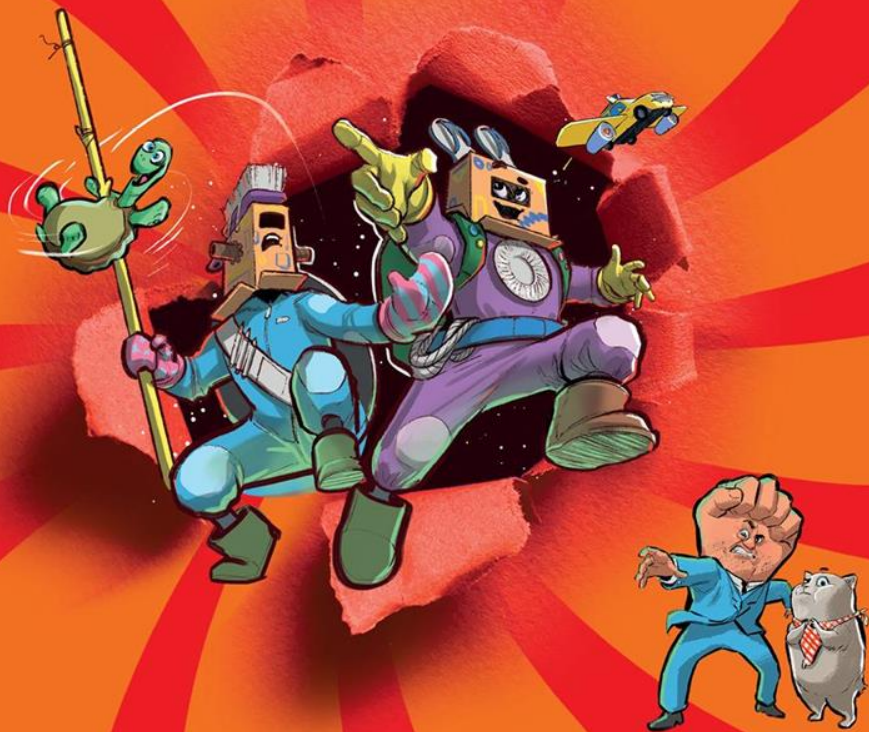




YOU & ME and The Land of Lost Things

Creative Learning
Teacher Resource



THE LAND OF LOST THINGS

Contents

- **Subjects:** English, Drama, Visual Arts
- **General capabilities and cross-curriculum priorities:** Literacy, Critical and Creative Thinking, and Personal and Social Capability
- **Age Group:** Aimed at Primary School students from Kindergarten to Year 6
- **Genre:** A live, interactive theatrical comedy based on the picture book by Andy Griffiths, using audience participation and playful performance
- **Themes:** Key themes include imagination, adventure, teamwork, creative problem-solving, friendship, identity, and the humour of getting lost and finding your way back

Illustrator Bill Hope and Author Andy Griffiths behind the scenes in rehearsal.
Photograph courtesy CDP Theatre Producers



Performance Overview

YOU and ME appear backlit, in a cloud of smoke, dressed in home-made adventure suits, with cardboard box helmets, like astronauts about to board a spaceship.

Journey through a wildly imaginative adventure in the colourful, curious world of *The Land of Lost Things*. Guided by the playful narration of “You” and “Me,” students are drawn into a fast-paced journey of unlikely characters, mysterious landscapes, and hilarious challenges.

On stage, professional actors bring Andy Griffiths’ words to life with physical comedy, clever props, and a spirit of fun that invites the audience to be part of the story. With talking books, pirate rabbits, snapping turtles, and missing socks, this energetic performance celebrates creativity, silliness, and the joy of storytelling.

The play uses direct address, humorous dialogue, visual surprises, and audience engagement to make students feel like they’re co-adventurers in the story. Ideal for school groups, this production encourages curiosity, connection, and laughter – reminding us that getting lost can sometimes lead to the best discoveries.



YOU & ME and The Land of Lost Things, Illustrations by Bill Hope. Images courtesy of the artist and CDP Theatre Producers.

What to expect during the performance

The Land of Lost Things is a fast-paced, theatrical adventure that draws students directly into the story using humour, interaction, and visual storytelling. It brings Andy Griffiths' imaginative world to life through energetic performances, whimsical design, and playful narration.

There is a mix of spoken word, audience engagement, and visual comedy. Students will meet a range of quirky characters and travel through ever-changing landscapes – all performed by a cast of skilled actors.

Teachers and students can expect:

- A fun, vibrant atmosphere that invites student laughter and participation
- Accessible storytelling with a clear narrative and visual cues
- A supportive environment where students can respond vocally and physically if they choose
- Anything but a 'quiet, sit-back-and-watch' performance – it is a shared adventure that encourages students to imagine, engage, and become part of the *Land of Lost Things*.

