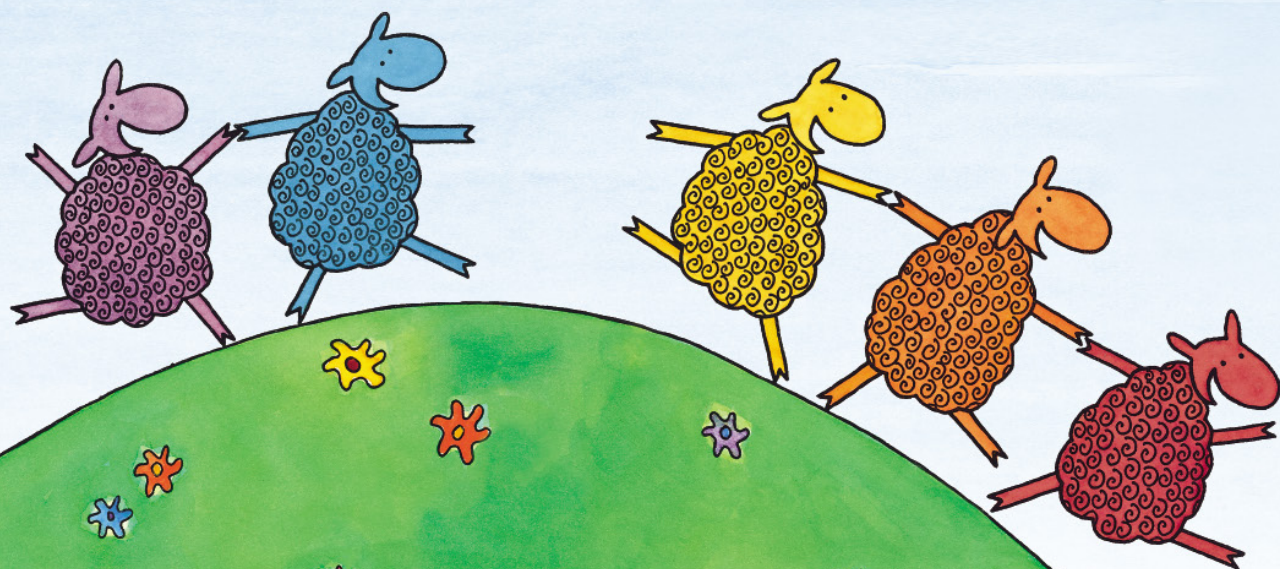


WHERE is the GREEN SHEEP?

MEM FOX AND JUDY HORACEK

LEARNING RESOURCE (FOR 1-6 YEAR OLDS)



