

PATCH

gravity &
other myths



I wish... Education Resource



Welcome to I Wish...

From the directors



Geoff Cobham
Artistic Director, Patch Theatre

The events of 2020 led to more arts companies sharing knowledge and resources. Usually we spend a lot of time touring around Australia and the world, but this time gave us a chance to be home in Adelaide and develop new work together.

We wanted to explore and celebrate the similarities and differences in humans. Genetically we're 99.9% the same, yet our differences are what makes each of us an individual. Differences define our personalities and should be embraced. As we worked together on this show, we realised that similarities and differences are also the perfect recipe for collaboration. Bringing together the talents of individuals from both Patch and GOM, we ended up with a community of creative people sharing their 'secret ingredients' to produce the show. It's been a lot of work but a lot of fun!



Darcy Grant
Artistic Director, Gravity & Other Myths

This show explores the notion that people are made up of lots of stuff: good stuff and bad stuff, happy and sad stuff, stinky, odd, boring, dangerous, funny, sparkling potions of stuff! But in amongst it all, every single person has a secret ingredient and we all need to figure out what our secret ingredient might be.

We take our audience through the process of navigating the rollercoaster of feelings and moods we have as human beings, and all the different personas an individual might have depending on who they're interacting with. We explore everything from the poignancy of loss, to complete contentment, to just being silly and having fun. There's also a healthy dose of humour through the one subject that causes guffaws and giggles in kids and adults alike... perhaps more so than any other human experience... farting!



Education Resource

Early Childhood & Primary

Introduction

Extend your theatre experience by exploring five themes central to *I Wish...*

Like the show itself, these themes are deeply connected to the concepts of **Belonging, Being, Becoming**, and **Play-based Learning**.

We believe that these ideas are not only essential to the the Early Years' Learning Framework, but also **valuable touchstones for creative and engaged learning at any age**.

Each themed section includes individual and group activities, discussion questions and a list of texts to explore.

Activities are framed as prompts rather than lesson plans so they may be **adapted or extended for students at different levels**.

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Curriculum Connections

Links to the Australian Curriculum and Early Years' Learning Framework are flagged in each themed section. This resource connects to 5 EYLF Learning Outcomes, 5 Australian Curriculum Learning Areas and 5 Australian Curriculum General Capabilities.

EYLF Learning Outcomes 1 · 2 · 3 · 4 · 5

English · Science · Humanities & Social Sciences · The Arts Health & Physical Education

General Capabilities



All the things you can be!

Wishes, Hopes and Dreams

The performers in *I Wish...* use their imaginations to explore all the things they could be – from an astronaut to a unicorn, and everything in between. They make wishes, share hopes for the future, and dream of having superpowers and going on adventures...



Reflect and Respond

What do you want to be right now?

What do you want to be when you grow up?

Can you change your mind? Can you be more than one thing?

What do you wish for?

Is there a difference between wishing, hoping, and dreaming?

When was the last time you made a wish?

How can you help a wish come true?

Activity Prompts

Create a paper mask representing something you want to be

Ask the grown-ups in your family what they wanted to be when they were kids. Do their answers surprise you?

Make up a story about a wish coming true

Find an object that represents something you wish for. Show it to a friend and see if they can guess your wish

Play a 'telephone game' whispering wishes around a circle. Do wishes have to be quiet and secret? Can they be bold and loud?

Wishing Traditions

Talk about special times and places to make a wish. Blowing out birthday candles, blowing off a dandelion's seeds, or blowing away stray eyelashes...

Why are wishes associated with breath and air?

Other traditions include snapping a wishbone or wishing on a shooting star.

Compare wishing traditions across different cultures and families. Then brainstorm a brand-new wishing tradition for your class.

"In our class, we make a wish when..."

Becoming

"When I grow up... I will be strong enough to carry all the heavy things you have to haul around with you when you're a grown-up..."
- Tim Minchin, *Matilda*

The kinds of things we can be

This is a naming, grouping and sorting activity which helps children spot **patterns** and use **language** to make sense of their world.

1. Ask children:

If you could be anything in the whole world, what would you choose to be?

There is no wrong answer!

2. Prompt children to **write or draw** their answer on a sticky note.

3. Stick up all the answers, and ask children for their thoughts.

Are these all the same **kind** of thing?

4. Explain that you want to put their answers into groups.

But what groups should we have?

