



GLOW & TELL

Education Resource

PATCH

Glow & Tell

***Glow & Tell* is a Spark in-school experience. Spark in-school workshops bring the magic of theatre straight to the classroom.**

From storytelling to scavenger hunts, performance provocations and dazzling light and technology-based learning, Spark inspires and engages students, prompting creativity while providing a live performance experience and innovative hands-on activities.

About *Glow & Tell*

Blending the magic of light and simplicity of storytelling, students are placed at the centre of this engaging interactive experience. Using UV light in a custom-built tent, the classroom is transformed into an intimate performance space where stories and imagined worlds come alive as glowing drawings appear on the walls and floor. Following the performance, students are invited to create and illustrate their own stories in glowing UV light.

Each *Glow & Tell* story is created by one of our artists who share unique stories exploring themes of family and culture. Our artists are Edgell Junior Edgell (Ni-Vanuatu), Evyenia Stefanidis (Greek) and Ayden Martin (Narungga).



Photo: Tony Lewis

Acknowledgement of Country

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

We acknowledge and pay respect to the Traditional Owners of the Country our work is presented on, and to all First Nations people and 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.

Education Resource

Welcome to Patch Theatre's *Glow & Tell* Education Resource, which contains a mix of activities suitable for pre and post show exploration. It has been designed specifically with the Early Years Framework and Australian Curriculum (R-3) in mind and curriculum and general capability links are provided.

These activities and prompts are open-ended, can be adapted for a range of learners and can be linked to multiple learning areas such as The Arts, Science, and Humanities & Social Sciences. Key themes and ideas from the show can be explored through discussion questions, art making, creative provocations, scientific investigations and literacy tasks. They can be used to inspire whole units of work, or simply to prepare children to make a stronger connection to the experience and to get as much as they can from performance.

Visit our website

For printable worksheets and online resources

patchtheatre.org.au/learn



Curriculum Connections

EYLF Learning Outcomes 1 2 4 5

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

Primary Learning Areas

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

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Culture

General Capabilities

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

LANGUAGE

DISCUSS

A conversation about where we are from

What country are the characters from and what language did you hear?

Do you have family from any of these countries?

Who here was born in another country?

Who has a parent or grandparent who was born in another country?

Is anyone here an Aboriginal Person and what does that mean to you?

How many people speak a language other than English?

Use a world map to visually connect children's names to the countries their families are from with string or wool. Reflect on the languages spoken, the distance travelled and the many different paths people have taken to be here.

Then, introduce the [AIATSIS Map of Aboriginal Australia](#) to explore the diversity of Aboriginal cultures. This map shows many different language groups and Nations that have existed for tens of thousands of years.

What do you notice about the map?

Did you know there are hundreds of Aboriginal cultural and language groups across Australia?

Why is it important to recognise the diversity among Aboriginal People?

DISCUSS

Nicknames

How many names can we think of that mean Mum, Dad, Grandma, and Grandpa?

Think of different names from different countries and cultures. How about nicknames?

Were there any nicknames used in the story? Do you have a nickname?

What is the point of a nickname?

ACTIVITY

A poem about nicknames

*When I was little I said 'Gobble-ga'
Because 'Grandma' was too tricky
My sister Katie said it too
And my brother Micky*

*Very quickly it spread throughout
Our family and our town
Now she's everybody's Gobble-ga
Because it's such a lovely sound!*

Individually, in pairs or as a whole class, children can write a short poem about how someone got their nickname. It could be you, a friend, a family member or a fictional character.

EYLF Learning Outcomes

1 2 4 5

General Capabilities

Literacy • Critical and Creative Thinking •
Personal and Social Capability •
Intercultural Understanding

Primary Learning Areas

English, Geography

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories
and Culture

VISUAL STORYTELLING

DISCUSS

A conversation about illustration

Why are pictures important in storytelling?

Can a story be a story with no words? What are some examples?