QPAC'S OUT OF THE BOX PRESENTS

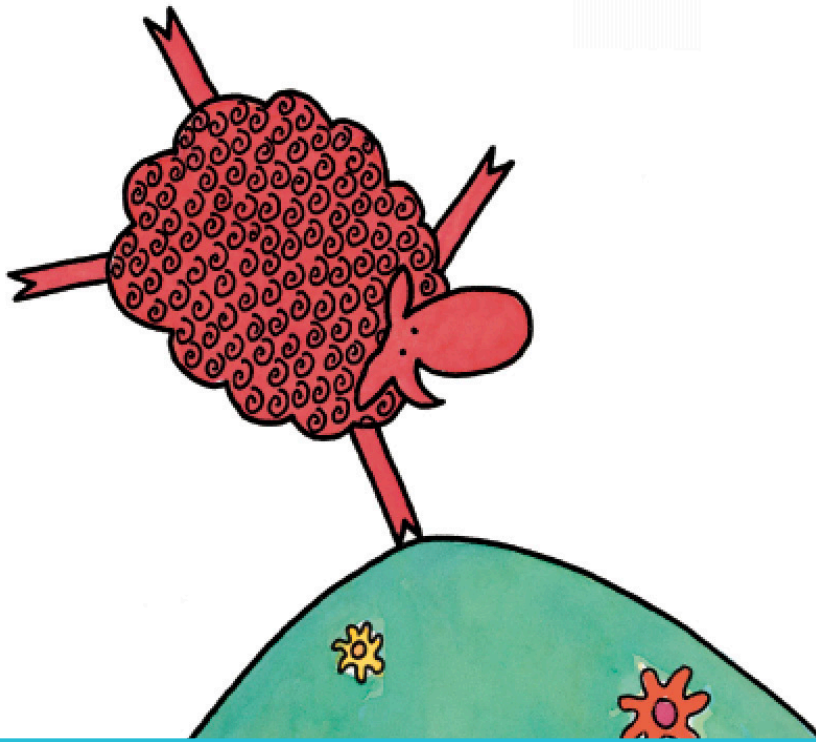
A MONKEY BAA THEATRE COMPANY PRODUCTION

WHERE *is the* GREEN SHEEP?

Where is the Green Sheep? is an immersive visual theatre experience based on the beloved children's book by Mem Fox and Judy Horacek. We meet the Blue Sheep who loves his blue flowers and the Red Sheep who loves to cartwheel in the fields, the Bath Sheep who loves bubbles and the Bed Sheep who loves to bounce ...
But where IS that Green Sheep?

Blending puppetry and animation, this beautiful production invites young audiences to join our three farmers on their quest to find the elusive green sheep. Co-created with students from Bankstown West Public School, this delightful production integrates their voices as narrators, ensuring the work resonates deeply with young audiences.

OOTB'S KEY INGREDIENTS FOR EARLY CHILDHOOD ART MAKING



Quality arts education for children in the years prior to formal schooling requires that children:

- Engage with rich stimulus materials that provide springboards for their individual artmaking
- Have voice and agency in their learning and art making
- Direct their own play with support from adults as required to maintain the play flow
- Choose the art form they want to create and make in
- Engage in story making, dramatic play, puppetry and miniature world play for themselves and not for sharing with an audience

This means that educators and artists:

- Support children's play and art making responses by identifying and sharing resources and springboards for learning that are likely to engage and stimulate creative and imaginative responses
- Offer rich aesthetic and open-ended materials which provide opportunities for children to respond in a variety of ways and across multiple arts disciplines (for example: via socio-dramatic play, miniature world play, puppetry, music, dance, visual arts)
- Set up learning environments which ensure children are able to exercise agency in their responses
- Support children's creative expression by considering the level of scaffolding each child requires to engage effectively in the response they have selected
- Include opportunities for playful, embodied, active, language rich and visual learning

CURRICULUM CONNECTIONS



EARLY YEARS LEARNING FRAMEWORK V2.0

Children have a strong sense of identity

Children are connected with and contribute to their world

GENERAL CAPABILITIES

Personal and Social Capability/Critical and Creative Thinking/Literacy

AUSTRALIAN CURRICULUM V9.0

This performance will provide teaching, learning, and assessment opportunities to cover the Achievement Standard aspects in the below examples from Prep to Year 2.

In The Arts Prep students:

- describe experiences, observations, ideas and/or feelings about arts works they encounter
- use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms

In The Arts Year 2 students:

- identify where they experience the arts
- demonstrate arts practices and skills across arts subjects
- create arts works in a range of forms
- share their work in informal settings

