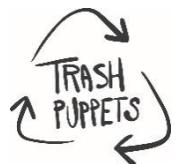




TEACHER RESOURCE



Trash Puppets workshops &
Escape from Trash Mountain
performance
2020



The 2020 Education and Families Program is
Proudly Supported by:



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Catalyst—Australian Arts and Culture Fund



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Children's
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ABOUT THIS RESOURCE

This resource has been created to provide teachers with curriculum links to the Victorian Curriculum, and includes some preliminary and post show ideas and activities as to how to extend their experience of *Trash Puppets*. The preliminary activities, including the collection document are very important to the success of these workshops.

The activities are designed to be open-ended and multi-ability. They may need differentiation for your specific cohort.

The performances and workshops included in the Arts & Education program are designed to offer students engaging performing arts experiences with strong links to the Victorian Curriculum and to VCE subjects where appropriate. Each Arts & Education performance varies in its content and as a result the scope for integration across the curriculum varies. Please feel free to contact the Arts & Education team on [\(03\) 9644 1808](tel:(03)96441808) or at education@rav.net.au if you have any questions about this resource, its content or its implementation within your classroom!

ABOUT REGIONAL ARTS VICTORIA

Regional Arts Victoria inspires art across the state. Through creative facilitation, touring, education, specialised resources, artistic projects and advocacy, we develop and sustain creative communities and artistic practice all over Victoria.

Regional Arts Victoria is an independent, not-for-profit, membership-based organisation working in long-term partnerships with every level of government, fostering contemporary and innovative regional cultural practice across five decades. We advise and impact on decision-making across multiple portfolios and levels of government.

Regional Arts Victoria is the peak body for regional artists and arts organisations, and the leading organisation for regional creative practice in Victoria.

PARTNERSHIPS	PROGRAMMING	PROJECTS
<p>Regional Arts Victoria facilitates the partnerships, the organisations and the practices that create new work.</p> <ul style="list-style-type: none">• Regional Cultural Partnerships• Creative Arts Facilitators• Membership program• Devolved grants programs• Resources, workshops and events• Sector advocacy and leadership development	<p>Regional Arts Victoria nurtures the experts who foster local artistic experiences and stimulate young minds.</p> <ul style="list-style-type: none">• Arts & Education Program• Connecting Places• Touring programs• Education resources• Industry development resources and events• Sector advocacy and leadership development	<ul style="list-style-type: none">• State-wide projects including <i>Small Town Transformations</i>, <i>Artlands Victoria</i> and <i>FiftyYears 2019</i>• Internal Creative Professional Development programs• Sector advocacy and leadership development

PROGRAMMING TEAM

Regional Arts Victoria's Programming department has nearly 50 years of experience touring work to schools, community halls and theatres across Victoria and Australia. The department programs the Arts & Education, Touring Services and Connecting Places programs.

The Arts and Education program also provides significant subsidy assistance (up to 75% of program costs) to eligible remote and disadvantaged schools. Your school may be eligible so please contact us to find out more.

For general enquiries please contact: education@rav.net.au



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INTRODUCTION TO THE PROGRAM

Trash Puppets makes sustainability fun!



What do we do?

Trash Puppets offers creative puppetry workshops and interactive puppetry experiences for children and adults. Through these offerings, we give people positive reinforcement of sustainability and waste-reduction messages, as well as a valuable creative experience.

Why do we do it?

We are passionate about:

- The power of creativity to transform and inspire people of all ages
- Imagination and play
- Joyful interactions with tangible objects in an increasingly digital world
- Facilitating meaningful (and fun) engagement with sustainability, inspiring people towards behavioural change
- Innovation and making the most of what you already have.

We believe that every person is a creative being, and that unleashing this innate nature ultimately leads to a

happier, healthier, more innovative, and more collaborative society.

What to expect from our workshops

Our workshops teach participants how to make their very own unique trash puppet using 100% recycled/reused materials.

Working in an environment of creative freedom, we encourage our participants to play! Creating something new and completely unique from what others deem as “trash” sends the message that we can, as a society, waste less. It also highlights the importance of recycling.

The trash itself is donated by your students. We have a [Trash Collection Request](#) to be sent home with participating students at least one week prior to our workshops. This letter outlines what materials we accept and encourages students to collect and bring those items into school ready to make puppets with. This collection process allows your students to understand exactly where the materials have come from, giving them a more holistic experience of the task.

What do teachers say about our workshops?

“The task was very age appropriate. It was a very open-ended task that enabled all students of mixed talents and abilities to have a go and use their imaginations.” – Verity Macdonald, Senior Team, Bundarra Primary School.