Can a story be a story with no pictures? What are some examples?

If you hear a story with no pictures, can you imagine the pictures in your mind?

In what other ways have you seen pictures used to tell stories?

Provide children with examples of stories without words and without pictures.

Also consider animations, podcasts, radio plays, film, paintings.

REFLECT & RESPOND

Storytelling using images

In *Glow & Tell*, simple pictures are used to illustrate the story as it unfolds. Can children make a different story using the same pictures? Ask them to draw or cut out pictures they remember from the performance and put them into a different order to see what stories can be made up. They could write the stories or speak them.

Group storytelling

Do this as a whole class, in small groups or in pairs. Collect a range of images that are different to the ones in the show and put them into categories: settings, objects and characters. Give each group one image from each category (e.g.: a clown, a hospital and a ukulele) and ask them to create a story using these as starting points.

ACTIVITY

Ask children to paint or draw their own artwork, using symbols to tell a story.

Consider

- Using paint, pencils, collage
- Co-creating it with a partner
- Will it be a simple story or a complex one?
- Will it be fiction or biographical?
- Remember that the symbols can represent people, animals, nature, landscapes and also modern things like a television, a chair, a bicycle and so on.
- Older students can write the story underneath.

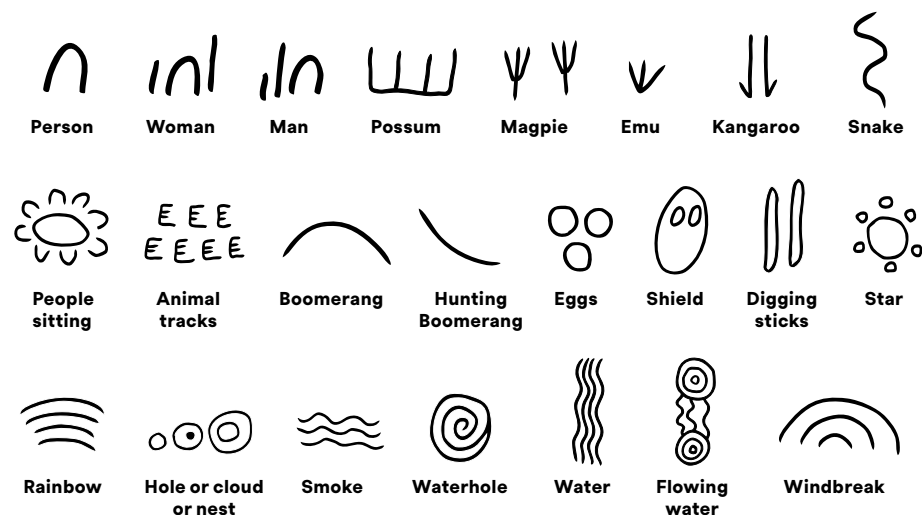
EXPLORE

Aboriginal Storytelling

Storytelling by Aboriginal People takes many forms - from oral traditions to visual symbols and performance. These rich knowledge-sharing traditions are a vital way of passing down cultural wisdom and maintaining deep connections to land, community and ancestors.

Across the world, every culture has its own unique way of telling stories. Storytelling takes many forms across cultures - some use writing like Greek myths and Egyptian hieroglyphs, while others share stories through performance like Japanese Kabuki, Hawaiian hula or Indonesian shadow puppetry. While methods may differ, storytelling everywhere serves a shared purpose - to help people make sense of the world, preserve identity and pass knowledge to future generations.

Show children a series of symbols from Aboriginal Art and a variety of Aboriginal artworks. Explore what a symbol is, what they might represent and discuss the artist's intention. Encourage the group to think about how our own experiences, cultures and beliefs can influence the way we interpret symbols and reflect on how deeply personal the meaning can be.



EYLF Learning Outcomes

1 2 4 5

General Capabilities

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

Primary Learning Areas

English, The Arts, Science, Humanities and Social Sciences

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Culture

A DAY IN A LIFE

REFLECT & RESPOND

What makes a day?