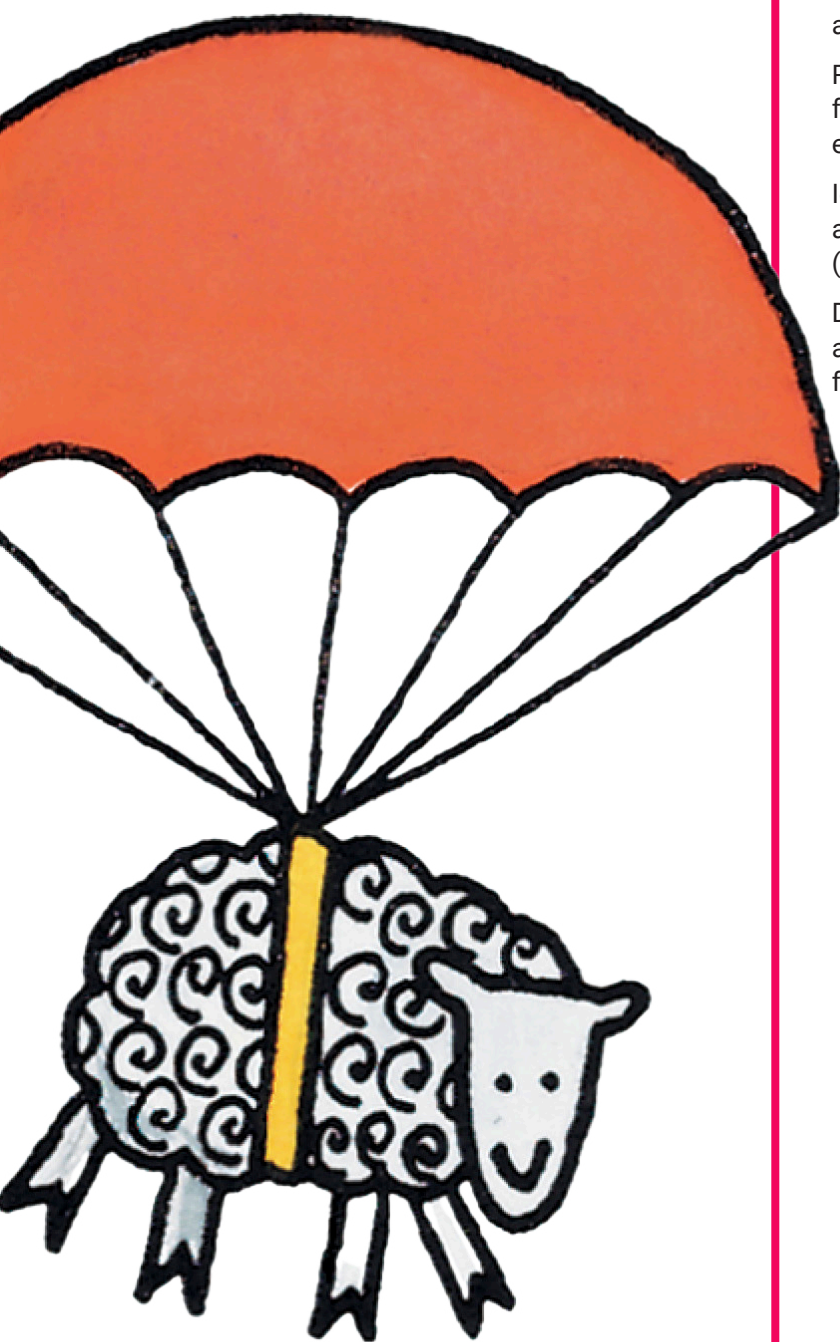
In English Prep students:

- share thoughts and preferences, retell events and report information or key ideas to an audience
- read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences
- create short written texts, including retelling stories using words and images where appropriate. They retell, report information and state their thoughts, feelings and key ideas

In English Year 2 students:

- share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts
- read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events
- create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audience

CONTENT DESCRIPTIONS



THE ARTS

Drama: F-2

Explore where, why and how people across cultures, communities and/or other contexts experience drama (AC9ADR2E01).

Explore how and why the arts are important for people and communities (AC9ADRFE01).

English: F-2

Explore the contribution of images and words to meaning in stories and informative texts (AC9EFLA07).

