

PATCH

# WONDERVERSE

Education Resource



## Acknowledgement of Country

Patch Theatre acknowledges that we work, create and play on Kurna Yerta, the traditional lands of the Kurna people.

We respect their spiritual connection with their country and acknowledge the Kurna people as the Custodians of the Adelaide plains and surrounding regions.

We acknowledge cultural and heritage beliefs are still important to the living Kurna people today and pay our respects to Elders past and present.

Always was, always will be, Aboriginal land.

Throughout this document the term Aboriginal is used to refer to both Aboriginal and Torres Strait Islander people. We recognise the diversity of Aboriginal peoples, communities and cultures across Australia.

This page and front cover photo: Morgan Sette

# Welcome

*Wonderverse* is an interactive performance that engages children's imagination and reflects their wonder at the world. In *Wonderverse*, children are invited on stage to be part of the action. They are led by performers through a series of interactive spaces to participate in hands-on activities exploring light, music and the universe. This resource delves into these themes, providing activities, discussion questions and books to extend the show's learnings into your classroom.

*Wonderverse* was co-created by a group of talented artists, listed in the back of this resource. I would like to highlight the contributions of composer Elisha Umuhuri, member of Aboriginal hip-hop group DEM MOB and a Centre for Aboriginal Studies in Music alumni. Elisha wrote all the *Wonderverse* music, featuring Pitjantjatjara language and epic beats, and the soundtrack elevates the whole experience. This resource provides ways to continue engaging with songs by Elisha and other First Nations artists.

I trust that *Wonderverse* and these accompanying activities will bring you and your students joy and new discoveries.

**Geoff Cobham, Patch Theatre Artistic Director**



For printable worksheets  
and online resources visit  
[patchtheatre.org.au/learn](https://patchtheatre.org.au/learn)

## Curriculum Connections

### EYLF Learning Outcomes 1 2 3 4 5

- 1 Children have a strong sense of identity
- 2 Children are connected with and contribute to their world
- 3 Children have a strong sense of wellbeing
- 4 Children are confident and involved learners
- 5 Children are effective communicators

*The Early Years Learning Framework for Australia  
V2.0 2022*

### Learning Areas

English • Mathematics • Science • Humanities  
and Social Sciences • The Arts • Technologies •  
Health and Physical Education • Languages

### Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories  
and Culture • Asia and Australia's Engagement  
with Asia • Sustainability

### General Capabilities

Critical and Creative Thinking • Digital Literacy •  
Ethical Understanding • Intercultural Understanding  
• Literacy • Numeracy • Personal and Social Capability

*Australian Curriculum Version 9.0*



# SOUND AND MOVEMENT

## ACTIVITY

### Singing with Birds

In *Wonderverse* everybody sings to the fireflies, and they sing back. Try this with birds near you...

1. Sit outside and listen for birds singing.
2. Encourage children to copy the sounds they like – humming, singing or whistling. Listen while copying – perhaps the birds will respond?
3. Children can take turns making a bird call, while the rest of the group copy.

#### Explore more:

- Discuss why birds make sound and if the time of day, seasons or weather changes their calls.
- Divide into pairs and have a conversation in bird song.
- Suggest children listen to birds at home, singing back to them and sharing their experience with the group.

## REFLECT & RESPOND

### A Wonderverse of Music

The incredible music in *Wonderverse* was composed by Elisha Umuhuri, who hails from the Anangu Pitjantjatjara Yankunytjatjara (APY) Lands.

*“Being able to share song, dance and culture through music has always been a part of us, so to be able to do that in the theatre has been really cool. I’ve tried to implement a diverse variety of sounds, textures, percussion, and lots of ambient sounds to really set the scenes...”* – Elisha Umuhuri

Play this *Wonderverse* track and encourage everyone to move freely to the music. Invite them to change their movements when they hear a new sound. Take turns sharing a move for everyone to copy.

#### Explore more:

- Children can draw the music as they listen. *How can you draw the voices? What do the drum sounds look like in your imagination? What colours do you hear in the music?*

## ACTIVITY

### Exploring Movement

People moved through *Wonderverse* in different ways – slowly in the dark spaces, confidently from space to space, dancing and being still. Explore different ways of moving.