“The Trash Puppets workshop was a terrific way to finish off our sustainability unit. The Trash Leaders were great in teaching puppetry skills and supporting the students to use their imaginations to create amazing puppets from ‘trash’!” – Dean Simpson, Principal, St Andrews Primary School.

ABOUT THE WORKSHOPS

Each student completes the workshop having created one working puppet of their own design.

Each Trash Puppets workshop includes:

- At least two Trash Leaders
- Trash Puppets' waste reduction/sustainability message portrayed in a playful and fun way
- An overview of 'what a puppet is' and the different types of puppetry
- Examples of puppets in the following styles, including performance for String, Glove, Rod, Combo (Primary aged and over only)
- Guidance on creating each student's own puppet out of trash
- Performance tips (Primary aged and over only)
- Show and tell of puppets created in the workshop.

Standard Schools Workshop Timing (2 hours)

Overview breakdown:

- 20 minutes introduction of Trash Puppets including puppet demos
- 5 minutes trash dumping and exploration of materials
- 45 mins to 1 hour making time
- 10-15 minutes clean up with participants help
- 10-20 minutes show and tell with puppets
- Performance tips if time. Or Q&A

Standard Kindergarten Workshop Timing (1.5 hours)

- 15 minutes introduction of Trash Puppets including puppet demos
- 5 minutes trash dumping and exploration of materials
- 30 - 45 mins making time
- 10 minutes clean up with participants help
- 10 minutes show and tell with puppets
- 5 minutes wrap up and showcase

Professional Development Opportunities

Adults often forget how to play. We are passionate about getting your team creating and collaborating, so they're left brimming with ideas to take back into the classroom.



ABOUT THE PERFORMANCE

A puppet show with sustainability at its heart, 'Escape From Trash Mountain' is a poignant look at how good relationships and fervent optimism are the key to saving our planet. The show's central set piece is a large mountain of trash that transforms into a cave and becomes the epic playground for our heroes to fight trash bats, navigate treacherous ravines, and outwit hideous trash monsters!

Two performers operate 17 different puppets and facilitate all set transformations to bring the show to life. It runs approximately 45 minutes in length and can be immediately followed by a 1-1.5 hour Trash Puppets workshop where the audience has the opportunity to make their very own Trash Puppet, guided by our expert puppet-maker performers.

You bring your trash and we'll bring a show!

We follow the story of a trash creature Bright Eyes, who finds herself dissatisfied with the wasteland of a landfill around her. In her attempt to escape her environment, she is forced to confront her fears and after befriending another trash creature Yoohoo, Bright Eyes is forced to consider her decision to leave – perhaps instead of abandoning hope, Bright Eyes could work together with her new friends to make their home a better place to live.

Escape From Trash Mountain is a high quality puppetry offering which when coupled with a popular Trash Puppets workshop becomes an experience which encourages creative expression, bridges generational gaps, and asks audiences to consider environmental sustainability in a new and engaging way – regardless of cultural background or level of English comprehension.

The show's key themes of friendship, sustainability, and always choosing to see value in everything, all work towards fostering healthy, positive, connected communities.



BIOGRAPHIES

Jhess Knight

Creative Director and Trash Leader

Based in Melbourne, Australia, Jhess Knight is a freelance puppeteer and maker. With a Bachelor of Creative Arts from Deakin University and a masters level Diploma from the London School of Puppetry Jhess' skill set is quite broad and continuously developing. Interested in discovering innovation in her work, Jhess embraces new challenges and prides herself in being somewhat of a jack of all trades. A highly physical performer, Jhess is known for her energy and enthusiasm. Over the past five years working within the industry, Jhess holds credits for puppet making and performing with companies such as, Polyglot, The Puppet Box, Snuff Puppets, SIDS & Kids, Black Hole Theatre etc. plus developing and producing her own work. Jhess is perhaps best known for her work with her own company Trash Puppets, offering sustainable puppet making workshops to schools, festivals, events etc. In her spare time, Jhess is a competitive roller skater, something she is always keen to explore within performance.

For her full CV or to see examples of her work please visit www.jhessknight.com



Amy Moule

Trash Leader

Amy Moule is an actor, improviser, director, puppeteer and ensemble member with Impro Melbourne. Amy is one of the original members of Trash Puppets and has led numerous workshops with the company and has been a roving puppeteer at many festivals. Amy has taught and performed Improvisation and drama workshops to children and adults in Melbourne, Brisbane, Canberra, New Zealand, Phoenix, Minneapolis, Austin and Reunion Island. Amy performs, runs workshops and teaches in kindergartens, primary and secondary on a regular basis. She has developed and directed three improvisational formats each of which were performed in various cities across Australia and New Zealand. With a background in the performing Arts, Amy has performed in numerous scripted and non-scripted shows including performances in the Melbourne Fringe, MICF and Edinburgh Fringe.