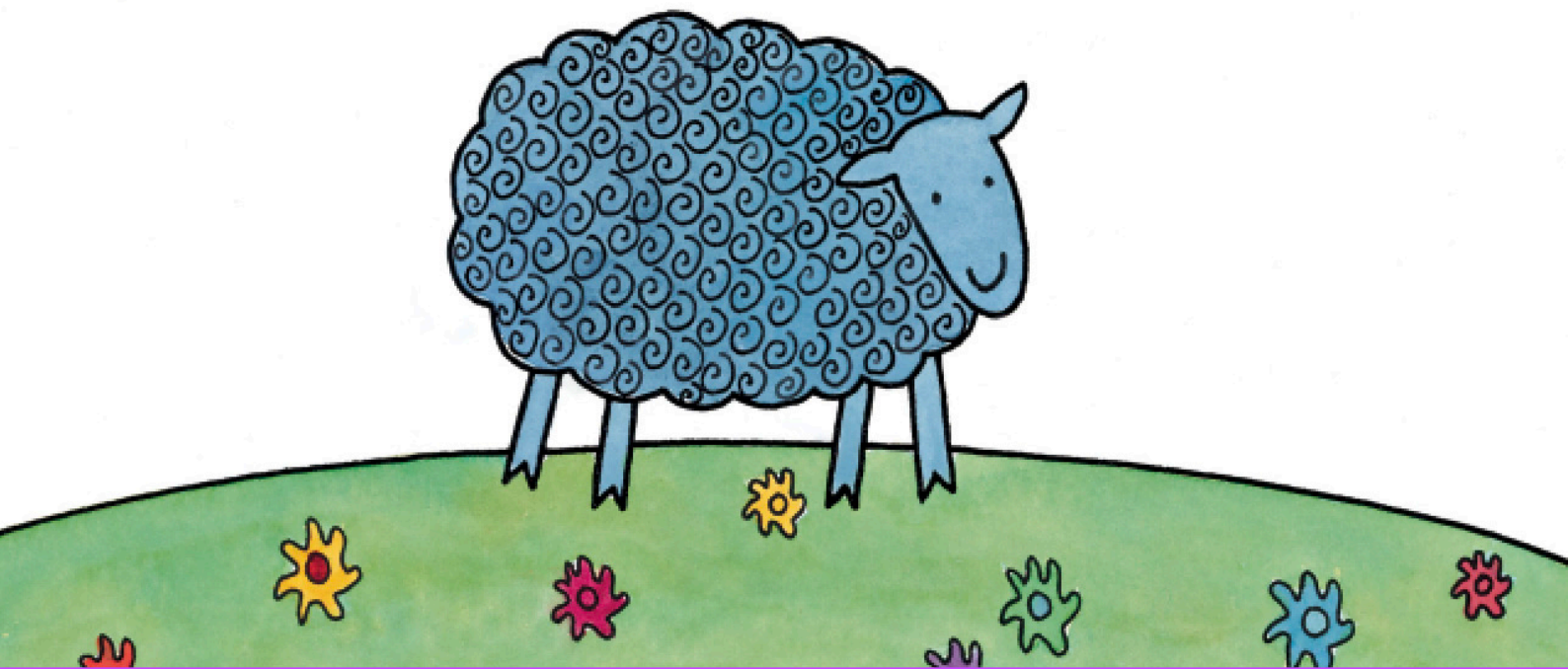
Respond to stories and share feelings and thoughts about their events and characters (AC9EFLA07).

Recognise different types of literary texts and identify features including events, characters, and beginnings and endings (AC9EFLE02).

Identify features of literary texts, such as characters and settings, and give reasons for personal preferences (AC9EFLE03).

Discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways (AC9E2LE02).

