

BANSTALK

Written by Sam Longley



***Beanstalk* promotes tolerance and understanding, bringing people together and finding connection through our differences.**

Students will delve into the world of giants, cloud farming and magical gardening as they follow a humorous story that will have them thinking about what it means to be seen in a negative light based purely on external appearances and will learn how we can become more accepting and compassionate towards one another.

These learning activities contain videos and both thematic and other story links across the curriculum. We hope you find them interesting, challenging and fun!

Beanstalk Teacher Notes: Early Childhood (Pre-show activities)

Connecting the Performance to the West Australian Curriculum

	Curriculum Links	Activity Overview
Year PP-3	Clouds and Shapes	Cloud Blots
Art	<ul style="list-style-type: none"> • Visual Arts - Exploration of, and experimentation with visual art elements of shape, colour, line and texture • Visual Arts - Exploration of techniques to create 2D and 3D artwork • Visual Arts - Appreciation of different types of artwork, and where and how it is displayed • Visual Arts - Personal opinions, feelings and ideas about artwork they view and make 	<p>Children will create blot paintings of clouds and then asked to find familiar shapes, animals, objects etc in their paintings.</p> <p>Extension: Children will group themselves according to 'clouds' that look similar to theirs. Discussions with others about the similarities followed by a presentation of their discoveries to the rest of the class.</p>
Year 3-5	The Water Cycle	Water Cycle on my Window
Science	<ul style="list-style-type: none"> • Science Understanding - A change of state between solid and liquid can be caused by adding or removing heat. • Science Understanding - Living things have life cycles • Science Understanding - Solids, liquids, gases have different observable properties and behave in different ways • Science as a human endeavour - Science involves observing, asking questions about, and describing changes in, objects and events • Science inquiry skills - With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment 	<p>Using a ziplock bag, children are going to create the water cycle. Sticking the bag to a window allows children to witness the process of evaporation, condensation and precipitation.</p> <p>Extension: Children will be asked to predict what will happen and compare their predictions to their findings. Create a short song to help others learn the process of the water cycle.</p>

	<ul style="list-style-type: none"> Science inquiry skills - Represent and communicate observations, ideas and findings using formal and informal representations 	
Year PP-3	Fruits and Vegetables	Fruit and Vege Animal Snacks
Health	<ul style="list-style-type: none"> Personal, social and community health - Actions in daily routines that promote health, safety and wellbeing (healthy eating) Personal, social and community health - Safe active play in outdoor settings and the natural environment 	<p>Children will create their own animals using different fruits and vegetables. Each animal they create needs to consist of at least one fruit and one vegetable.</p> <p>Extension: Plan your fruit and vege animal by drawing a picture of it, labeling its parts and what it will be made of. Give your animal a name and share where it can be found if it lived out in the wild.</p>

Year 4	Resources and Farming	Farming in Australia
HASS	<ul style="list-style-type: none"> Knowledge and understanding - Who makes rules, why rules are important and the consequences of rules not being followed Humanities and social sciences skills - Locate and collect information from a variety of sources Humanities and social sciences skills - Reflect on learning, identify new understandings and act on findings Humanities and social sciences skills - The natural resources (e.g. water, timber, minerals) provided by the environment and different views on how they can be used sustainably Humanities and social sciences skills - The diversity and longevity of Australia's first peoples and 	<p>In small groups, students will research these following topics and make a presentation for the rest of the class.</p> <p>Topic 1: What are Australia's biggest farming industries?</p> <p>Topic 2: What is sustainable agriculture and why is it important?</p> <p>Topic 3: What are some harsh weather conditions that affect Australian farmers? How does it affect the farmers?</p> <p>Topic 4: What are some ways indigenous Australians farmed in the past? Are any of these techniques used in farming today?</p> <p>Topic 5:</p>

