

# THE LOST LENDING LIBRARY

by Punchdrunk Enrichment

LEARNING RESOURCE

Image by Mihaela Bodlovic

QPAC's  
**OUT OF THE BOX**  
FESTIVAL FOR CHILDREN  
EIGHT YEARS & UNDER

# CURRICULUM CONNECTIONS



## Links to General Capabilities may include:

- Personal and Social Capability
- Critical and Creative Thinking

## Links to Australian Curriculum (9.0) Achievement standards

Teaching, learning, and assessment suggestions provide opportunities to cover achievement standard aspects for English and The Arts from Prep to Year 2. For example:

### In English by the end of 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 audiences.

### In The Arts by the end of 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.

## Inquiry Question

(Viewpoints)

How can *The Lost Lending Library* inspire our creativity and storytelling?

# INTRODUCTION FOR EDUCATORS AND TEACHERS



*The Lost Lending Library* is an exquisite immersive learning experience from the incredible makers at Punchdrunk Enrichment (UK) that celebrates the power of the imagination.

The work has been presented in-schools since 2014 as a deeply engaged learning offering and was brought to life in Australia in 2018 as part of the Gold Coast 2018 Commonwealth Games in partnership with local company Imaginary Theatre. To help give you a glimpse of what the work is like please watch the below clips. The experience at Out of the Box will be magical and incredibly memorable, and provide great inspiration for writing, reading, play, storytelling and creative expression.

## Links:

<https://www.youtube.com/watch?v=Tmehxk37fgs>

<https://vimeo.com/295926598>

Password: LLLGOLDCOAST

## What to expect:

Visiting Punchdrunk Enrichment's magical library is a sensory, embodied experience for young children. This immersive theatre experience sparks awe and wonder through books, stories and the journeys they take us on. The experience of the library will help to engage your students in creative writing and ignite their imaginations.

## The experience:

It's important to talk about this work with your students as 'visiting a new place', 'seeing a magic library that jumps from place to place' rather than talking about it as 'a show'. Wherever possible please brief educators and parents/carers/volunteers accompanying you to also talk about visiting *The Lost Lending Library* - talking about a place, not referring to it as a show.

To best frame the visit we recommend you tell your class that you have heard there is a special library currently at QPAC that you will be visiting. You do not want to tell them anymore than that or let them see this pack before their visit so as to keep the magic alive.

The audience are brought into this world, where the library is in fact 314 floors high with 78 spiral side departments. They meet the P character, who to them is a librarian. They'll then be invited into the world of the library, meeting a Guardian of the library, either Bernie/ Peabody/ Beata. The Guardian will explain that they need the students help to fill an empty shelf in the library with their stories, illustration and adventures, making them apprentices of *The Lost Lending Library*. This unique, interactive experience is designed to celebrate the spirit of play, encouraging young people to explore, imagine, and engage at their own pace. Children's experience is enhanced if all teachers and educators help to maintain the world of the project and that you are all entering a new world. As educators, your role in this experience is essential—you will be invited to take a "co-play" approach, where you join your students in the journey, engaging alongside them, while gently guiding their exploration.

Young people can engage however they are comfortable. Some may be very quiet; others may jump in with feedback. Their choice is respected.



## Out of the Box festival believes 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.

### **Purpose: Encourage the children to think about new experiences to prepare them for the Out of the Box day out**

For some children, this may be their first ever theatre experience. This short exercise below will help them to think about new experiences and what to do if they're feeling afraid.

- Ask the children if they have ever been to a cinema to see a movie before? Do they remember the first time they ever went? 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 them about other times they have done something or been somewhere new for the first time? Maybe an art gallery or a library? What about somewhere dark? Somewhere noisy? Somewhere quiet? How did they feel?
- Explain that sometimes when things or experiences are new to us, it can make us feel a certain way. You might feel curious, or excited, or sometimes a little bit nervous. These feelings are very normal.
- Discuss as a group what they can do if they're feeling a certain way. Could they hold a friend's hand, or take a deep breath. How can they look after each other and work together?
- Most of all, encourage the children to feel excited and curious about new experiences. Tell them that it can be like stepping into a new space and world. You can remind them that you're going to visit a special library at QPAC soon, which may be a new experience.