BEFORE YOUR BOOKING OF TRASH PUPPETS WORKSHOPS

Trash Puppets ALWAYS strives to be the best we can be and keep our practice cutting edge. For our participants, teachers and our earth. In order to achieve this, it requires constant monitoring which we cannot do without your help. With your help, we can do our bit to change the planet as well as lead some fantastic workshops.

Trash Puppets asks if you can please:

- Send home the [Trash Collection Request](#) with each student. Our workshops are most effective when each student contributes to the trash pile.
- Ensure that each student has signed a [consent form](#) so we can collect images of the awe inspiring creations to fuel our future trash-puppeteers.
- Fill out our special requirements form and send to info@trashpuppets.com ahead of the workshop. This enables us to cater to your needs.

You'll find forms and supporting documents in the support material.

Hot Tips for Teachers

- Please stick to the materials presented at the 'trash dump'. Everything is provided to create puppet masterpieces, additional craft materials are not required.
- We get so excited when we see participants getting enthusiastic by the pile of trash! Unless you feel it is a potentially dangerous activity, please allow the children to explore the rubbish and get tactile with tangible objects!
- Every participant works at a different pace. If some puppets are not finished in the duration of the workshop, please encourage your students to take what they think they need to complete their puppet so they can, at another time.
- Teachers are encouraged to not only help their students, but also create their own puppet! Call it professional development, call it fun – call it whatever you want – get involved!



SUGGESTED PRE-VISIT ACTIVITIES

Focused activities to prepare students for a *Trash Puppets* workshop

Collecting Trash!

It's always best when the group provides their own trash to make puppets with - we supply a 'trash request letter' to send home with students, explaining what to collect. The real benefit of this is that students and their families become intimately aware of what their own waste habits are. On the day, our team will sort the trash to make sure only safe, clean trash is available to students.

Arts and Crafts

Get a bit of practice in before creating a puppet - the more we make, the better we get and the more discoveries we make about what we can use materials for... we love puppets, but what else can be made out of trash? Fashion, musical instruments, visual art... the list goes on.

Sustainability research

What is your own council's recycling policy? What sorts of materials can be recycled? What kinds of things do we use every day that have been made out of other things - what are some examples of really big projects that have used recycled materials? What are some ways we can reduce, reuse, recycle, AND refuse?

Being a Puppeteer requires focus and control.

Prepare your students using the following movement exercise:

Follow the hand

In pairs: "A" holds their hand palm outwards a few inches away from their partner's face. Now they move their hand slowly and "B" tries to keep their face the same distance away, moving their body wherever needed. As a variation, try both leading the other (slowly!), or in threes, each leading another whilst being led themselves!

A puppeteer brings the puppet to life using the mechanism that the puppet is manipulated with.

Prepare your students by exploring how objects can be anything you want them to be, simply by the way you handle them:

- **Shoe shuffle**

Pass any easy-to-handle object around the circle – or place it in the centre – for example a shoe, a bucket or a chair. Each person uses it in turn - changing it into a different object each time through improvisation e.g. a shoe becomes a phone by holding it to your ear and talking. It can be anything - apart from what it really is.

As a variation, other members of the group can step into the improvisation so that a short scene develops.

Manipulating a puppet is different to making your body move.

Prepare your students by focusing on joint movement to create one picture:

Hands through (An absurd improvisation exercise)

Person A stands behind person B and puts their arms underneath B's arms so that they protrude in front. At the same time, B clasps their hands behind their own back. Now any scene is improvised but A moves their arms as though they were the arms of person B. You could, for example, ask B to give some kind of lecture, but A would provide all the gestures! Or, you could have two "hands-through" pairs facing each other as though they were meeting each other. Of course, in theory, A can do anything she likes to B – scratching his head, stroking his chin, waving furiously, drinking a glass of water and so on.

How can trash become puppets?

Prepare your students to think creatively about reusable materials by exploring the materials used in a *Trash Puppet* workshop.

Object manipulation exercise

Students to work individually. Place a pile of rubbish in an open space. Ask the students to pick two pieces of trash from the pile. Instruct them to look at one of the pieces of trash and explore how it can move

through the space. Does it slide across the floor? Does it fly through the air? Does it hop, does it open and close, does it waddle from side to side? Invite the students to swap to their other piece of trash. Complete the same exercise. Once both pieces of trash have been explored, ask the students to put the two pieces together (simply by holding them, no adhesive required) and see how they might move as one. Put on some music to offer further inspiration. As the students become more in tune with their two object trash ‘puppet’, you can:

- Ask the students to walk their puppets around the space and make eye contact with other puppets as they pass.
- As they pass another puppet, stop and say ‘hello’ before moving on again.
- As they pass another puppet, stop and have a ‘conversation’ before moving on again.
- As they pass another puppet, stop and have an argument before moving on again.
- Imagine the next puppet you pass is your long lost brother. How might you react?

