

PATCH



# ME & MY SHADOW

**Education Resource**

# Welcome

## The Hon. Lucy Hood MP, Minister for Education, Training and Skills

I'm delighted to welcome you to *Me & My Shadow*, a wonderful and captivating experience from Patch Theatre.

The Government of South Australia, through the Department for Education, is proud to support Patch Theatre in bringing extraordinary live performances to children across South Australia, regardless of geography or circumstance.

As part of our commitment to get children off screens, we are committed to helping young people find and follow their passion. I hope that this moment will not only be one of excitement for young theatre goers but spark curiosity and a lifelong appreciation for and engagement with the creative arts.

Patch Theatre's commitment to play-based learning and the principles of Belonging, Being and Becoming helps teachers embed creativity in the classroom and enriches children's learning through imagination, exploration and connection.

With many students experiencing performing arts for the first time through their school or preschool, it's wonderful to see you and your class joining Patch at the theatre.

Sit back and enjoy the show!

## Geoff Cobham, Patch Theatre Artistic Director

*Me & My Shadow* is a visual poem for children designed to explore the stages of friendship – from meeting someone new to building trust and discovering joy in shared play.

Through playful physical performance and the use of light, shadow and colours, children are invited to engage their imaginations and reflect on the world around them.

This enriching resource extends the show's themes into your classroom with activities designed to support creative thinking, social-emotional learning and inclusive practice.

Patch Theatre is part of the South Australian Youth Arts Collective, a group of Youth Arts organisation who are committed to providing meaningful arts experiences for children across the state. Together we have learned that schools are the primary avenue for youth arts and creative engagement in South Australia.

Moments in the theatre may be brief but their impact can last a lifetime by building creativity, confidence and resilience. Every child deserves access to these moments. Patch Theatre exists to make that possible, ensuring that creativity, imagination and wonder remain at the centre of childhood.

Thank you for joining us for *Me & My Shadow*.

## 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.



## 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*

### Primary 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*

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

# FRIENDSHIP

## ACTIVITY

### Bag of Friendship

In *Me & My Shadow*, a character makes friends with their shadow. *What do you like about your friends?*

1. Agree on some key ingredients for friendship, eg: trust, kindness and laughter.
2. Write a recipe for friendship with measurements for each ingredient, eg: 3 tsp trust, 4 tsp kindness and 1 tsp laughter.
3. Decorate paper bags with the theme of friendship.
4. Gather one bowl per friendship ingredient and label with friendship ingredient, eg: trust, kindness and laughter.
5. Fill each bowl with a different food, eg: jellybeans, grapes, pretzels.
6. Measure friendship ingredients into paper bags using the recipe to make a Bag of Friendship.

#### Explore more:

Create friendship time capsules in paper bags and open later in the school year to reflect on how friendships have grown.

## ACTIVITY

### Mirror Mates

In pairs, take turns making slow movements which the partner mirrors exactly, as though they are connected.

- Explore simple movements then whole-body movements and more complex sequences.
- Listen to music, consider how it feels and move to show different sensations.
- Discuss how it felt to work together. *How does it feel when someone moves with you? Does it feel funny, calm, connected?*

## DISCUSS

### What's Inside?

Watch the video about [Shadow Puppets](#) on the Patch website. Hand shadows can be surprising, and people can be too - you can't always know what someone is like from the outside alone.

1. In advance, prepare two or more parcels with different contents, eg: elaborately decorated items, stones, dried pasta, wrapped in different styles of paper.
2. Display parcels and discuss. *What do you think is inside? Why?*
3. Open one parcel together and explore the contents. *Were they right? What surprised them?*
4. Open other parcels. *Are they the same or different? Does everyone like what's on the inside? Can we always tell what's inside by the wrapping?*

Discuss the idea of fairness:

- *Does somebody's clothing, skin colour or hair colour tell us what they are like on the inside?*
- *Is it fair to guess what someone is like just by how they look?*
- *How can we get to know the real person inside?*

#### EYLF Learning Outcomes

1 2 3 4 5

#### General Capabilities

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

#### Primary Learning Areas

Mathematics • The Arts • Health and Physical Education

#### Cross-Curriculum Priorities

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

# CREATING WITH SHADOWS

## ACTIVITY

### Where Shadows Meet

Experiment outdoors to see how shadows meet and overlap.

- Carefully move across a sunny space without bumping shadows.
- Experiment with different movements. *Can you make your shadows hop, run or skip without bumping?*
- Discuss how we share space, friendship and teamwork.

#### Explore more:

Draw half of a silhouette in chalk, eg: half an animal, tree or person. Work together to create a shadow to trace and complete the missing halves.