	<p>the ways they are connected to Country/Place (e.g. land, sea, waterways, skies) and their pre-contact ways of life</p>	<p>Is farming important to Australia? What would happen if the country were no longer able to farm?</p> <p>Topic 6: What fruits and vegetables are grown and farmed here in Australia and what fruits and vegetables does Australia import?</p> <p>Extension: Students will create a classroom vegetable garden, grow their own produce and sell the product/s at a classroom farmer's market. Students will research the expense of growing and maintaining a vegetable garden, determine vegetable prices, and how much money they will make at the classroom farmer's market.</p>
Year PP-3	Shapes and Their Attributes	Shape Giant
Maths	<ul style="list-style-type: none"> • Measurement and geometry - Use direct and indirect comparisons to decide which is longer, heavier, or holds more, and explain reasoning in everyday language • Measurement and geometry - Compare and order several shapes and objects based on length, area, volume and capacity using appropriate informal units • Measurement and geometry - Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment • Measurement and geometry - Describe the features of three-dimensional objects 	<p>Children will practice looking for differences and similarities between shapes to complete puzzles and eventually build a shape giant.</p> <p>Extension: Ask the children to double the size of their giant. Ask the children to 1/2 the size of the giant. Count how many pieces make up the giant each time. Finding patterns in the shapes/colours used to make the shape giant (there will be existing patterns for them to find)</p>
Year PP-3	Growing fruits and vegetables	Seed Jars
Science	<ul style="list-style-type: none"> • Science Understanding - A change of state between solid and liquid can be 	Children will explore and investigate plant seeds growing in jars.

	<p>caused by adding or removing heat.</p> <ul style="list-style-type: none"> • Science Understanding - Living things have life cycles • Science Understanding - Solids, liquids, gases have different observable properties and behave in different ways • Science as a human endeavour - Science involves observing, asking questions about, and describing changes in, objects and events • Science inquiry skills - With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment • Science inquiry skills - Represent and communicate observations, ideas and findings using formal and informal representations 	<p>Each child will draw what their seed looks like each time they are asked to visit their jar.</p> <p>Extension: Presentation to others of their findings. Put small groups of jars in different areas, exposing them to different conditions. Children will then record their findings and compare the data and determine what factors affect the growth of the seeds.</p>
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Supporting materials

Introducing Puppetry as an Art Form

For ideas on how to get your students engaging with puppetry and creativity, we have an online learning page on the Spare Parts Puppet Theatre website with a series of 5 minute clips for making different types of puppets with everyday materials.

Introducing Puppetry and Object Theatre

Beanstalk puppetry is Object Theatre, where we use everyday objects and the viewer's imaginations to create characters. Here are two short videos introducing the concept of Object theatre to encourage your students to enter our theatre with an open mind to this art form, and their own creative engagement with the world around them!

Object Theatre and Puppetry (characters from **Hare Brain**):

<https://vimeo.com/392881780/aa02160aaa>

Introduction to Object Theatre (characters from **Beanstalk**):

<https://vimeo.com/444119146/7dbb09c371>

Don't play with your food and meet Jack:

<https://vimeo.com/444119065/9dd9b732d8>

Introducing the Theme

Beanstalk uses the well-known character of the Giant from Jack and the Beanstalk to open a conversation about thinking critically about the way characters are portrayed and how we see them. These two short videos can help set the scene for the change of perspective to a story and stereotype that your students will know well, but from a very different side.

Giants can be nice: <https://vimeo.com/444119251/527f000015>

The Trouble with being a Giant: <https://vimeo.com/444118834/b6babf65bf>

Thematic Lesson

The concept behind Beanstalk is exploring the themes of empathy and how personal perspective shapes our opinion of others. The Health Curriculum across Primary School has a focus on social skills including understanding emotions right through to empathy and building positive relationships; Beanstalk's themes thoroughly explore all aspects of preconceived ideas, active listening to opposing viewpoints and promote and understanding outside that which we think we already know about people and situations.

Activity 1: Tell a story

Sit the class in a circle. Choose a well-known story and explain to the class that they will each tell a sentence of the story. For example:

Student 1: "Once there was a boy called Jack"

Student 2: "Jack was very poor."

Student 3: "One day, Jack's mum told him to take the cow to market and sell it so they could buy food".

Discuss that each person would re-tell the story differently, and why this might be. For example, do students remember it differently? Have they read different versions? Ask the children if there is a correct or incorrect version. Explain how everyone identifies different aspects of a story and therefore no one tells the story the same. This can be built on by discussing how the students imagine the giant, or Jack. Highlight how differently the students visualise each character and discuss that there is no correct or incorrect way to visualise.

Activity 2: Explore empathy

Discuss how each of the characters in the story is feeling. Can the students relate to feeling misunderstood in conflict? For example, when Jack traded the cow for magic beans instead of doing as his mother asked and selling it, was he being lazy? Or adventurous? Did he think the magic beans would be a better option? When he took the golden goose, was he being deceitful? Or did he see it as something he deserved?

Activity 3: Retell a story

Now ask the students to imagine the same story (or another well-known story) from a different character's point of view. Ask the students to retell the story in groups or alone, through writing or role playing, looking at how differently we feel about the character's if we tell the story from the other point of view.