Glow & Tell tells the story of a day in the life of a character. Make a list of all the things that happened.

What time of the day was it when these things occurred?

Was it morning, afternoon or night?

Was it AM or PM?

Did these things happen at about 6.30am or 1pm or 6.15pm?

What made you think this?

ACTIVITY

Your day as a map

Make a map of a day you have had. It might be a school day, or a holiday or a special day like your birthday.

Consider

- What is the first thing you will do? What will be the last?
- Where will your journey start and end on your page?
- Think about how you can show travel, people, activities.
- Think about how you might show the beginning of the day and the end of the day?
- Try this activity without taking your pencil off the page.
- Try it on long piece of paper taped to the wall.
- You could draw things from a front on or birds eye perspective.

ACTIVITY

Your day as a ball

As the world turns a day is marked out and a full circle is tracked. *Glow & Tell* is told in a circle too, tracking a day in the life of a character around the walls. Can your class tell a story in a circular way?

Ask children to think about an amazing or interesting day they have had in their lives so far and come up with 4–8 things that happened on that day. Can they write or draw about those moments? These moments will create a story ball!

Pre-prepare some paper circles of about 12–15cm diameter. These can be pre-cut or children can cut them out. Using 4–8 each, children write and/or draw on each circle to tell a different part of their day. Fold each circle in half and glue them together in order. A string can be placed down the spine of the ball before gluing the last section on.

Consider

- Do children need to draft their ideas first or just go for it?
- Do they write words and illustrate or just use images to tell the story?
- Do they need lined or unlined paper?
- Can there be some science explored here regarding day and night and the rotation of the earth?



EYLF Learning Outcomes

1 2 4 5

General Capabilities

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

Primary Learning Areas

English • The Arts • Science • Numeracy

GLOW

ACTIVITY

Light Painting

Glow & Tell is told by creating glowing pictures that fade over time. The glowing images look magical inside the dark space.

Using a smart phone or camera on a steady tripod, you can capture images and writing created by moving a small torch or lights quickly through the air. Techniques vary depending on what technology you are using, so it is best to research this, but most methods are easy to achieve. See detailed instructions on the Patch website.

Photograph groups of children as they create abstract or literal images and words using a light. In groups they can create simple words or bigger artworks.

Consider

- The science of light, dark, movement and photography can be explored.
- The images can be printed and put into an order to tell a story.

Photo: Tony Lewis

EXPLORE

Glow in the dark

Brainstorm some of the things that glow in the dark – materials, animals, chemicals even some food! Older students can research what makes something glow.

Turn your classroom into an exhibition space by collecting as many glow-in-the-dark items as possible. Perhaps each child can bring something from home. Arrange them in an interesting way in a space that can be made completely dark! You can extend this idea by creating a performance using glow-in-the-dark characters or objects.

ACTIVITY

UV light and neon

Create a glow in the dark environment. Teachers will need to source some UV-A lights for this. There are a range of sizes and prices available. Find as many different neon materials as possible – paint, pipe-cleaners, yarn, oil pastels, markers, beads, paper and so on, to place under the lights.

Ask children 'How do things glow?' Allow them to use their imaginations – they are bound to have some genius suggestions. You can leave it here or let them research the facts.

Set up some experiments to see which materials work best.

Children can then create artworks – 2D or 3D using the most effective materials.

Display their creations using the UV-A light/s to make them GLOW!

Consider

- The class could co-create an exhibition with a theme such as a fantasy garden, or a world of monsters.
- A story could be created within this environment and performed for another class.