## ACTIVITY

### Paper People

Create a visual representation of your family or group of friends:

1. Fold a piece of paper, accordion-fashion. The number of folds in the paper determines the number of people in the chain.
2. On the top piece of the folded paper, draw a person whose hands extend to touch the folds of the paper on each side.
3. Cut around the person, making sure not to cut where the hands meet the folds.
4. Open to reveal a chain of several people holding hands.
5. Shine a light on the paper people to see how their shadows join together. *Does the shadow chain look like they're holding hands, dancing, or helping each other?*
6. Discuss who the chain represents. *How are the shadow people connected? Do real people connect in similar ways?*

#### Explore more:

- Draw different expressions on each face.
- Rotate or tilt the chain of people. *Does the angle change the feeling of the shadow? Do they look calm, silly, spooky?*
- Move the chains together to create an even longer connected shadow. *How do things change when many groups join together?*

## EXPLORE

### Create Shadows

Set up a space to play with shadows.

1. Select a light source - use a single, strong light source such as a torch, desk lamp or LED spotlight.
2. Darken the room as much as possible.
3. Hang a plain sheet or use a blank wall for a shadow screen. Mark "shadow lines" on the floor so children know where to stand for best results.
4. Provide items for shadow play, eg: objects with holes (colanders, lace, netting), coloured cellophane, cardboard cut-outs.

#### Explore more:

1. Discuss language to describe shadows, eg: bigger/smaller, nearer/further, brighter/darker, sharp/blurred.
2. Invite predictions about light, distance and size, eg: *What do you think will happen if we move the torch closer?*
3. Play with the light:
  - Sharp shadow: Place the object close to the wall.
  - Blurry shadow: Move the object closer to the light.
  - Giant shadow: Move the object close to the light source.
  - Tiny shadow: Move the object closer to the wall.
  - Moving shadow: Encourage children to slowly walk or stretch while the light stays still.
  - Shadow duet: Use two torches and compare how each shadow changes.
  - Incorporate sound by moving your shadow in time with clapping. Experiment with both bright, energetic rhythms and slow, soft, gentle rhythms. *What does a long stretched shadow sound like?*

#### EYLF Learning Outcomes



#### General Capabilities

Critical and Creative Thinking • Personal and Social Capability

#### Primary Learning Areas

Science • The Arts • Technologies • Health and Physical Education

# PLACE AND BELONGING

## ACTIVITY

### Building a Shadow Village

Choose a sunny location or a space that can be darkened and lit with torches. Collaboratively create a village using recycled boxes and paper by adding one structure at a time.

- Connect to what is already there, eg: a neighbour, path linking two houses or a river that winds through the town.
- Describe additions, eg: this is a bridge to my friend's house.
- Create backstories. *Who lives in the building? How is this place taken care of? What special events take place here?*

#### Explore more:

- Experiment with light positions, incorporate coloured cellophane and discuss light and colour. *Are shadows always black? Could they have colours we can't see?*
- Discuss how the materials in the village can be recycled. *How does recycling take care of where we live?*
- Brainstorm ideas to reuse the materials again before recycling, eg: marble runs, musical instruments, Rube Goldberg machines, biodegradable compost bins.

## ACTIVITY

### Paper Bag Creations

In *Me & My Shadow* the characters use paper bags to represent things like hats and boots.

1. Design a shadow character costume with paper bags and other materials.
2. Introduce the shadows characters to each other. *Does your shadow have a fun name, favourite colour or secret skill?*
3. Discuss the characters created: *If your shadow could speak, what would it say? How is your shadow like you? Are you friends?*

## DISCUSS

### Welcoming

Imagine shadows that like to explore. Discuss where they might go and what challenges they might encounter during their adventures. Brainstorm actions and words that could make them feel welcomed and safe after returning from a long journey.

#### Explore more:

- Write or tell a short story of shadow adventures.
- Act out welcoming shadows home after their long journey, eg: waving, hugging or offering shadows a gift.
- Write or dictate a short welcome message, poem or chant for the shadows when they return home.
- Discuss other types of welcoming, eg: welcoming new people into our class or family.

#### EYLF Learning Outcomes

1 2 3 4 5

#### General Capabilities

Critical and Creative Thinking • Literacy • Personal and Social Capability

#### Primary Learning Areas

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

#### Cross-Curriculum Priorities

Sustainability

# NATURE & ENVIRONMENT

## DISCUSS

### Local Seasons

Compare the equal length four-season calendar with the seasonal calendars of Aboriginal Peoples, each shaped by their specific climate and local environment.

Noticing changes in light and shadow helps to understand different seasons, when and where to plant or find food, when to shelter and more.

1. Notice how longer shadows in winter tell us the sun sits lower in the sky while bright, short shadows show summer's arrival. *What does the light today say about the season?*
2. Observe how sunlight filters through leaves, water or clouds. *How does different light make you feel? What colours can you see in the shadows?*
3. Look closely at the shadows made by trees, grass and clouds. *What happens when the wind moves the leaves? What happens to shadows on cloudy days?*

#### Explore more:

- Using torches, recreate changing seasons using winter and summer shadows.
- Choose a local tree to observe across different seasons. *How do the light and shadows change?*
- Create mobiles and observe how the shadows spin and overlap.
- Collect words to describe light - soft, glowing, golden, cool. Use these words to write a poem about the seasons.