1. Cloud Blots

Materials:

White Paint

Blue Cardstock(A3)

Lesson:

1. Show how to fold the paper in half (lengthways) by meeting the corners and pressing a crease in the centre.
2. Place a few drops of paint on one side of the cardstock, close to the centre crease.
3. Fold the cardstock down the pre-made crease and press it flat.
4. Open the cardstock to reveal a cloud design.
5. Rotate the cloud and see how many things you can find in the cloud. (shapes, animals, objects etc.)

Extension version for older or gifted & talented students:

1. Students can others who own clouds that look similar to yours. They can then share reasons why they think their clouds are similar with the person/people they have found.
2. As a pair or small group, students can present the similarities within their clouds with the rest of the class.
3. If a student/students didn't find any similar clouds, you can ask them to present why their cloud is different from others in class.
4. You can introduce the different types of clouds to the class and ask what cloud type they have made.

Cirrus - white, feathery, highest

Stratus - wide blankets of gray, high fogs

Stratocumulus - gray, low in the sky, lumpy

Cumulus - puffy, flat bottoms, low in the sky

Cumulonimbus - thunderstorm clouds, look like mountains of very tall cumulus clouds

5. Students can share the reasons why they believe it could be that particular cloud type.

Activity question suggestions:

What do you think will happen to the paint when you fold the card?

Can you control what the end product will look like?

2. Water Cycle on my Window

Materials:

Plastic Ziplock bag
Permanent Markers
Water
Blue Food Colouring
Clear tape

Lesson:

1. Use the permanent marker to draw a sky in the upper half of the Ziplock bag. Include clouds and the sun because they are part of the water cycle.
2. Fill a small cup with water and add a few drops of blue food colouring.
3. Carefully pour the water into the Ziplock bag and seal it.
4. Choose a window (somewhere that gets a lot of sun will give the best results) and tape your bag to the window. A piece of tape along the top of the bag where the seal is should do the trick.
5. Wait a few hours and then check on your experiment. (Regardless of the amount of sun and the time of day you started, you should see changes after 2 hours) You will be able to see droplets of water sticking to the side of the bag. Some of these will be up high (in the clouds) and some will be falling back to the water (like rain).
6. Discuss with the students what is happening.

The water (heated by the sun) turns into a gas through the process of evaporation. In nature, evaporated water vapor goes into the atmosphere, but in the bags, it has nowhere to go, so it ends up sticking to the sides of the bag, turning back into liquid as condensation. That condensed water then slides back into the pool of water below as "rain".

Extension version for older or gifted & talented students:

1. You can ask the students to make predictions of what they think will happen inside their water cycle bags, they can then compare their predictions to findings from the experiment.
2. You can divide students into small groups and ask them to create a short song/jingle to help others learn the process of the water cycle.

3. Fruit and Vege Animal Snacks

Materials:

Toothpicks

Wooden skewers

Fruits and veggies of your choice (students can bring in their own)

Paper plates

Plastic knives

Lesson:

1. Discuss with students ways of choosing fruits and vegetables when at the shops/markets.

Choose produce that isn't bruised or damaged

Keep your fruits and vegetables cold or in a cool place (cooler bags, into the fridge soon after buying them)

Separating fruits and vegetables from raw meats (when shopping and in the fridge)

2. Discuss with students the importance of hygiene at home.

Wash your hands, kitchen utensils, and food preparation surfaces, including chopping boards and countertops, before and after preparing fruits and vegetables.

Clean fruits and vegetables before eating, cutting, or cooking them.

3. Following the hygiene steps previously discussed, students will get ready to make their fruit and veggie animals.
4. Using the wooden skewers and toothpicks, students will create fruit and veggie animals to eat.

Extension version for older or gifted & talented students:

1. Students can design and draw their fruit and veggie animals prior to the activity. Labelling the types of fruit and vegetables they will be using for their animals.
2. You can ask students to create an animal/creature with their fruits and veggies that doesn't exist.

What is the creature's name and where can it be found in the wild?

What type of nature is your creature? Protective? Shy? Aggressive?

4. Farming in Australia

Materials:

Access to different information sources - Library, internet etc.
Notebooks/Computers for writing and/or classroom presentations

Lesson:

*It is up to the discretion of the teacher as to how long they would like to dedicate to this activity. This could easily be a term activity or condensed into a week or two, depending on how in depth you would like to go with it.