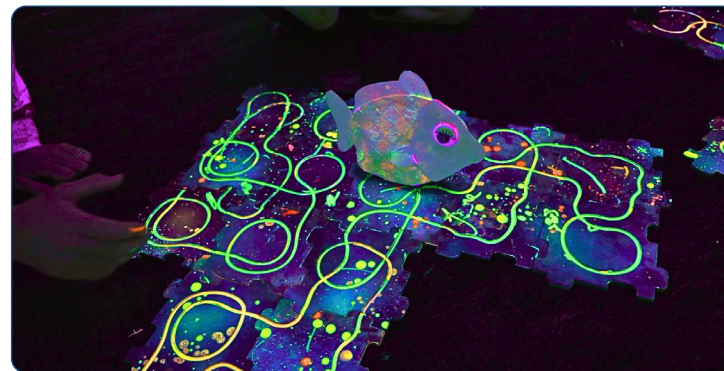


Photo:
Matt Byrne

EYLF Learning Outcomes

1 2 4 5

General Capabilities

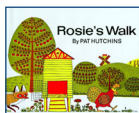
Literacy • Intercultural Understanding •
Personal and Social Capability •
Critical and Creative Thinking

Primary Learning Areas

English • The Arts • Science

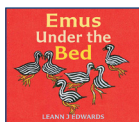
Glow & Tell Book List

Picture Books



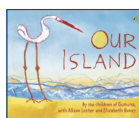
Rosie's Walk by Pat Hutchins

A day in the life of a hen on a farm. A seemingly ordinary day. Or is it? Told with few words.



Emus Under The Bed by Leann J Edwards

A little girl spends a day with her Auntie. What sort of things do they get up to in a day?



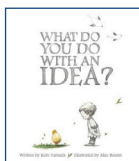
Our Island by the children of Gununa by Alison Lester and Elizabeth Honey

Join a group of children on an unforgettable adventure as they explore the wonders of their island home.



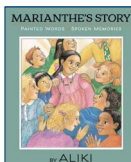
Sam's Bush Journey by Sally Morgan and Bronwyn Bancroft

A young boy learns about his people and his culture after taking a journey into the bush with his Grandmother.



What do you do with an idea? By Kobi Yamada and illustrated by Mae Besom

This is a story for anyone, at any age, who's ever had an idea.



Martianthe's Story by Alik

This semi-autobiographical picture book follows Marianthe, a Greek girl who doesn't understand English, as she starts school in the United States.



Tales of Brave and Brilliant Girls from the Greek Myths by Susanna Davidson & Rosie Dickins

and illustrated by Maxine Lee-Mackie, Josy Bloggs & Maribel Luchuga

Celebrating heroines from Circe to Psyche, from Athena to Artemis, through their adventurous tales. Illustrated book for ages 7+

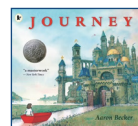
Online

First Languages Australia

Developed by First Languages Australia, Gambay is an interactive map that displays and promotes the diversity of Australia's Aboriginal languages.

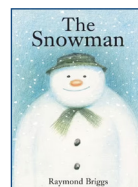
www.firstlanguages.org.au/gambay

Wordless Picture Books



Journey by Aaron Becker

A lonely girl draws a magic door on her bedroom wall and through it enters a world where wonder, adventure, and danger abound. The first in a trilogy.



The Snowman by Raymond Briggs

A little boy rushes out into the wintry day to build a snowman, which comes alive in his dreams that night.



Sunshine by Jan Ormerod

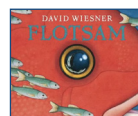
Experience the start of the day from the perspective of a young girl.



Flashlight by Lizi Boyd
What is going on outside? Is it dark? Is it scary? Not if you have your trusty flashlight! An exploration of night, nature and art.



Tuesday by David Wiesner
Tuesday tells the story of an extraordinary day. A Caldecott Medal book.



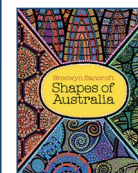
Flotsam by David Wiesner
A day at the beach becomes a wildly imaginative exploration of the mysteries of the deep.

Non-Fiction



The Walking Tree by Jill Macgregor

Including some Bislama language, this book follows a Ni-Vanuatu girl as she shows all of the ways the pandanus tree is used.