What to expect in the performance

Lighting

- The performance uses standard theatre lighting with occasional changes in brightness and colour.
- Lighting is used to shift scenes and enhance action, always at a comfortable level.

Seating

- Students will sit in regular theatre seats.
- They are welcome to respond vocally or with laughter, but no movement through the audience space is required.
- Teachers may request accessible seating where required.

Music and Sound

- The show includes sound effects and music that support the action.
- Volume is moderate and used for comic and dramatic effect.
- Expect silly voices, action sounds, and musical cues to bring the story to life.

Performance

- A small group of actors perform multiple roles using props, movement, and direct address.
- The story follows “You” and “Me” as they search for a lucky rabbit’s foot in a world of lost things.
- Performers speak directly to the audience, inviting them to imagine and respond.

Audience interaction

- The audience is part of the experience, with actors addressing them as fellow adventurers.
- Participation is encouraged through laughter, reactions, and imagination—but is always optional.

Post-show experience

- Students will be able to ask the performers questions following the performance
- Teachers are encouraged to explore curriculum-linked classroom activities before and after the show.

CDP Theatre Producers

CDP Theatre Producers is an independent theatre production house and touring company with an unsurpassed track record for developing new productions, putting ideas into action and for producing some of the best theatrical entertainment in Australia. CDP was recently described by Melbourne's The Age as "a reliable and prolific source of high-quality children's theatre".

In 2022, CDP received a PAC Australia Impact Award, for sector-wide support and contributions to safely reactivating touring throughout the pandemic.

Renowned for their touring expertise, CDP's productions are seen in theatres throughout Australia and New Zealand, in capital cities as well as in metropolitan, regional and remote communities. They also tour internationally including to Singapore, Hong Kong, Mainland China, the Middle East, Europe and the USA.



Glossary

An introduction to YOU & ME and *The Land of Lost Things*

Adventure: A fun and exciting journey. In this show, "You" and "Me" go on a wild adventure through a land full of strange and silly things.

Lost: When something is missing or can't be found. Many of the characters and objects in this show are lost – even a rabbit's foot!

Narrator: The person who tells the story. In this play, the narrator includes the audience by saying "You" and "Me."

Imagination: The power to make up pictures and stories in your mind. This story is full of imaginary characters and places.

Quirky: Something that is fun, unusual, or a bit strange – in a good way! Many characters in the show are quirky.

Pirate: A funny and sneaky sailor looking for treasure. In this play, there's even a pirate rabbit!

Prop: An object used on stage to help tell the story. For example, a spoon might become a sword.

Freeze Frame: A drama game where everyone pauses in place like a photo to show a big moment in the story.

Skits: Short, funny performances that tell a story quickly.

Set: The stage and the things on it that show where the story takes place. In this show, the set helps create the *Land of Lost Things*.

Soundscape: A mix of sounds used to create a feeling or place. You might hear things like waves, snapping turtles, or a flying sock!

Creative Problem-Solving: Finding smart or silly ways to fix problems. In the show, the characters solve problems together using their imagination.

Audience Participation: When the audience gets to join in the fun – like talking back, laughing, or helping with the story.

Activities in the classroom



Pre- and post-show activities for English

Pre-Show Activities

Lost and Found - Personal Recount Writing:

Have students write about a time they lost something important to them. Prompt them with the following questions:

- How did you feel?
- What happened next?
- Did you find it again?

Character Clues: Describe or read aloud some characters from the book/show (e.g. the pirate rabbit, the bull who's lost its temper). Students predict what these characters look like, sound like, and how they might behave, then draw them.

Adventure Reading Buddies: Pair students to read the first few pages of the book together. Ask them to highlight any unusual or funny descriptions and talk about how the use of "You" and "Me" changes how they connect to the story.



Post-Show Activities

Create Your Own Adventure Chapter: Write a new chapter beginning with: "Hey! Remember when we got lost in the Land of ...?"

Have students use the completed prompt to create wild settings and silly characters in the style of the book/play.

The Adventurer's Code – Writing Task: Have students complete their own code of adventuring, including: Name, Preferred mode of travel, Values (e.g. kindness, curiosity), A pledge for future missions

Class Discussion: Hold a class discussion where students share:

- How did YOU feel being part of the story?
- Why do you think the narrator uses the word "you"?
- What was the silliest thing that happened in the show?

Pre- and post-show activities for Drama

Pre-Show Activities

Adventure Suit Role Play: Have Students design and act out scenes wearing imaginary “Adventure Suits” made from everyday materials (e.g. sock-jetpacks, feather parachutes). Practice entering a room dramatically in character!