In small groups, students will research these following topics and make a presentation for the rest of the class.

Topic 1:

What are Australia's biggest farming industries?

Topic 2:

What is sustainable agriculture and why is it important?

Topic 3:

What are some harsh weather conditions that affect Australian farmers? How does it affect the farmers?

Topic 4:

What are some ways indigenous Australians farmed in the past? Are any of these techniques used in farming today?

Topic 5:

Is farming important to Australia? What would happen if the country were no longer able to farm?

Topic 6:

What fruits and vegetables are grown and farmed here in Australia and what fruits and vegetables does Australia import?

Extension version for older or gifted & talented students:

1. Students can create a classroom vegetable garden, grow their own produce and sell the product/s at a classroom farmer's market.
2. Students can research the expense of growing and maintaining a vegetable garden, determine vegetable prices, and how much money they will make at the classroom farmer's market.

5. Shape Giant

Materials:

Shapes of any kind/material (card, wooden, objects found in the classroom)

Lesson:

1. Students need to locate different shapes, found objects or previously hidden, in the classroom.
2. All of the shapes will be put in a bucket or on a mat in the classroom.
3. Once all of the shapes have been found, as a class, or in small groups, students will be asked to construct a 'giant' out of the shapes that they have found.

Extension version for older or gifted & talented students:

1. You can ask the students to double the size of their giant.
2. You can ask the students to 1/2 the size of the giant.
3. Students can count how many pieces make up the giant each time the size is changed and compare the numbers.
4. Students can find patterns in the shapes, colours, textures used to make the shape giant.

6. Seed Jars

Materials:

Glass jars

Paper towels

Seeds (Pea and bean seeds grow quickly)

Lesson:

1. Fill the jars with paper towels, folding or pushing them down into the jar.
2. Gently water the seed jar, careful not to flood it.
3. Carefully push seeds down into the paper towels around the edge of the jar so they can still be seen. Make sure they are held firmly in place by the paper towels.
4. Visit the seed jars daily and see if they have begun sprouting.
5. Record the changes by writing or drawing what you see.

Extension version for older or gifted & talented students:

1. Students can write predictions about what they believe will happen, how much their seed will grow each day and compare their predictions to the outcome of the experiment.
2. Students can present their findings with others/classroom and discuss their reasons why particular things happened to their jar/seeds.
3. You can place small groups of jars in different areas, exposing them to different conditions. Children can then record their findings and compare data with each seed jar group and discuss why particular things happened.

Beanstalk Teacher Notes: Early Childhood (Post-show activities)

Connecting the Performance to the West Australian Curriculum

	Curriculum Links	Activities / Ideas
Year PP-4	Draw characters from objects	Object Characters
Art	<ul style="list-style-type: none"> • Visual Arts - Exploration of, and experimentation with visual art elements of shape, colour, line and texture • Visual Arts - Exploration of techniques to create 2D and 3D artwork • Visual Arts - Appreciation of different types of artwork, and where and how it is displayed • Visual Arts - Personal opinions, feelings and ideas about artwork they view and make 	<p>Using found objects, from home or from the classroom, students will 'find' the life within it.</p> <p>Taking inspiration from the characters or creatures they find in objects, students will draw them and present them to the rest of the class.</p> <p>Extension: Students perform a short performance piece with their objects. Students can write a story for their object characters/creatures.</p>
Year 4+	Height	Jacks and Giants
Maths	<ul style="list-style-type: none"> • Measurements and geometry - Use scaled instruments to measure and compare lengths, masses, capacities and temperatures • Measurement and geometry - Compare the areas of regular and irregular shapes by informal means 	<p>Children will outline themselves on butcher's paper and measure different parts of themselves (e.g. height, width, their entire outline (perimeter), distance from one hand to the other etc.). Children will then order their paper outlines from tallest to shortest, shortest to tallest etc.</p> <p>Extension: Height predictions and whether students consider themselves "Jacks" or "Giants". Finding different patterns or orders for the paper outlines.</p>
Year PP-6	Fruits and Vegetables	Vege Puppets
Health	<ul style="list-style-type: none"> • Personal, social and community health - Actions in daily routines that promote health, safety and wellbeing (healthy eating) • Personal, social and community health - Safe active play in outdoor 	<p>In small groups, students will make puppets out of vegetables and present short puppetry pieces to the rest of the class.</p> <p>Extension: Exploring different social stories/situations and presenting them in short puppetry pieces.</p>

	settings and the natural environment	What veggies would represent this type of character? (e.g. Villain, Hero, mischievous etc.).
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1. Object Characters

Materials:

Objects of any kind (e.g. container, seashell, glove, book, ruler)

White paper (A3)

Pencils

Lesson:

1. Discuss with students Object Theatre and how it was used in the production Beanstalk.

A few important points to cover during Object Theatre discussion:

Object Theatre = Using found objects to create story with characters.