Children might suggest **humans and animals, superpowers and jobs, real and pretend...**

... or other unexpected categories.

5. Draw a box for each category. Ask children to **sort** the sticky notes into each group.

Are there some answers that don't fit any group?

Are there some that fit more than one group?

6. **Count and compare** the categories together.

Which group is biggest?

Why do you think that might that be?

7. Mix up the notes and try some new categories.

What happens if you try descriptive, open-ended categories like...

big things and small things, loud things and quiet things, funny things and weird things ... ?

EYLF Learning Outcomes 1 · 2 · 4 · 5

English · Humanities & Social Sciences · The Arts

General Capabilities

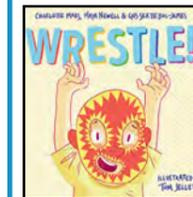


Read & Watch



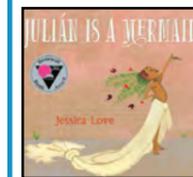
Wish: Wishing Traditions Around the World

Elisa Kleven & Roseanne Thong
The many ways to make a wish wherever home may be!



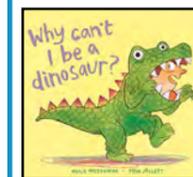
Wrestle!

Maya Newell, Charlotte Mars, Gus Skattebol-James, Tom Jellett
Gus wants to be a wrestler, but his Mums don't like fighting. Can he show them that there's more to wrestling than violence and scary faces?



Julian is a Mermaid

Jessica Love
When Julian sees a trio of dazzling dressed-up ladies on the train, he can't wait to make his own costume and be a fabulous mermaid too!



Why can't I be a Dinosaur?

Kylie Westaway & Tom Jellett
"Today is Aunt Daisy's wedding," said Mum. "And Nellie, you're the flower girl, remember?"
"But I can't be a flower girl today," I said. "I'm a dinosaur."

Full of feelings

Emotions, Sensations and Moods

There are a lot of strong feelings in *I Wish...!*

Feelings can be a powerful force, but they aren't always fun. It's okay to have big feelings and to talk about them.

Can we give names to our feelings and learn more about them together?



Reflect and Respond

Are there such things as good and bad feelings?

Can "bad" feelings be helpful? How?

Is there a difference between an emotion, a sensation and a mood?

How long do feelings last?

What can you do with a nice feeling? What can you do with an uncomfortable feeling?

How can you tell what someone else is feeling?

When might you hide your feelings? When do you show them?

Activity Prompts

Guess the Feeling

How do people show feelings in their faces, their bodies and their behaviour? Take turns playing 'Feelings Charades' acting out different emotions without using words.

List all the different feelings you saw in *I Wish...*, then think of some more feelings that weren't in the show.

Write each feeling on a sticky note and put them in different categories:

- Big / Small
- Nice / Uncomfortable
- Emotions / Sensations / Moods

Big Feelings Barometer

by Evie Barrow and Scribble Kids' Books

1. Read the picture book *HOWL* by Kat Patrick and Evie Barrow (*Scribble*, 2020)

What **big feelings** does Maggie experience in *HOWL*?

Can you think of some feeling words of your own?

3. Choose 7 **big feeling words** and select **matching colours**

2. **Download and print** the template pages

4. Follow the activity instructions to create your own Big Feelings Barometer to show **how you feel each day**

Being

"I'm so angry I'll jump up and down
Roll on the ground...
Make giants run. Terrify the sun
Turn the sky red
And then go to bed."
- Michael Rosen, *I am Angry*

What are we afraid of?

Listening to & learning about fear

We are all afraid of something.

For some it's spiders or heights, for others it may be the dark, new situations, or not fitting in.

Fear is a useful emotion: it warns us about possible danger.

Acrobats and dancers have to deal with many different fears. Fear tells them to be careful when they are flipping and leaping over a hard stage!

Sometimes it's good to listen to fear and **make a safe choice.**

At other times, we may not be in real danger and we can **face or overcome our fears.**

But how do you decide? And what helps you to **feel brave** and try something new?

Adapted from the resource **Fear & Confidence Building** from **Gravity & Other Myths**

Think about the performance you saw of *I Wish...*

What were some moments when you think the performers might have felt **afraid**?

What do you think might have helped them to **feel brave** and perform despite their fear?