PERFORMANCE PREPARATION



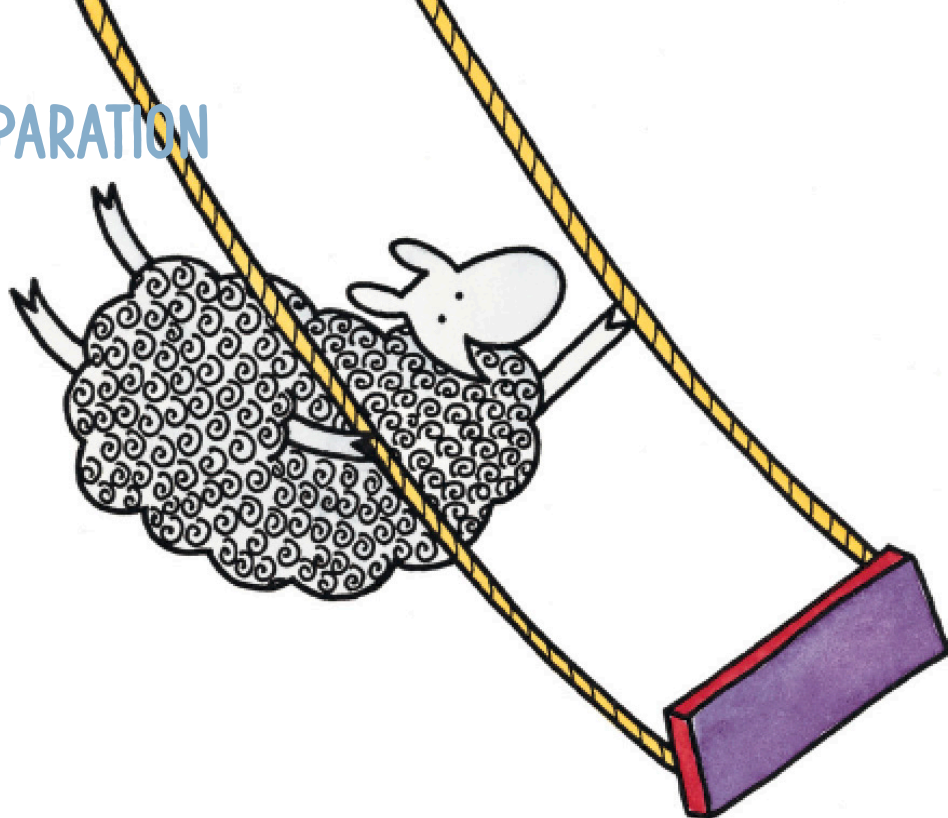
PURPOSE: To familiarise children with the story *Where is the Green Sheep?*

RESOURCES: Story book *Where is the Green Sheep?*

Read the book to your child or during shared story time within educational centres/ classrooms. Read the story through once without stopping, so that the children can enjoy the rhythm of its language. Then, return to the beginning of the book and engage the children with the book's illustrations, focusing particularly on all the different kinds of sheep mentioned. Look closely at where these sheep are. Possible questions might include:

- The blue sheep and the red sheep are in a paddock somewhere, but the bath sheep must be in a house as it is having a bubble bath! I wonder whose house the sheep is bathing in?
- The bed sheep is also in a house...and it is in a bed! Have you ever seen a sheep in a bed, under the blankets, reading a book?? I wonder if the bed sheep is at home in your bed?
- Where might the thin sheep, the wide sheep, the swing sheep and the slide sheep be? Do you think they might be in a playground close by or somewhere else?
- The Up sheep and the down sheep and the band sheep are at the circus. Have you ever been to the circus? Do you think a clown sheep might be very clever and very funny?
- The car sheep and the train sheep are travelling somewhere. Where might they be going? The train sheep is looking out the window. It looks very comfortable...but I wonder how far from home it is?
- The moon sheep and the star sheep must be a very, very long way away! They are up in space! How did they get there??? Do they have space ships for sheep??
- At the end of the story, the green sheep is found. It seems to be asleep in the paddock. But I wonder if the farmer who owns all these other sheep will be able to find them?
- If you were one of the sheep in this story, which one would you like to be? Would you like to be on the moon, on a wave surfing, travelling in a train or tucked up in bed? Or somewhere else?
- What would you do if you owned these sheep? What would you say to the Green Sheep when you found it?

PERFORMANCE PREPARATION



PURPOSE: To prepare the children for the Out of the Box performance experience

RESOURCES: Images of QPAC and live theatre performances

Explain to the children that you will soon be going to see a performance at a theatre that is all about the story of the Green Sheep! Show children an image of QPAC, the building, and some images of a performance on a stage. Also explain how they will be getting there.

Ask the children if they have ever been to a cinema or to see a movie before? Ask them what that was like. What happened? What did they sit on? Were there other people there? Did the lights in the cinema go out sometimes? How did they feel?

Ask the children if any of them have ever been to a play with live actors in a theatre. Invite children to share what they saw and what happened.

Discuss how the experience of a live performance might be similar or different.

What might be different about going to a theatre with live actors compared to going to a movie at a cinema?

What might be the same?