1. Have children stand up and spread out in the space. When you say ‘mountain’ children freeze to be as still as a mountain.
2. Call out different ways of moving, saying ‘mountain’ in between “Leap from cloud to cloud, walk on ice, float in space, dance on stage...”

As a group, make observations about how different people navigate the world – *Who likes to move fast? Who prefers moving slowly? Who likes to jump in and be part of the action? Who moves similarly to each other?*

#### EYLF Learning Outcomes

1 2 3 4 5

#### General Capabilities

Literacy • Critical & Creative Thinking  
Personal & Social Capability • Ethical Understanding  
• Intercultural Understanding

#### Learning Areas

English • Science • Humanities & Social Sciences  
Health & Physical Education • Technologies •  
The Arts

#### Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories



# IDENTITY AND BELONGING

## DISCUSS

### Music is Culture

In the *Wonderverse* soundtrack Elisha incorporates singing in Pitjantjatjara, one of the hundreds of First Nations languages in Australia. The lyrics are *Mara katu, Mara, Mara, katula* (Hands up, hands, hands, put them up) *Tjitji, tjitji, tjitji tjuta* (Kids, kids, all the kids).

Discuss why is it important to sing songs in language.

- How can singing help someone feel connected to their culture?
- How might it feel for someone to hear their traditional language in a song?
- Do you think songs are a good way to pass on knowledge?
- What do you think can happen if we don't sing or speak a language anymore?

Invite children to share the languages spoken in their family. *Do you know any words in languages other than English? Do you or your relatives speak another language at home? Do you have songs or words that have a special meaning in your family? How would you feel if these songs, words and languages were no longer used?*

#### Explore more:

Other songs in language include:

- Baker Boy's 'Meditjin' in Yolngu Matha
- Auntie Cherie Watkin's greeting song 'Niina Marni' in Kurna
- The Ripple Effect's 'The Little Crab' in Na-Kara

You can find more songs in the *Dhungala Choral Connection Song Book* written by Jessica Hitchcock and Deborah Cheetham Fraillon AO with children from around the country.



## ACTIVITY

### Connection Chain

*Wonderverse* encourages us to think about how big and wonderful the universe is, and how we can feel connected to it and each other. Celebrate how small connections can grow into something big and beautiful, just like a chain.

1. Hand out strips of paper to everyone and ask them to write or draw one thing they share with someone else in the group. For example: we both love to read / have curly hair / like pizza.
2. Next encourage children to share their strips, looking for someone who has written or drawn something they have in common.
3. Once a connection is found, link the strips of paper together. Continue until long chains are formed or experiment with creating a web-like chain to show the complexities of human connection.
4. Hang the chain in the room as a visual representation of the many ways people connect.
5. Discuss the little connections. *Do these make the group stronger? How might these connections grow over time?*

## ACTIVITY

### I Love...

1. Sitting in a circle, have children share something they love – their family, soccer, trees.
2. As a group, ask each child: *Tell us, tell us, what do you love?* The child responds by acting out what they love, while saying *I love...*
3. Invite other children who also love this to join in acting it out.

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#### Primary Learning Areas

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Technologies • The Arts

#### Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories



# THE UNIVERSE

## REFLECT & RESPOND

### Unravel the Universe

Invite children to share their thoughts on some of the big questions asked in *Wonderverse*: *What is light made of? What am I made of?*

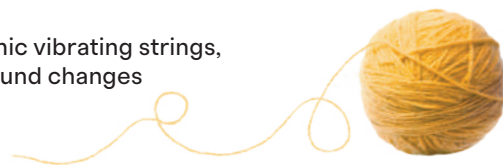
Could everything in the world be made of the same thing? String theory proposes that everything around us, and inside us, is made of tiny, invisible strands of energy that look like strings. These strings are always vibrating, with the frequency at which they vibrate determining what material they are.

Imagine all the things the world could be made of. *How would it feel, sound, or move?*

Sing or read 'The Paper Song' and create a paper universe by tearing, folding, and decorating paper into stars, planets, and shapes.

#### Explore more:

- Gather tactile materials and imagine how the world would feel if made of these.
- Create a world made of string.
- Stretch rubber bands over boxes to mimic vibrating strings, pluck the bands and explore how the sound changes with thickness, tension, and speed.