## ACTIVITY

### Sunshine for Growth

1. Use small pots to grow quick-sprouting seeds such as grass or beans.
2. Place one set in full sunlight and another in shade.
3. Over the next week, observe and document what happens. *What does this tell us about how light helps plants? Shade keeps the soil cool or damp, is this always helpful?*

#### Explore more:

Create the [Plant Maze](#) from the Patch website and watch the plant grow towards the light. *How long did it take the plant to grow through the maze?*

## ACTIVITY

### Shade for Survival

Shade can be a comfortable place to gather and rest. *How does it feel to rest in the shade after being in the sun?*

1. Outside, play together moving like animals, eg: basking in sunlight, stretching into the light, hiding in the shade, darting between both.
2. Finish these sentences: *I am \_\_\_ and I love the light because... or I am \_\_\_ and I love the shade because...*
3. Design a shade sanctuary. *What kind of tree, rock, water or plant is needed? How does light and shade help survival in that season?*

#### Explore more:

- Consider the impact shade has on wellbeing by measuring temperatures in shade and sunshine. Discuss how light and shade help all living things find balance, energy and rest.
- Imagine a world with no shadows at all. *Would animals, plants and people live the same way?*
- Discuss how shadows help animals know when to migrate or hibernate.

#### EYLF Learning Outcomes

1 2 3 4 5

#### General Capabilities

Critical and Creative Thinking • Intercultural Understanding

#### Primary Learning Areas

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

#### Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Culture • Sustainability

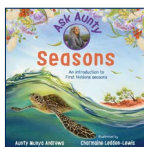


# Me & My Shadow Book List



**Country Tells Us When**  
by Tsheena Cooper, Mary Dann, Dalisa Pigram-Ross and Sheree Ford

Discover how the Yawuru people read the seasons and how Country tells when they have arrived by what we feel, see, taste, smell and hear.



**Ask Aunty: Seasons: An Introduction to First Nations Seasons**  
by Aunty Munya Andrews & illustrated by Charmaine Ledden-Lewis

Aunty Munya explains how there are six seasons on her Country, and how they look for changes in plants, animals, water, weather and the stars to mark the start of a new season.



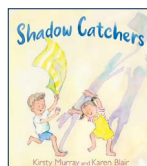
**Thank You Rain!**  
by Sally Morgan

A simple, universal story and a beautifully illustrated celebration of rain. A joyful read full of the plants and animals, from birds to kangaroos, that welcome rain from the treetops to dry creek beds.



**Welcome to Cuckooville**  
by Susan Chandler & illustrated by Delphine Durand

A humorous story about acceptance and diversity where the town's only person who speaks Gobbledygook becomes essential when visitors arrive.



**Shadow Catchers**  
by Kirsty Murray & illustrated by Karen Blair

A delightful picture book that celebrates the joy of young children trying to catch their shadows.



**Shadow Play**  
by Dr. Kate Forsyth & illustrated by Rosalie Street

Minnie May is afraid of her own shadow. But Ziggy isn't afraid, and he shows Minnie May all the wonderful things that you can do with your shadow.



**Shadow Songs: A Flora Figglesworth Fantasy**  
by Baxter B Bramatti & illustrated by Taylor J Graham

Guided by firefly light, Flora searches for the source of a mysterious melody coming from a nearby forest. Is that a bear playing the banjo? Or that frog, is it jamming on drums?



**The Secret Life of Shadows**  
by Johnny DePalma & illustrated by Bao Luu

In a hidden world of music and dance and of shadows and star-light, what exactly do our playful shadows do when we fall asleep at night?



**The Day My Shadow Went Shopping**  
by Nick K.

Capturing the joy of seeing the world through curious eyes, we learn that even shadows sometimes need a little adventure. A book filled with gentle humour and expressive artwork which celebrates curiosity, kindness and creativity.



**Maya**  
by Mahak Jain & illustrated by Elly MacKay

Maya is afraid of the dark, and her fear has been even worse since her father died. Maya's mother distracts her with a legend about the banyan tree. Later that night, Maya revisits the story in her imagination where she discovers not darkness but life.



**Shadow**  
by Suzy Lee

A dark attic. A light bulb. An imaginative little girl. Internationally acclaimed artist Suzy Lee uses just two shades of colour to create a stunning visual adventure that celebrates the pure joy of imagination and creative play — beginning and ending with the click of a light bulb.

# Me & My Shadow Creatives

Many people were involved in making *Me & My Shadow*. Meet the amazing team and find out what they do!

## CREATIVE TEAM

Creators are the inventors of the show, they come up with the ideas.

### Directors

**Dave Brown, Geoff Cobham** and **Roz Hervey** led the team and make the amazing experience.

### Composer

**Zoë Barry** composed the music. Her soundtrack helps create feelings that match the action on stage.

### Lighting and Set Designer

**Geoff Cobham** designed the look of the show. The set shows you where the story takes place, and the lighting creates magic, tricks and effects.

### Cast

**Nathan O'Keefe** and **Astrid Pill** created the characters you see on stage. The performers act, move and play together to tell you the story.

## 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 a show without an audience. You can laugh, gasp and cheer as you watch the show. At the end, clap to show the performers and creatives how much you enjoyed it!





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



Government of South Australia  
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JAMES & DIANA  
RAMSAY  
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