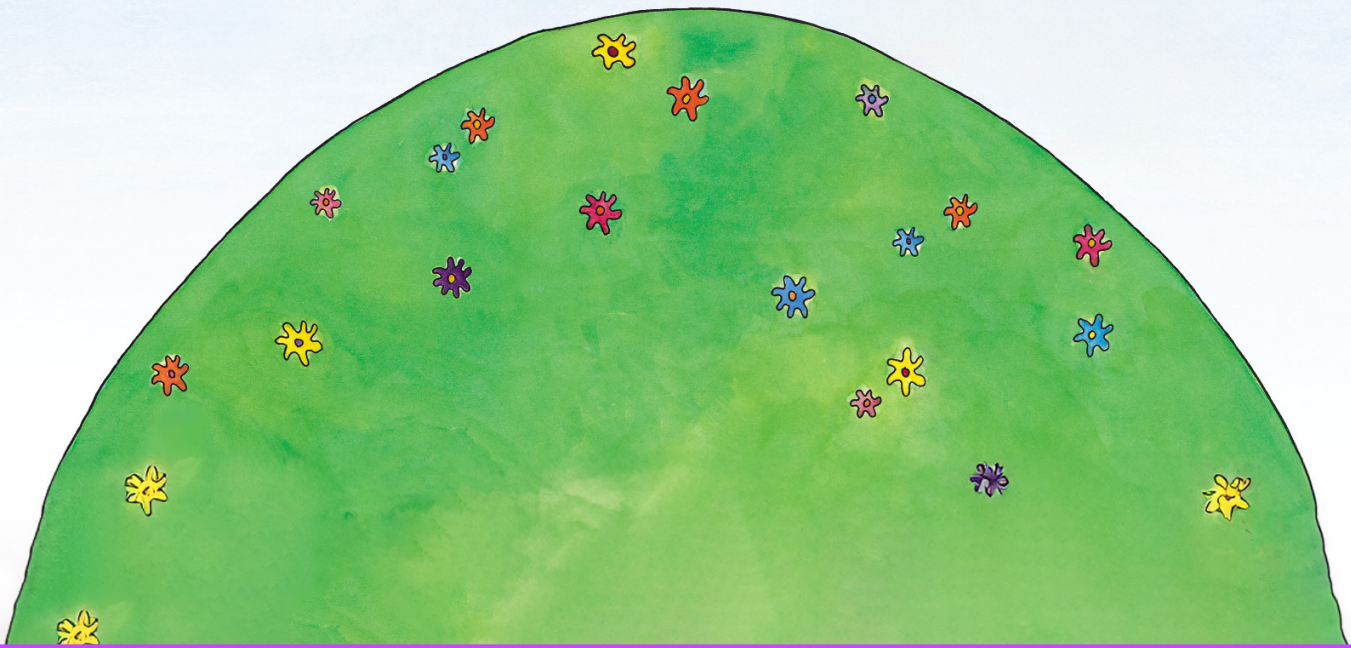
Following the discussion, reinforce to the children that before, during and after the performance, the lights will go up and down - sometimes it will be very dark. Reassure the children that this is meant to happen and that it will be okay. Explain that this is all part of what makes going to the theatre special.

Also share that at times the sound will change. Sometimes they might be very loud, while at other times the sounds might be soft and there will be music.

Explain that sometimes there will also be clapping, laughing and noises from the audience.

Most of all, ensure that the children are excited about the forthcoming experience. Tell them that it will be like stepping into a story book!

PRE-PERFORMANCE ACTIVITY - DRAMATIC PLAY HELPING THE FARMER FIND THEIR MISSING SHEEP



PURPOSE: This dramatic play experience is designed to familiarise the children with all of the types of sheep mentioned in the picture book and to also give them a sense of connection to these characters when they attend the performance. Language development and social emotional skills including collaboration will also be developed. Finally, children will use their imagination and creativity as they prepare for and engage in the play process.

KEY WORDS: Sheep, paddock, farmer, missing, find or locate, help or assist, missing sheep detective, police officer

KEY QUESTIONS: Where have all the sheep gone? How can we help the farmer locate them? Are you able to become a sheep detective/missing sheep police officer?

KEY CHARACTERS: The various sheep, the farmer, the chief missing sheep detective/police officer

SCENARIO: Within the picture book and the performance itself, emphasis is placed on finding the Green Sheep. However, within this series of activities the objective is to help the children develop an understanding of and ability to discuss all the other sheep that are mentioned in the story and their various locations. This is achieved through the use of various forms of dramatic play, supported by the use of teacher in role.