The Science of Scary Things

As a group, brainstorm **things that are scary.** Then select two things for the whole class to **study and learn** about: e.g., the physics of thunder and lightning, the biology of sharks. Things often feel less frightening when you **understand** them better!

Draw something you are afraid of. Then draw yourself much bigger than the fear!

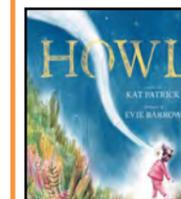
EYLF Learning Outcomes 1 · 2 · 3 · 4

English · Science · Humanities & Social Sciences · The Arts

General Capabilities

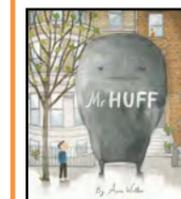


Read & Watch



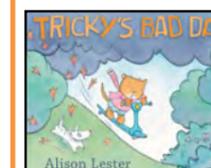
HOWL

Kat Patrick & Evie Barrow
Maggie began to have wolfish thoughts...
A heartfelt tale of big feelings, family love and self-expression.



Mr Huff

Anna Walker
Mr Huff is following Bill around and making everything difficult. Bill tries to get rid of him, but Mr Huff just gets bigger and bigger!



Tricky's Bad Day

Alison Lester
Poor Tricky! Nothing is going right for him. Milk spills, pyjama buttons won't work and his little sister wrecks their game. Then Dad has an idea...



Inside Out

Disney Pixar
When Riley moves to a new city, her emotions team up to help her. Joy tries to stay in charge, but perhaps Sadness can help Riley, too...

People are made of stuff...

Identity, Difference and Individuality

People are made of stuff: good stuff and bad stuff, happy and sad stuff, stinky, odd, boring, dangerous, funny, sparkling potions of stuff. The four performers in *I Wish...* are all made up of different stuff - what are **you** made of?



Reflect and Respond

What are some ways that the performers in *I Wish...* are **different** from each other?

Did they always **get along**? Were they always kind to one another?

How are you **similar** to your friends... and how are you different?

What are three words that **describe** you?

What are some things about yourself that you are **proud** of?

Are you **different** when you are **at school** compared to **at home**?

Activity Prompts

Stand up if...

This exercise uses concrete yes/no thinking

Starting seated, give a prompt such as: *"Stand up if you like icecream more than cake"*.

Everyone who agrees stands up. Discuss the group response, then reset to sitting. Repeat with more prompts, taking turns.

Constellations

Everyone moves slowly around the room like a planet in space. Give prompts to stop and form 'constellations':

"Place your hand on the shoulder of a person you know well" or "who has a skill you'd like to learn," etc.

Vote with your Feet

This exercise allows a spectrum of opinion

Two chairs are placed apart to represent 'Strongly Agree' and 'Strongly Disagree'. Children respond to different statements (*"I am confident and brave" "There should be no school uniform"*) by choosing where to stand between the chairs. Discuss the choices made and allow a chance to reshuffle.

Story of my Name

What do names tell us? Are they important or not? In pairs, take turns telling a true or invented story about your first, middle or last name.

Belonging

*"Consider yourself... at home!
Consider yourself
One of the family.
We've taken to you so strong,
It's clear we're going to get along"*
- Lionel Bart, *Oliver!*

A Recipe for Me

This is a language exercise inviting children to **creatively express their own identity** in the form of a recipe. It can be adapted or extended for different ages.

1. Start by discussing what a **recipe** is. Show examples and ask children about cookbooks they have seen and times they have helped in the kitchen.

2. Next, ask each child to create a **list of words that describe who they are**. This can include personality traits, things they like to do, or cultural and family roles. (*Big sister, little brother...*)

3. Now invite children to **turn their list of words into a recipe**. Recipes can be written, spoken, or a combination of drawing and writing, depending on the group.

Share and compare your recipes... Which ingredients are common in your class?

Recipe Structure

Title

"A recipe for Scrambled Courteney"

List of Ingredients & Measurements

"3 teaspoons sense of humour"

Cooking Directions

"Pour the silliness into the kindness and mix well"

Serving Suggestions

"Best served on a sunny day at the beach"

People also have **secret ingredients...** What could your secret ingredient be?

