



Wolf
Slingsby
Closer Productions

Colliding Point 5

Media Reality vs World Reality

Years R–8 English, H&PE, S&E, Arts

Come Out links:

Children's Cheering Carpet – Saltbush – Compagnia TPO & Come Out in co-production with Teatro Metastasio Stabile della Toscana (ITALY & SA)

Wolf – Slingsby (SA)

Explosion Therapy – Terrapin Puppet Theatre (TAS)

See Program Guide for age suitability of performances/projects.

Focus Question: Is everything we see or read in the media real?

Entry Points:

Brainstorm

- children's ideas on paper then, in groups, discuss what might or might not be real.

Collect

- newspaper and magazine articles about violent acts
- movie posters that depict role models
- articles about famous people, such as Paris Hilton, models, movie heroes
- articles about families and communities

Discuss

- how these compare to real people in the students' world, and to their experiences of family, friends and community.
- whether or not they see their movie hero or anyone else walking down the road or in magazines with guns and knives, etc.
- in small groups, how these articles have impacted on the families and communities that experienced them, and how they build our sense of ourselves and our identity; our community's identity. Share and discuss with the whole group.

List

- the qualities that make a hero and compare them to a real hero, e.g. Steve Irwin, Simpson and his donkey, the ANZAC war heroes. *The Last Action Hero* movie shows this comparison.

Make up

- some scenarios and use group role-plays to depict real life situations.
- Use a media hero to solve the dilemma and compare how a real person would find a solution.

Resources:

www.roninfilms.com.au/video/1887017/0/1832097.html

Code Name Seven Roses, true story of a Vietnamese heroine

www.roninfilms.com.au/video/1887017/0/2447319327.html

I have never forgotten You, the story of Simon Wiesenthal



Jason and the Argonauts
Visible Fictions
Douglas McBride

Colliding Point 7

Animate the Inanimate

Years 3–5 Arts, S&E, H&PE, English

Come Out links:

Jason and the Argonauts – Visible Fictions (UK)

Explosion Therapy – Terrapin Puppet Theatre (TAS)

Wolf – Slingsby (SA)

See Program Guide for age suitability of performances/projects.

Focus Questions:

In what ways is it possible for the animate to collide with the inanimate? Or can the inanimate become the animate?

Entry Points:

Have a variety of laminated cards with the name/picture/photo of an inanimate (non-living) object on them e.g. fridge, table, bath

- Children divide into small groups where they are given a card (one for each group) – working together they must form themselves to represent the object on the card.
- Show to class. Teacher collects cards and hands out new cards. Change children to form different groups.

Choose a simple fairy story – read or tell the story to the students

- How many characters?
- List the inanimate objects needed to perform the story. Students work in groups to create the objects using their own bodies. e.g. *Goldilocks and the Three Bears* – table, chairs, door to the cottage, porridge bowl.
- Some students perform as the characters and the rest of the class become the objects.

Create a storyboard for the story. Break story into 6–9 main segments

- Think of different ways to present the storyboard (e.g. different size boxes to emphasise main scenes in the story).
- Devise a ‘new’ story based on the same fairy story by substituting different inanimate objects; roles of the animate (e.g. a hungry troll instead of a lost little girl); gender of the animate (especially if this is a Health Education lesson for older students).
- Discuss how these changes might add to, or alter, the *colliding world* contained within.
- Students create their own simple stories to act out with performers being the inanimate objects.

Write a story about an inanimate object (e.g. ‘A Day in the Life of an Egg Beater’)

- Make a flip book of your inanimate object!
- *Colliding worlds* - children take photos of themselves as inanimate objects. Create a visual arts piece, using the pictures from the first activity and the photos the students have taken of each other.

Make a puppet of any kind

- Work on your own avatar in a web community. Discuss whether it is animate or inanimate? What makes it so? Compare a puppet to the avatars formed in ‘virtual reality’ internet communities. In what ways are they different and similar? List the advantages and disadvantages of each (puppet vs digital avatar). Write a personal reflection about which you prefer, giving reasons for your decision.

Resources:

Google ‘inanimate objects’ and select appropriate images.

http://en.wikipedia.org/wiki/List_of_fairy_tales

(This site has a list of fairy tales.)

[http://en.wikipedia.org/wiki/Avatar_\(computing\)](http://en.wikipedia.org/wiki/Avatar_(computing))