RESOURCES: The picture book, a straw hat, a check shirt, a police officer hat or badge, missing sheep office equipment (child developed and teacher provided see below)

PLAY PREPARATION

Step 1: Revisiting the story and introducing the problem

If time has passed since the reading and responding activity above, it may be useful to repeat it. Once this is concluded, tell the child/children that a visitor who really needs their help is coming to see them. Explain that the visitor will be you...but you will be pretending to be the sheep farmer who owns all the sheep in the Green Sheep book. The farmer needs their help because they are trying to get all their sheep to come home.

Step 2: Sharing the props and costumes, explaining pretending/teacher in role

Show the child/children your costume/prop item/s - for example, you may have a big straw hat and a check shirt. Ask the children if they like to dress up and pretend sometimes. Explain that once you put the shirt and hat on, you will become the farmer, but when you take it off, you will be back to being their parent/carer/teacher.

Step 3: Becoming the farmer

Slowly put the two items on and become the farmer. Immediately become quite agitated. You really need their help! Most of your sheep have gone missing! You have found the blue sheep and the red sheep and even the Green Sheep...they are all safe and sound in your paddock (although the Green Sheep was difficult to find!), but there are so many others missing! What can you do to help me? Ask children for their advice! Try to accept as many answers as possible, even if they are not what you expected! Ensure that you ask extending questions like: how would I do that? Where would I start? How would we get there? Do you know anything about sheep? Can you drive? Etc. Try to be playful!

Step 4: Seeking the children's help

If they haven't already offered you some ideas about the various sheep, ask the children for some specific information like: Where would I find a bed sheep or a bath sheep? Where would I find a swing sheep or a slide sheep? Where would I find a moon sheep or a star sheep? Ask the children if they are experts in any of these kinds

of sheep. For example, ask them if they have been on a train or visited a playground, if they like snuggling in bed or playing know a lot about the moon and stars, etc. Explain that if they do know a lot about these places, they might be the best ones to find those sheep.

Step 5: Planning the Play Space

Suggest to the children that we might need to become missing sheep detective/police officer (detective is better for older children, police for younger children). Explain to older children that detectives are like police who help you find missing things, people and animals! Explain that we will need an office and lots of equipment. What do you need if you want to find something that is missing? Examples may include: maps (wall and hand held), a set of binoculars, a telescope (for the moon and stars), walkie talkies or mobile phones, note books, cars, computers, charts, pencils, books about sheep, other children's stories about sheep etc. The play space should eventually look like an office.

Step 6: Co-creating the play space

Invite the children to help you create and/or gather what you might need to find the sheep. For example, they might make binoculars, keyboards for the computer, make maps (they don't need to be readable!), telescope, mobile phones etc. You might like to include some more realistic prop items (for example old mobile phones or keyboards with the batteries removed), old laptops (again non-working with the batteries removed), children's walkie talkies etc. The children might also be invited to create images of the sheep that are missing or you might want to create some using images from the book. BE sure to provide plenty of drawing and writing materials. For older children, a list of the missing sheep could be added to a wall chart and possible locations included.

DRAMATIC PLAY IN ACTION

Step 1: Selecting sheep

Once the play space has been created (and remember that setting it up is part of the play process), work with the children individually or in small groups to select one or two of the sheep they are particularly interested in locating. Ask them why they have chosen these particular sheep and invite them to show you the page in the book where these sheep can be found.

Step 2: Introducing the Missing Sheep Police Officer (you might prefer to stay in role as the Farmer...this is okay and a good strategy for younger children).

Adopt the role once more of the farmer and explain that it is time to get to work. Explain (if you choose this option) that your friend, the Missing Sheep Police Chief, will be coming to help with finding the sheep. Explain to them that you will recognize this officer because they will be wearing (a police hat, a police badge, etc). Remove your straw hat and shirt and immediately put on your police prop/hat. Do this in front of the children. Don't try to hide your character change.