Activities on pages 8 and 9 are available online from [the University of Texas Drama-Based Instruction](#)

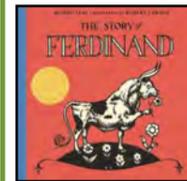
EYLF Learning Outcomes 1 · 2 · 3 · 4 · 5

English · Humanities & Social Sciences · The Arts

General Capabilities



Read & Watch



The Story of Ferdinand

Munro Leaf

While all the other little bulls run, jump, and butt their heads together, Ferdinand would rather sit under his favourite cork tree and smell the flowers.



All the Ways to be Smart

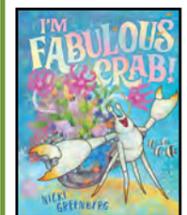
Davina Bell & Allison Colpoys
Smart is not just ticks and crosses, smart is building boats from boxes...



We love you, Magoo!

Briony Stewart

Magoo has his own ideas about what a dog should do. But there are so many rules! So many things a dog can't do, so many times to say "NO, Magoo!"



I'm Fabulous Crab!

Nicki Greenberg

Henry the hermit crab is done with his dull life. He wants glamour and drama! He wants dazzle and splash!

Lift, leap, twist and groove

Movement, Acrobatics and Dance

Physical Theatre is a kind of performance where **movement** is more important than words. The performers in *I Wish...* are dancers and acrobats. They tell stories and express feelings and ideas with their bodies!



Reflect and Respond

Can you name five different ways the performers moved in *I Wish...* ?

What are some of your favourite ways to move your body?

When does your body felt **strong**? When does it feel loose and **playful**?

What's something new that you've **learned to do** in the last year?

What physical skill would you most like to **learn**?

What kinds of music make you want to **dance**?

Activity Prompts

Yes, Let's!

Stand in a circle with room to move. Take turns suggesting an action: "Let's jump up and down!" The group calls back "Yes, let's!" and everyone performs the action.

Try this game with music playing!

Builds confidence, spatial awareness and group rapport

Knots

Start in a circle. Everyone puts both hands in the middle and grasps two other people's hands. Work together to untangle the knot of people without anyone letting go!

Dancing Puppet

Use glow sticks to **make** a dancing, prancing glow-in-the-dark stick figure puppet

Balloon Dance

Play some music and get everybody dancing.

Then add in a balloon!

Bop the balloon around and keep it in the air while you dance.

If the balloon touches the ground, the group stops. The last person to touch the balloon has to do a **dance solo** before you start again.

How many balloons can you keep in the air?

Play-based Learning

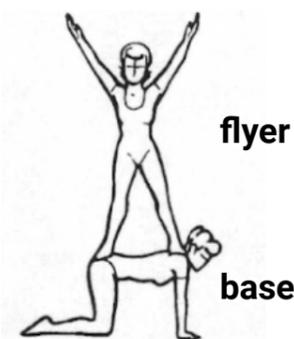
"As long as you're dancing, you can break the rules. Sometimes breaking the rules is just extending the rules. Sometimes there are no rules."
- Mary Oliver,
Three Things to Remember

Amazing Acrobatics

Acrobatics is the art of **jumping, tumbling and balancing**. People have been performing acrobatics all around the world for thousands of years.

There are many kinds of acrobats, from **circus performers** on the flying trapeze to **acro gymnasts** competing for international glory.

Acrobats often **work together** in pairs and groups: lifting, climbing and balancing to create spectacular human towers and pyramids.



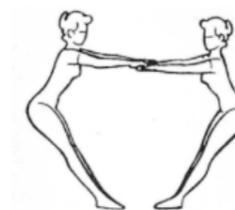
The person on the bottom is called a **base**. The person on the top is called a **flyer**.

Why do you think they chose these names?

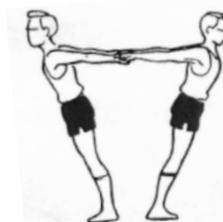
Did you see anybody 'fly' in *I Wish...* ?

Partner Balancing

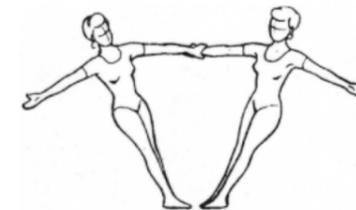
Split into pairs with space to move and try these balance exercises:



1. facing each other



2. facing away



3. side by side

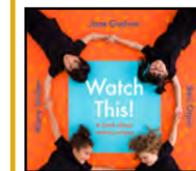
EYLF Learning Outcomes 1 · 2 · 3 · 4 · 5

Humanities & Social Sciences · The Arts · Health & PE

General Capabilities



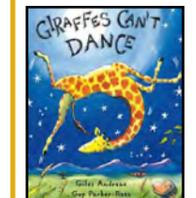
Read & Watch



Watch This!