Lost Object Roleplay: Place random items (e.g. sock, spoon, key) in a “lost pile.” Students choose one and act out a short skit about how that object ended up in the Land of Lost Things.

Freeze Frames of Adventure Moments:

Students work in small groups to create freeze frames of imagined scenes:

- Finding the rabbit's foot
- Escaping the snapping turtles
- Riding the flying-sock-powered adventure bath



Post-Show Activities

“You and Me” Skits: In pairs, students write and perform a 1-minute skit featuring “You” and “Me” on a mini adventure with one lost object and one challenge.

Improv Games: Things You’ve Lost: Using the prompt “You’ve just found something lost! But it talks! What does it say?” Play quick-fire improv games using found or made-up objects.

Sound and Movement Adventure: Students create a sound-and-movement scene (no words) where they journey through a strange part of the Land of Lost Things. Focus on group timing and expressive action.

Pre- and post-show activities for Visual Arts

Pre-Show Activities

Design Your Adventure Suit:

Have students illustrate or build their own “Adventure Suit” using materials like cardboard, string, foil, and labels. Encourage imaginative features (e.g. “Toast Launcher” or “Glove Compasses”).

Create a Portrait of “You”: Based on how YOU are represented in the book/show, students draw or collage their version of themselves as the main character – an adventurer in the *Land of Lost Things*.

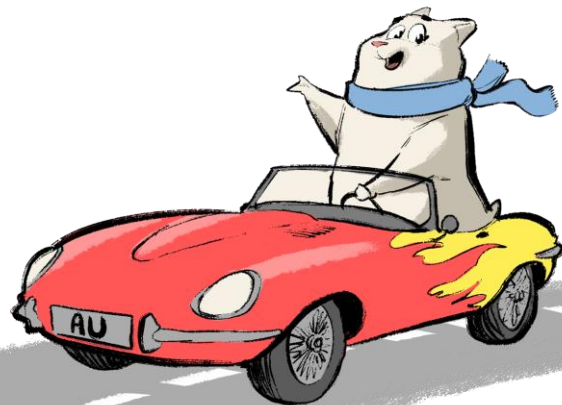
Post-Show Activities

Map the Land of Lost Things: Have students create their own illustrated map of the *Land of Lost Things*. Include volcanoes, towers of missing socks, the ‘Lost Foot Empawrium’, or a shoe-shaped mountain.

Adventure Badge Design: Have students create their own Adventurer ID Badge with their name, favourite mode of transport, and a symbol or animal that represents them.

Comic Panel – Scene from the Show:

Have students draw a 3–4 panel comic strip capturing their favourite moment from the play. Include dialogue, sound effects, and facial expressions.



Curriculum links and resources



Curriculum Links

Connecting with the classroom

English

- **Early Stage 1:**
ENE-OLC-01 communicates effectively by using interpersonal conventions and language with familiar peers and adults
- **Stage 1:**
EN1-OLC-01 communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions
- **Stage 2:**
EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts
- **Stage 3:**
EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts

Creative Arts (Drama)

- **Early Stage 1:**
DRAES1.4 Responds to dramatic experiences
- **Stage 1:**
DRAS1.4 Appreciates dramatic work during the making of their own drama and the drama of others
- **Stage 2:**
DRAS2.4 Responds to, and interprets drama experiences and performances
- **Stage 3:**
DRAS3.4 Responds critically to a range of drama works and performance styles.

Curriculum Links

Connecting with the classroom

Creative Arts (Visual Arts)

- **Early Stage 1:**
VAES1.3 Recognises some of the qualities of different artworks and begins to realise that artists make artworks.
- **Stage 1:**
VAS1.3 Realises what artists do, who they are and what they make.
- **Stage 2:**
VAS2.3 Acknowledges that artists make artworks for different reasons and that various interpretations are possible
- **Stage 3:**
VAS3.3 Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.



Resources

More about the Sydney Opera House

Sydney Opera House: Our Story

- <https://www.sydneyoperahouse.com/our-story>

How we work – strategic plans and programs

- <https://www.sydneyoperahouse.com/about-us/how-we-work>

Community projects

- <https://www.sydneyoperahouse.com/about-us/in-the-community>

Careers and opportunities

- <https://www.sydneyoperahouse.com/about-us/careers-and-other-opportunities>

Creative Learning resources

- <https://www.sydneyoperahouse.com/learn/teachers-and-students/classroom-resources>

Get in touch

Got questions? Contact us with any enquiries about our education programs for schools via phone or email.

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With thanks to CDP Theatre Company and Christine Hyunh.