## REFLECT & RESPOND

### Wonder Wall

*Wonderverse* was made to fill you with wonder and awe, from the grand scale of the spaces, the interactive moments and the beauty of the lights and music.

*What is wonder? What is awe? What do they feel like? Can you think of things that have filled you with wonder or awe? Maybe an event, place, or something you saw or heard? It could be something huge and wonderfully overwhelming, or a tiny everyday moment...*

1. Encourage children to create a tiny picture of something that fills them with awe or wonder. Make it as small as possible!
2. Cut around each tiny picture and display everyone's pictures together to make a wonder wall.
3. Use a magnifying glass to have a closer look.



Keep the activity going by adding to the wall whenever someone has a moment of wonder or awe. Maybe it could keep going all year?

#### Explore more:

- Find out more about the drawings, share stories, and make connections. *How does sharing moments of awe and wonder make you feel? Who else shares your wonder? Could you work together to create a moment of awe or wonder for someone?*
- Experiment with sounds to make when feeling wonder or awe.



#### EYLF Learning Outcomes

1 2 3 4 5

#### General Capabilities

Literacy • Critical and Creative Thinking  
Personal and Social Capability

#### Primary Learning Areas

English • Science • Humanities & Social Sciences  
Technologies • The Arts



# LIGHT AND COLOUR

## ACTIVITY

### Make a Water Rainbow

*Wonderverse* is full of so much colour! Make a water rainbow and watch the colours glow in the sunlight.

1. Label seven jars, each with a colour of the rainbow – red, orange, yellow, green, blue, indigo and violet.
2. Fill the jars with water and put a few drops of red colouring in the red jar, a few drops of yellow in the yellow jar, and a few drops of blue in the blue jar.
3. Work together to figure out what combinations of colours you need to add to the other jars to make each colour.
4. Line jars up by a window in the sun so light can stream through and create a rainbow.

#### Explore more:

- Discuss rainbows children have seen. *Have you spotted a double rainbow? What was the weather like?*
- Imagine playing on a rainbow. Use bodies, sounds and words to share how it might feel.
- Collaborate to make up poems or songs celebrating the colours of the rainbow.
- Explore the rainbow further by looking at objects closely through the jars, finding items in the room to match the colour in each jar, or looking for the colours reflecting around the room.



Photo: Morgan Sette

## ACTIVITY

### Create a Night Sky

Inspired by *Wonderverse*, create a magical night sky on the ceiling using a torch and simple household objects.

1. Gather a torch and objects with shiny, reflective surfaces – perhaps a small mirror, foil, a colander, or a saucepan.
2. Encourage everyone to lie on the ground.
3. Turn the lights off and create a night sky by pointing the torch at objects and up to the ceiling.

#### Explore more:

- Experiment with the speed the torch is moving and how close it is to the object.
- Point and trace the light and shadows in the air.
- Introduce a prism to create a rainbow.
- Listen to nature sounds or sing songs about the night sky, perhaps Gina Williams' '[Djinda Djinda Kanangoor](#)' ('Twinkle, Twinkle, Little Star' in Noongar language from Ballardong Country).
- Share stories of night skies. *Where were you? How did it make you feel?*

#### EYLF Learning Outcomes

1 2 3 4 5

#### General Capabilities

Literacy • Numeracy • Critical and Creative Thinking

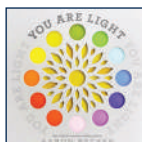
#### Primary Learning Areas

English • Science • Maths  
Humanities & Social Sciences  
Technologies • The Arts



# Wonderverse Book List

## Picture Books



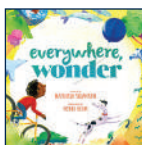
### **You Are Light** by Aaron Becker

A beautiful, simple ode to the magic of light, with a halo of bright cut out circles that glow when held up to the light.



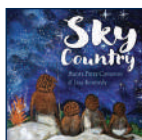
### **What Stars Are For** by Margeaux Davis

A beautiful story of a snail's search to discover why stars exist, and what they learn about friendship along the way.