Jane Godwin, Beci Orpin & Hilary Walker

Can you make a circle with your arms or a triangle with your fingers? A playful celebration of movement, energy, pattern, colour and shape!



Giraffes Can't Dance

Giles Andreae & Guy Parker-Rees
Gerald the giraffe would love to join the Jungle Dance, but everyone knows giraffes can't dance... or can they?



Move like a Monster

Robin Tatlow-Lord for the Art Gallery of South Australia
How would you move if you had tentacles? How about claws or wings? Every body moves in its own special way!



Teaching Beginning Tumbling

Nomads with a Purpose: Adventure Travel Family
Learn to do handstands, cartwheels, roundoffs and other gymnastics fundamentals with Tatiana and Jiraiya, and their Dad, Coach Victor.

Rainbows and road signs

Exploring Colour

Colour is everywhere and every colour has a thousand different shades and meanings.

In *I Wish...* the stage is alive with colour and light - and the performers use colour to express their personalities and share their feelings. What does colour mean to you?



Reflect and Respond

What colour were you assigned when you entered the theatre?

What do you think it might mean?

Is there a different colour you would have preferred? Why?

What colour do you feel like today?

Do you have a favourite colour or does it change?

Do colours have different feelings? Do you think everyone agrees on these feelings?

Activity Prompts

Brainstorm the things you associate with your favourite colour

Draw a *monochrome* picture using different materials in a single colour (green pencils, textas, crayons, etc)

Choose one colour and **research** its meaning throughout history, culture and art

Notice the colours on traffic lights and road signs. Why do you think those colours were chosen? Are they the same all over the world?

Have a colour **dressup day** where everyone wears just one colour... then stand in a rainbow!

Collecting Colour

- **Paint** each cell of an egg carton a different colour. Search outdoors for a **natural treasure** to match each colour

- Collect every **object** you can find in your house or classroom in **one** colour. Arrange it all and take a photo!

Colour and Gender

Does liking certain colours make you a certain kind of person? Is this real or just something we are told?

Can pink be powerful and strong? Can blue be gentle and soft?

Explore and **discuss** the history of pink, blue and white clothing for babies and children.

Mixing Colour

Primary colours are the basic building blocks of colour. By mixing primary colours together you can make all the other colours!

Did you know that the primary colours of **light** are different from the primary colours for **painting**?

Investigate the **science of colour** with these hands-on experiments...



Mixing Pigment

The physical substance of colour (whether in plants, paint or printing ink) is called **pigment**.

The primary colours of pigment are **red, yellow and blue**.

Walking Water Rainbow

1. Place 6 clear plastic cups in a circle with the edges touching.
2. Half-fill every second cup with water. Add red food colouring to one, yellow to another and blue to the third.
3. Cut six strips of paper towel. Drape the strips between the cups in a circle. Each strip should hang in an empty cup on one side, and touch water on the other.
4. Over time you will see the water climb up the paper 'bridge' - mixing to create new colours in the empty cups!



Mixing Light

The purest form of colour is **light**. All the colour we see in the world is created by light rays bouncing around! The primary colours of light are **red, blue and green**.

Filtered Flashlights

1. You will need three small flashlights, coloured cellophane, rubber bands and a white wall.
2. Cover one flashlight with red cellophane, one with blue and one with green. Secure with rubber bands.
3. Darken the room, turn on the flashlights and shine them on a white wall.
4. Experiment with overlapping the light beams to mix new colours. What happens when you mix all three?

EYLF Learning Outcomes 1 · 2 · 4 · 5

English · Science · Humanities & Social Sciences · The Arts

General Capabilities



Read & Watch



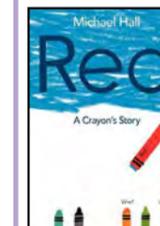
Professor Astro Cat's Atomic Adventure

Ben Newman & Dr Dominic Walliman
Learn about light and colour, energy, forces and the building blocks of the universe in a mind-blowing adventure through the world of physics!



