

**A Stalker Theatre and Out of the Box Production**

**EDUCATOR RESOURCE KIT**



**CREATURE**

**A Stalker Theatre and Out of the Box Production**

**An Adaptation of Dot and the Kangaroo**

## INVERTEBRATES

### Activities

#### Younger students (4-8 years)

What are some examples of invertebrates (animals without backbones) that you can think of? For younger students see if they can a) draw a picture of one or b) see if they can cut out shapes to form one or c) find a picture in a gardening magazine.

What are some sounds that invertebrates make? (Can be linked back to activity further down). Where can you find them? In the ground? Anywhere else? In our houses?

#### Older students (8-12 years)

Research an invertebrate and tell us why it is useful.

## WEEDS

### Activities

Ask students to research what weeds are and why they can be harmful to our native plants and wildlife and waterways. Show some examples of common weeds and talk about the weeds. See if students can find any weeds at home in their backyard, local park or around the playground.

Ask students or research as a class the best way to tackle weeds and find out how they can prevent the spread of weeds.

## ANIMALS AND MOVEMENT

#### Younger students (4-8 years)

Discuss different creatures and the different numbers of legs they have. Do any animals only have even numbers of legs or can some animals have odd numbers?

Teacher prompt: If a kangaroo has a tail does it act like a leg? Note the point that both Dot and kangaroos are considered to walk/jump on two legs but that humans are not nearly as fast.

Ask students about the different ways that creatures can move e.g. flying, crawling, running, climbing, swimming.

Can some animals move in more than one way?

What are some of the different environments where animals can move e.g. lakes, rivers, wetlands, forests, plains, desert.

Get students to pick an animal and draw a picture. Get them to write how they move. This can be a sentence or you could ask them to write a story about animals and how they move.

Play some Australian forest music (sounds) and ask students to close their eyes and listen to the types of sounds they can hear.

Teacher prompt: Can students hear sounds from different parts of the forest e.g. in the trees, on the ground. Can anyone hear any little sounds? What do you think the animal is?

Following the discussion divide the class into two. Play the music again and ask one half of the students to act as an animal they heard. Get the other half of the class to observe and then report back on what they thought the students were and why they thought that.

### Older students (8-12 years)

#### PART A

Students read *Dot and the Kangaroo*. As a follow-up activity, students complete a 'Placemat Activity' - use an illustration from *Dot and the Kangaroo* as a visual reference to focus thinking on animal movement.

Students work in groups of four and each individual records their own ideas about focus questions in a corner of an A3 page. After 10 minutes students share and discuss their ideas. They then work together to create a 'best group answer' for each question, in the middle of the page.

Class discussion follows.

Focus questions:

- List all the reasons you can think of why creatures need to be able to move.
- List all the ways you can think of that creatures use to move around.
- List creatures in the picture that use more than one way of moving around and what methods they use.

Dreaming Story Suggestions:

#### PART B

Students colour in an X-ray drawing of an animal from the *Dot and the Kangaroo* illustration, which they will then use as a cover page to the story they will write in PART D of this activity. Discussion should focus on the internal structures of the body that enable and support different types of movements.

#### PART C

Complete the table below using *Dot and the Kangaroo* book and illustrations as a reference. (Create a worksheet with an enlarged version of table)

For each creature include the following:

- Common Name
- Drawing of animal
- A sentence or two describing the ways in which this creature moves and the features of this creature that allows it to move in the way (or ways) it does?

A creature that flies	A creature that hops	A creature that runs
A creature that climbs	A creature that.....	A creature that.....

#### PART D

Ask students to write and illustrate their own Aboriginal Dreaming story about one of the creatures from *Dot and the Kangaroo* and how it came to be able to move in the way that it does.