Instead of objects and/or puppets specifically designed for the narrative, object theatre deliberately uses everyday objects, either as is or transformed into other things, requiring the skill of the performer and the imagination of the audience.

Students are using their imaginations to transform unremarkable objects into something else.

Objects used in Object Theatre are immediately recognised by audiences. A feeling of self-recognition through the objects must arise from the very first moment.

2. Divide the students into small groups, giving them a number of ordinary found objects.
3. Ask the students to discuss amongst themselves what type of characters the objects could be.
4. Are they human or creature?
5. Do they make sound? If yes, what would they sound like?
6. What 'type' of character would it be? Bad? Good? Sad? Excitable?
7. Hand each student a piece of white paper and a pencil and ask them to draw their object giving it facial features, limbs, etc.

Extension version for older or gifted & talented students:

1. Students can write a short story about their object character/creatures.
2. You can have the class perform short Object Theatre pieces - Divide the students back into their groups and ask them to create a narrative based around the objects (agree on rules in advance - visible or concealed performers? use of tables? curtains? lighting? performers in narrative? dialogue? time limit?)

2. Jacks and Giants

Materials:

Roll of butcher's paper

Markers

Rulers

Tape measure (optional)

Scissors

String/Wool (enough for each student to measure their body outlines)

Lesson:

1. Put students into pairs or small groups and give each student a piece of butcher's paper (large enough for their bodies to fit on).
2. Each student will lay on the paper and, one by one, have their partner or a group member outline them with markers. (encourage students to make different poses and shapes for outline)
3. Students will then cut out their body outlines ready to be measured.
4. Using string or wool for measurement (later measured on rulers or a tape measure), students will record different body measurements, writing the information onto their body outlines.

Measurement suggestions:

Head to foot (height)

Hand to hand (distance between)

Entire body outline (perimeter)

5. Students will compare all of the body outlines and order them in different ways.

Order suggestions:

Tallest to shortest

Greatest hand to hand distance

Smallest to largest body perimeter

6. After students have completed the activity they can decorate their body outline, drawing on features, clothes etc.

Extension version for older or gifted & talented students:

1. Students can predict their height and other measurements before measuring themselves. Compare predictions to outcomes - How far away were predictions?
2. You can work as a classroom to find the average height, most common height/s, the 'middle' height (mean, mode, median).
3. Students can find other patterns, ratios using the body outlines.

3. Vege Puppets

Materials:

Fruits and vegetables of any kind

Paper

Pencils

Lesson:

1. Discuss with students Object Theatre and how it was used in the production Beanstalk.

A few important points to cover during Object Theatre discussion:

Object Theatre = Using found objects to create story with characters.

Instead of objects and/or puppets specifically designed for the narrative, object theatre deliberately uses everyday objects, either as is or transformed into other things, requiring the skill of the performer and the imagination of the audience.

Students are using their imaginations to transform unremarkable objects into something else.

Objects used in Object Theatre are immediately recognised by audiences. A feeling of self-recognition through the objects must arise from the very first moment.

2. Divide the students into small groups, giving them a number of fruits and vegetables.
3. Ask the students to discuss amongst themselves what type of characters each fruit and/or vegetable could be.
4. Are they human or creature?
5. Do they make sound? If yes, what would they sound like?
6. What 'type' of character would it be? Bad? Good? Sad? Excitable?
7. Ask students to create a narrative based around the objects either as a small group or as a solo project. (agree on rules in advance - visible or concealed performers? use of tables? curtains? lighting? performers in narrative? dialogue? time limit?)
8. Students will then perform their puppetry pieces for the class.

Extension version for older or gifted & talented students:

1. Students can write up an "Apples and Onions" report. (Apples being things they witnessed during the performances that they liked, or thought were clever ideas, and Onions being things that they didn't understand or may need more work.)
2. Exploring different social stories/situations and presenting them in short puppetry pieces.
3. What fruit/veggies would represent this type of character? (e.g. Villain, Hero, mischievous etc.) Why does that fruit/veggie suit that type of character?

CREDITS

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