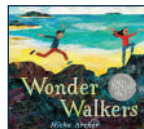
### **Everywhere, Wonder** by Matthew Swanson & Robbi Behr

A book about wonder-hunting, celebrating the grand wonders of the natural world, and the wonder of everyday moments.



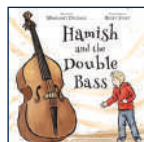
### **Sky Country** by Aunt Patsy Cameron & Lisa Kennedy

A story of stars and Country, this stunning book shares the story of two Ancestral beings from the Milky Way who create the Trouwerner (Tasmanian) landscape. Breathtaking illustrations, in English and traditional language.



### **Wonder Walkers** by Micha Archer & illustrated by Ana Osorio

Two curious children take a 'wonder walk', letting their imaginations soar as they notice and ask questions about the natural world.



### **Hamish and the Double Bass** by Marg Dougdale

A delightful story about what it feels like to make music with your friends, the excitement of going to a concert, the moment of anticipation before the music begins, and the wonderful, imagined places music can take you.



### **Brother Moon** by Maree McCarthy Yoelu & Samantha Fry

Beneath the dark sky of the Northern Territory, Hippy-Boy is captivated when Great-Grandpa Liman tells him a mysterious story about his brother and his connection to Country.

## Upper Primary



### **Marnie Midnight and the Moon Mystery** by Laura Ellen Anderson

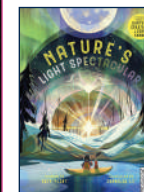
The story of a young moth named Marnie, who dreams of following the light all the way to the moon. Whilst attending Mini Beast Academy she and her new friends discover their teacher has a devious plan to destroy the moon, and it is up to them to stop him.



### **Wonderscape** by Jennifer Bell

An exhilarating time travel adventure where three friends find themselves lost in the year 2473 within the in-reality adventure game 'Wonderscape'. Trapped on a scientific research ship captained by Isaac Newton, they call on the help of some real-life historical figures to make their way home.

## Non-Fiction



Ages 4-8

### **Nature's Light Spectacular** by Katy Flint & illustrated by Cornelia Li

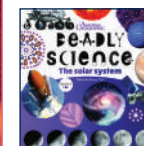
Explore twelve amazing natural light phenomena around the world, from glow worm caves and volcanic lightning to meteor showers and auroras.



Ages 8-12

### **The Firefly's Light: The Secret Inventors of Our Natural World** by Sarah Horne

An illustrated investigation into biomimicry, with twenty amazing examples of how inventors and scientists have copied innovations of the natural world.



Ages 8+

### **Deadly Science - The Solar System - Book 5** by Australian Geographic, edited by Corey Tutt

An exploration of the solar system from a First Nations Australians perspective, the first people to closely observe and note the movement of the planets and stars in space.





# Wonderverse Creatives

Many people were involved in making *Wonderverse* – meet the amazing team and check out what they do!

## CREATIVE TEAM

### Creators

The inventors of the show.

**Geoff Cobham & Michelle ‘Maddog’ Delaney** created the ideas and look of the show and led the team who help make the experience amazing.

**Zoë Barry** worked with Geoff and Maddog on finishing ideas and working out how the actors, audience and music combine.

**Edgell Junior Edgell** helped create and trial ideas to make the show.

### Composer

**Elisha Umuhuri** from DEM MOB wrote the music that you hear.

### Maker

**Jimmy Dodd** made the props and set that you and the performers use in the show.

### Technical Designers

**Alex Hatchard & Darian Tregenza** planned and built the lighting systems and combined them with sound to create exciting effects in the show.

### Costume Designer

**Sheri McCoy** ‘The Costume Creator’ designed and made the costumes that the performers wear.

## PERFORMERS



These people bring the show to life with their expressions and movement. They guide you through the installation, showing you the magical things inside.

## CREW

The people working behind the scenes during a performance.

### Stage Managers

Make sure the performers and crew are ready and everything is set up so the show runs smoothly and on time.

### Technicians



Control the sound and lights throughout the show.

## AUDIENCE



You! We couldn’t have an interactive show without an audience. By participating you become part of the show and your actions and reactions change what the other audience members experience.





[patchtheatre.org.au](http://patchtheatre.org.au)



Government of South Australia  
Arts South Australia



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