Step 3: Modelling play and offering support as co-player

In either role, enter the office and get to work immediately. Start answering telephone calls from people who have seen some of the sheep, pretend to write things down, pick up the binoculars and look out the window, and importantly, ask the children to get to work! There is lots to do. Once they are playing, step back and leave them to it. If your modelling has been effective, you should be able to stay out of the play and remove your costume/props. Some children will need extra help. Be ready to give them a job, or invite them to play with you. For example, you might say that their phone is ringing and you pretend to be the person on the other end of the call saying that you have seen the train sheep at your local station, or that you are an astronaut and you saw the moon sheep bouncing around on the moon. Ask what you should do!

Step 4: Finalising the narrative

Keep the play space operating for as long as the children show interest. It would be useful to leave it in place until after the performance though as the children are likely to get renewed motivation and ideas following the visit.

Also, across the duration of its use, it is sure to morph into other kinds of spaces, with children engaged in play about other missing things or about something else entirely. This is fine. There is also no need to resolve the narrative. However, if you want to, you could send the children a letter as the farmer thanking them and saying the sheep have all returned to the paddock. You may also want to do this in person using teacher in role.



MINIATURE WORLD PLAY

PURPOSE: To support children's engagement with the characters and the narrative of the Green Sheep story through participation in miniature world, solitary dramatic play.

RESOURCES:

One of the following miniature world play environments:

1. A miniature world play space in a sand tray using various small prop items relating to the various places mentioned in the picture book (for example small plastic trees and green grass, moons and stars on sticks, miniature play equipment made of paddle pop sticks et)
2. An adult prepared floor map (or for older children one co-constructed and drawn with the children). It could be drawn on large piece of paper or other more robust material (e.g. a mat or cardboard). The map should include the places mentioned in the story such as the paddock, a house, a playground, the moon and stars, the beach etc.
3. A shallow cardboard box places drawn on the bottom.

Plasticine or playdough for the children to use to create the characters/a set of plastic sheep, some painted different colours/sheep made of cotton wool balls and other suitable materials.

Step 1: Revisiting the Story: Where is the Green Sheep?

Ask children if they can remember any of the sheep in the picture book. Discuss. During group story time, re-read the story. Ask children if they have a favourite.

Step 2: Creating the Sheep

Invite the children to use provided resources to create one or more of the sheep. You can show them some basic ones you have already created (try not to make them too polished!)

Step 3: Model Miniature World Play

- Ask the children if they like making up stories with their toys sometimes and using their voices to become the characters.
- Share with the children one of the miniature world play environments and discuss how they might play in them using the miniature characters.
- Share with the children a brief and unpolished improvised solitary play experience you spontaneously develop which tells a new story about missing sheep. Use your voice expressively and focus on making the example play short but engaging. Explain that your play story is different to the one in the book...and that this is a fun and valuable thing to do.

Step 4: Independent Play

Children play independently in the miniature worlds or with a coplayer and create their own stories.



POST-PERFORMANCE ACTIVITIES

Recalling responses to the theatre performance and recording using visual media

PURPOSE: To provide children with opportunities to respond to the performance using a range of visual media.

RESOURCES: Drawing and painting materials, clay, construction materials, images from the performance, the storybook, audiobooks, YouTube clips or preview videos relating to the book/performance.

Step 1:

Ask the children to talk to their elbow buddy about what they remember about the show. Following these short discussions, ask the children to share some of what they remember with their classmates. To support this process, you might want to read the storybook again, show images from the performance from the OOTB website or view trailers for *Where is the Green Sheep?*

Step 2:

Ask children for their responses to the performance. For example:

- What did you think of the sheep? Did you expect them to look like that?
- Was there a farmer in this performance? Was the farmer like the one that visited our classroom?
- There were lots of lights above the stage. Why do you think that was?
- The performance included lots of music. What did you think of that?
- Which sheep did you like best in the performance? Was this the same sheep as the one you liked best in the book?

Step 3:

Invite children to use a range of visual arts materials to either show something they saw during the performance. For example, do they want to draw a picture? Teacher should scaffold and support children who are struggling to choose materials or identify a moment or aspect of the event. Share the art works with the group or in small groups to start if time allows.