Shapes of Australia by Bronwyn Bancroft

A book about the connection between landscape, shapes and art by First Nations writer, Bronwyn Bancroft.

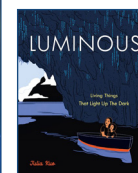


Nabanga Pikini by Pauline Grindley, translated by Anna Naupa. Illustrated by David Tovovur and Joseph John

A collection of Vanuatu custom stories adapted for children.



Glow by W.H Beck
Featuring biologists and photographers as they document animals that make their own light and explain how they do it and why!



Luminous: Living Things that Light Up the Night by Julia Juo

When it's dark out, we need light to see. But what if your body could make its own light?



The Science of Light
by Margaret Peo
This foundational science book will kindle curiosity in physical science and the natural world.

Meet the Glow & Tell cast



Evyenia Stefanidis

Creator & Performer

Evyenia “Nia” Stefanidis is a multidisciplinary Greek-Australian artist working on Kurna Country, Adelaide. She was a member of Slingsby’s Flying Squad, an ensemble which toured devised theatre, puppetry and interactive experiences across SA in 2022. Nia has performed in metropolitan, rural and regional communities, most recently as part of the 2023 Adelaide Festival selection *The River That Ran Uphill*.

For Patch Theatre, Nia has performed in productions of *Sea of Light*, *Wonderverse*, *Superluminal* and *Glow & Tell*.

Nia loves to sing, and enjoys writing songs of her own. Her wardrobe is full of colour, especially pink.



Edgell Junior Edgell

Creator & Performer

Edgell Junior is a proud Ni-Vanuatu man from Pentecost Island. From 2011–2019, Edgell was a core ensemble member of Vanuatu’s Wan Smolbag Theatre and from 2021–2023 he was a member of Slingsby’s Flying Squad creating and touring works across SA, most notably *The River That Ran Uphill*. Based on Edgell’s story of his experience and survival of cyclone Pam that devastated Vanuatu in 2015, *The River That Ran Uphill* premiered at the 2023 Adelaide Festival.

Edgell has also worked in film and stage production and as an assistant lighting designer. For Patch Theatre, Edgell has performed in *Sea of Light*, *Wonderverse*, *Superluminal*, *Little Amal* and *Glow & Tell*.

Edgell has 26 nieces and nephews and loves playing with them whenever he is back home in Vanuatu. He also loves listening to music, especially island reggae.



Ayden Martin

Creator & Performer

Ayden Martin is a Narungga man from South Australia. He works in the performing arts industry as a live production technician and part-time cultural performer with the Yellaka dance group.

Ayden, an Adelaide College of the Arts graduate, has advanced skills in live theatre and music. He has worked for large institutions, arts organisations, local government councils, art and music festivals, and emerging and established artists including Tandanya (National Aboriginal Cultural Institute), Balya Production, Mosaic Audio Visual, Yelleka, The Centre for Projection Arts and many more.

For Patch Theatre, Ayden has worked on *I Wish...* and *Glow & Tell*.

Ayden enjoys playing Aussie rules football and is excited about developing his career as a performer and technician.

About Patch

Patch Theatre has been making professional theatre for 4–8 year old children and their families from their home on Kurna Yerta in South Australia since 1972. Patch has produced over 115 unique works and performed to more than 2 million children around the world. Each year, Patch provide inspirational, design-rich theatre experiences to over 50,000 children.

After premiering new works in Adelaide, Patch tours extensively in regional South Australia and nationally each year. The company has performed in over 90 towns and cities around Australia, whilst internationally has completed over 30 tours in countries including the USA, Canada, Singapore, Korea, Japan, China, Hong Kong and New Zealand.

Education Enquiries

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Education resource writer: Astrid Pill

www.patchtheatre.org.au/spark-glow-and-tell

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Government of South Australia
Department for Education



Australian Government