# PRE-PERFORMANCE STIMULUS

The following activities are to support children in creating drama and playing. It is to encourage children to work in embodied and sensory ways before they come to *The Lost Lending Library*. Please adjust for your students and their learning needs.

**Key Questions:** What is your favorite story? What is the first story you wrote?

**Key characters:** To be revealed ....

**Scenario:** To be developed with children.....

**Key themes:** Creativity, Curiosity, Imagination, Storytelling

## Activity 1

**Purpose:** Warm up, to encourage play and creation of new worlds.

**Resources:** An empty space

**Step 1:** Children in pairs start to create shapes and spaces. To encourage collaboration and support play. Discuss with students that in drama we work with our bodies and respectfully interact with others. Demonstrate to students the following with one another: Students connect elbow to elbow. Explain no speaking just following the instruction. Fingers to fingers, back-to-back, toe to knee and so on ...

(Allows students to start working together)

**Step 2:** Students to work in pairs to create basic shapes: mouse and computer screen, knife and fork, vase and a flower, a book open, a door, a library, etc

Move into freeze frames, explain to students they need to create a frozen picture e.g. walking through a door, a child playing in a sand pit, children having a picnic etc.

## Activity 2

**Purpose:** To create new spaces in their classroom

**Resources:** strips of materials, other props, blocks, etc.

**Step 1:** Students are placed in groups and asked to think about a space they love visiting e.g. a zoo, the beach, a museum, a library.

Ask them to think about all the sounds they might hear and what colours they might see in this space? What does it feel like? What can you see? What might they smell? Who would you meet there?

In small groups get them to create a freeze frame of the place and share it with the class. Teacher unpacks each presentation and discuss what has been created.

**Step 2:** Teacher gives each group some materials to play with and to add to the freeze frame.

How can they create the space further? Allow groups time to embellish their freeze frame and create the space.

Share the play spaces they have created and take photos of the creations to write about later.

## Activity 3

**Purpose:** Object transformation

**Resources:** Carefully selected object for year level safety.

**Step 1:** Select a piece of furniture in the room e.g. a small chair, small desk.

Ask students to think what else it could be used for other than its normal use (e.g. a table turned upside down is a boat, a table turned on its side is a car with someone driving.)

Students move into groups and select an object. They invent three different ways they can use the chair in other ways than a chair. Groups present all their favorite object transformations. (Teacher remind students of being careful, and select object/s that are appropriate for student groups)

# PRE-PERFORMANCE STIMULUS

## Activity 4

**Purpose:** To explore the following abstract image and imagine possibilities

**Resources:** Image below



**Step 1:** Reveal the image to the group. Discuss with the class what is in the image. What words would they use to describe it? What sound/s can they imagine. What is the story about to start?

**Step 2:** Each student to journal the start of the story and the first line? e.g the plant continued to grow. It was always waiting.

# POST PERFORMANCE STIMULUS AND EXTENSION

POST

As part of their experience, children will be made apprentices of the library and encouraged to continue writing/creating stories for *The Lost Lending Library*.

Post-visit activities should encourage this based on the task given to them by the Library. In our experience children want to tell stories and are enthused about the experience of the Library: capitalise on this engagement.

You could remind the pupils that the librarian you met was given a Gold Card because they kept writing, reading and telling stories.

## Other resources/inspiration

### BOOKS for further stimulus

Oliver Jeffers books:

*Here we are*

*Meanwhile Back on Earth*

*Once there was a Boy*

*Lost and Found*

*The Way back Home*

*Up and Down*

*How to Catch a Star*

*How to Live Forever* by Colin Thompson

*We Sang Across the Sea* by Benjamin Zephaniah

*Granny came on the Empire Windrush* by Patrice Lawrence

*The Best Diwali Ever* by Sonali Shah

*The Most Exciting Eid* by Zeba Talkhani

Resources for teachers further reading and research on the project)

<https://www.punchdrunkenrichment.org.uk/academic-resources>

<https://www.punchdrunkenrichment.org.uk/projects/our-home-story>

Our Home Story is a free project you can access online (be sure to check out the page away from your pupils first for instructions.)