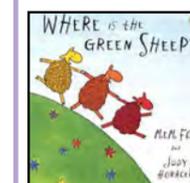
Mix it Up!

Hervé Tullet
Use your hand to mix up the colours. Smudge, rub, shake and have fun!



Red: A Crayon's Story

Michael Hall
Red has a bright red label, but he is, in fact, blue. His teacher, mother, and even the scissors try to help him be red. But Red is blue whatever they do!



Where is the Green Sheep?

Mem Fox & Judy Horacek
Here is the blue sheep, and here is the red sheep. Here is the bath sheep, and here is the bed sheep. But where is the green sheep?

Feelings on FACES



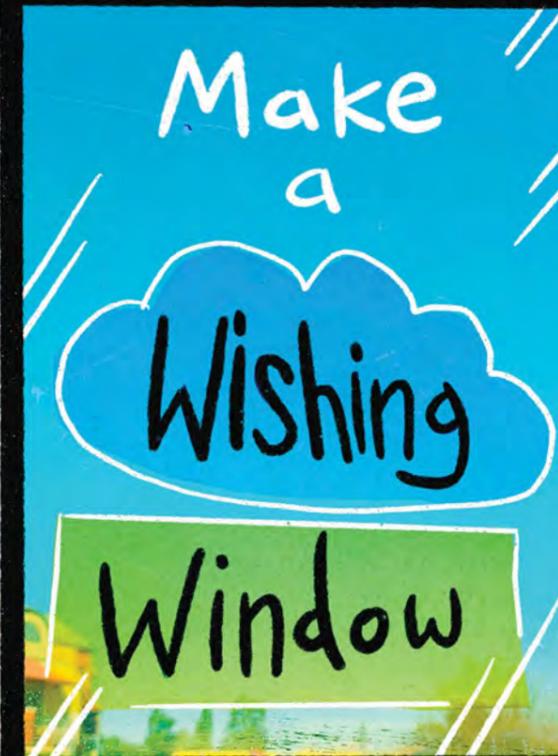
How do people show FEELINGS on their FACES?
Try drawing some different EXPRESSIONS...

HAPPY	ANGRY	SAD
SCARED	LAUGHING	CALM

What do you wish to BE?

What do you wish you could DO?

Make a wish for the world or for somebody you love...



What you need:

- Scissors
- Permanent markers
- Coloured cellophane
- A container for water
- Dish detergent
- A paint roller, sponge or chux

What to do:

1. Choose a window for your wishes
2. Cut the cellophane into pieces
3. Use permanent markers to write or draw your wishes on the cellophane pieces
4. Mix a strong, soapy solution of water and dish detergent
5. Apply the soap mix to the window
6. Stick your colourful wishes on the soapy window and see the light shine through!

Notes!

Tape cellophane to a table for easier writing

- Overlap your wishes to see the colours blend
- Look for colourful patches of reflected light on the walls!



I wish...

Creators / Directors

Geoff Cobham
Darcy Grant

Composers

Luke Smiles
Will Spartalis

Sound Design

Will Spartalis

Designer/Maker

Michelle 'Maddog' Delaney

Technical Designer

Alexander Hatchard

Costume Designer

Renate Henschke

Animation

Luku Kuku

Original Cast/Makers

Zoë Dunwoodie
Lisa Goldsworthy
Wakara Gondarra
Simon McClure

2024 Cast

Lisa Goldsworthy
Amanda Lee
Tommy Matthewman
Violetta Van Geysel

About Patch Theatre

Patch Theatre creates visually captivating performances for 4–8-year-olds, exploring how children see the world. Their works place children at the centre of the performance, promoting imagination, wonder and discovery.

Founded in South Australia in 1972, Patch has produced over 100 unique works and won countless awards. Patch performances have been presented across Australia and the globe, capturing the imaginations of children worldwide.

Education Resource

Robin Tatlow-Lord

Education Enquiries

patch@patchtheatre.org.au (08) 8470 0165

www.patchtheatre.org.au/i-wish

About Gravity and Other Myths

Gravity & Other Myths (GOM) are one of Australia's most acclaimed arts companies of the last decade; inspiring audiences, empowering artists and connecting communities worldwide.

Since GOM was founded in 2009, they have premiered eight acclaimed works presented in 37 countries to audiences in excess of 700,000; a testament to the experience of their leadership team and vision of their artists and key creatives.

