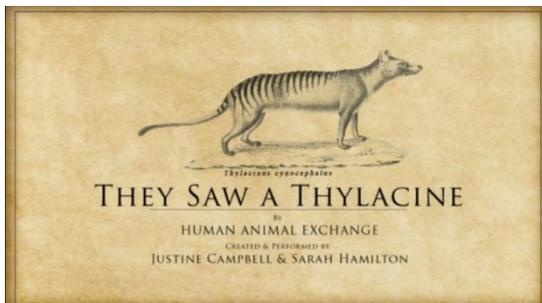
*Is this film transformative?
What are the key parts of this film?
How do they set the scene?
How is language used within this film?
What is key imagery used within the film?*



When Balloons Fly

<https://vimeo.com/221579906>

*Is this film transformative?
What are the key parts of this film?
How do they set the scene?
How is language used within this film?
What is key imagery used within the film?*



They Saw a Thylacine

<https://vimeo.com/140271067>

*Is this performance transformative?
How is language used within this performance?
How do they set the scene?
What is key imagery used within the performance?*



Erth's Dream of the Thylacine

<https://www.youtube.com/watch?v=iRMWYjbG2rg>

*Is the purpose of the performance to be transformative?
What is some key imagery used within the performance?*

On-site Activity

Student Worksheet / Species Profile

You are encouraged to print this page for students to complete at the Zoo.

Using the profile below, students can examine the animal species that they will use for their performance. Students can use this to consider how the species' classifications and adaptations can impact movement and behaviour.

Species Name

Gender

Male / Female / Unsure

Age

Infant / Juvenile / Adult

Classification

Mammal / Reptile / Bird / Amphibian / Fish / Insect

Habitat

Place in Habitat

Tree / Ground / Underground / Water

Social Structure

Diet

Period of Activity

Diurnal (Day) / Nocturnal (Night) /
Crepuscular (Morning and Evening)

Body Temperature

Endothermic (warm blooded) /
Ectothermic (cold blooded)

Key Features

Use this space to draw the species. You may like to include detailed drawings of particular structures.

Animal Observation

You are encouraged to print this page for students to complete at the Zoo.

By making detailed observations of an animal's behaviour (qualitative data collection), you are able to gain a greater understanding of the animal's movements and interactions.

Observe for 10 minutes and write a detailed description of the animal's movements

How does the animal move? How does the animal interact with others of their species? How does the animal respond to visitors? How does the animal interact with its enclosure?

What key traits might you highlight in a character?



Post Visit Activity

Reflection

Use the suggested questions below to encourage students to recall what they completed on the day, and to self/peer evaluate their experience. This will also assist the students to further develop their performance at school.

Development Reflection

Explain how you used the Zoo property to develop your performance?

How did you participate during the rehearsal process?

Explain your attitude toward the performance during rehearsals.

Give some examples of any feedback you received during rehearsals.

Give some examples of any feedback you gave during rehearsals.

Performance reflection

Describe what it was like to perform. *Did you feel prepared? Did you feel nervous?*

Describe the audience response to your acting. *Were you surprised? Did the responses happen as expected?*

What do you feel worked well for you during the performance?

What you wish went differently during the performance?

Inquiry Question

What role do you feel performance plays within conservation?

How can a species be protected with performance?

How would you respond to the big question;

Can performance help protect a species?



Build your own Puppet

Prototype Building

Big Question: Can performance help protect a species?

90 minute lesson, two parts

There are many methods that can support the Design Thinking process. Some of the key steps, and how they can be linked to the puppet project, are outlined below.

Understand the problem

Using the Information from the Zoos Victoria webpage select one of the [Priority Native Threatened Species](#), or a Species linked to a [Community Conservation Campaign](#), to be the basis for your puppet.

Building a connection and empathy is important for encouraging people to act and protect a species. The design of your puppet, and how you interact with it, will affect the connection that your audience feel for your chosen species.

Ideate possible solutions

Imagine and brainstorm your ideas for a puppet that will allow you to interact with in a performance and allows the audience to connect to the species. What are some of the key characteristics and traits you would highlight for your chosen species?

Looking at other puppets, and the ones that were used by students at the Zoo, analyse their traits using a Plus, Minus, Interesting table (PMI).

Prototype an idea - 5 Puppets¹

Students can work individually or in small groups. Determine two design principles (needs) into the puppet prototype (5 minutes). These will come from the Understand and Ideate phases of Design Thinking.

- If needed, explain to students: that design principles are rules for building based on needs of users

Building 5 Puppets

This method will allow students to test different materials and solutions to their design needs. This process may not result in their final puppet and it may not be built to final scale.

Draw a Puppet (3 minutes)

- Using the provided Sharpies, draw three sketches of a puppet on a piece of paper.

Cut a Puppet (5 minutes)

- Using ONLY your scissors and the sheet of corrugated cardboard, make a standing representation of your puppet.

Bend a Puppet (4 minutes)

- Using as many or as few of the provided pipe cleaners, make an expression of your puppet.

Mould a Puppet (5 minutes)

- Using the provided clay, make a model of your puppet.

Assemble a Puppet (5 minutes)

- Using tape, toothpicks, fabric, and other available materials build your puppet.

¹ Adapted from the **5 Chair Challenge**: <https://dschool.stanford.edu/resources/the-5-chair-challenge>



Reflection Questions

Discussed as a whole class, or in small groups;

- What was it like to build your puppets using the design principles you identified?
- What was it like to create different iterations of your design?
- What did you change along the way? What did you learn from your prototypes?
- Did anyone get stuck at any point? What was that like? What did you do to get unstuck?
- Which material did you enjoy working with the most? Why?
- Which material did you like the least? Why?
- Which material best expresses the essence of the puppet you built?

Final Puppet Design

Based upon your experience at the zoo and the different prototype tests, build a completed puppet for use in your performance. Here are questions you will need to consider when designing your puppet.

- What type of puppet will it be? Sock, rod, marionette etc.
- How will it be operated and by how many puppeteers?
- What mechanisms will you include and what materials will you need?
- What character will it be? This will relate to your story and performance.



Resources

Zoos Victoria

<https://www.zoo.org.au/whats-on/education>

TrashPuppets: Creativity and sustainability

<https://www.trashpuppets.com/>

Curriculum Resources

AS DRAMA AND THEATRE: Understanding and designing puppetry

<https://filestore.aqa.org.uk/resources/drama/AQA-7261-PD-TG.PDF>

Videos

Stop Motion Short Film: Lost and Found

<https://www.youtube.com/watch?v=35i4zTky9pI>

TED Talk: The genius puppetry behind War Horse

https://www.ted.com/talks/handpring_puppet_co_the_genius_puppetry_behind_war_horse

TED Talk: Glorious visions in animation and performance

https://www.ted.com/talks/miwa_matreyek_s_glorious_visions/discussion

Puppets

Puppet Manipulation

<http://www.legend sandlore.com/puppetmanipulation.html>