You could showcase some of the work or draw attention to interesting work you have observed during the exercise.



SUGGESTED POST-VISIT ACTIVITIES

Focused activities for your trash puppet creations

Puppet Performance Space – story structure.

- Create a ‘Puppet Performance Space’.
- This could be a square drawn out with masking tape on the floor (the audience sit around the outside) or a traditional marionette puppet theatre made out of a large box (recycled!).
- Break your students into small groups.
- Ask your students to pick a fairy tale of their choice.
- With their puppets as the actors, ask them to rehearse the fairy tale with a focus on finding a definite ‘beginning, middle and end’.
- Invite each group to perform their fairy tale in the performance space.

Once each group has done this, challenge each group to perform the fairy tale again, but with time limits:

- 2 minutes
- 1 minute
- 30 seconds
- 10 seconds

What is important to keep in your performance to successfully retell the story in a short time? How can you keep the beginning, middle and end clear in a shorter telling?

Character Traits Profile

Ask each student to fill in a Character Traits Profile for their puppet.

Worksheet available for download [here via Google Drive](#).

Hot Seat

Set up a ‘hot seat’ in front of the class. Invite a puppeteer to sit in the ‘hot seat’. The remainder of the class are investigative reporters. They are invited to ask the puppet questions about themselves to find out more about them.

Some examples:

- How old are you?
- What is your favourite activity?
- What is your favourite food?
- Where do you live?
- What family do you have?

Group puppets

You’ve made a puppet of your own, but have you thought about expanding? There’s nothing quite like working together to achieve something bigger than ourselves. In groups of 4 or 5, create ONE puppet together which requires everyone to join together to operate it. What is the benefit in collaborating together? How can that improve the outcome when making puppets? How can working together on other things improve the outcome?

Create your Own Show!

You have your puppets, you have your ideas, but where to now? The ultimate puppetry experience! Find a script, or write one yourselves, then bring your puppets to life in their very own adventure. Don’t forget that they’re made of trash though - what would your puppets want to tell the world about sustainability if they actually came to life? How are you going to tell that story? Going beyond the puppets, what other elements could be made out of trash? Think costumes, set, and props!

Need some expert advice? Trash Puppets may be able to help!

Sustainability

Fun activities to get your class thinking about rubbish and recycling in a more long term way!

The Great Trash Race

Set out 2 piles of trash with non-recyclable and recyclable materials. Split the class into two teams. The teams must sort their piles into non-recyclable and recyclable materials. The first team to successfully complete this wins.

The 30 day sustainability challenge!

Our planet is in danger and we need to act now! For 30 days, become an environmental warrior - each day take one step, no matter how small, towards a more sustainable life. Brainstorm some ways to reduce, reuse, recycle and refuse, then get to work changing the world! Some ideas are below - but what else can you think of?

- Reuse something you could have thrown away
- Refuse a plastic bag at the shops
- When out shopping, pick products with less packaging
- Fix something broken rather than getting something new
- Fix something for someone else
- Recycle everything you can if there is no use for it!

Think about how you get your whole family involved? Will it all stop after 30 days or are there ways to make these changes permanent?



SUPPORT MATERIAL

Trash Collection Request

Available for viewing/download via this [Google Drive link](#).

If you have any issues accessing this file, please email info@trashpuppets.com.

Photography Policy and Consent Form

Our Photography Policy is available for viewing/ download via this [Google Drive link](#).

The Photography Consent form is available for download/ printing via this [Google Drive link](#).

If you have any issues accessing these files, please email info@trashpuppets.com.

Character Traits Worksheet

Available for viewing/ download via this [Google Drive link](#).

If you have any issues accessing this file, please email info@trashpuppets.com.

TRASH PUPPETS CONTACT DETAILS

T 0406 310 144

E info@trashpuppets.com

Office hours: 8:30am-4:00pm Tuesdays and Thursdays

To keep up to date with all things Trash Puppets, please join our educators mailing list:

<http://www.trashpuppets.com/schools/>

CURRICULUM LINKS – Victorian F-10 Curriculum

Trash Puppets present many opportunities to include in an integrated way across your curriculum at all levels F – 10 with a strong correlation between Arts, Sustainability, Science and Capabilities.

Learning Areas	Capabilities
<p>The Arts- Drama</p> <p>Strand: Explore and Express Ideas Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles</p> <p>Strand: Drama Practice Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performances spaces</p> <p>Strand: Present and Perform Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience</p> <p>Strand: Respond and interpret Evaluate how the elements of drama, forms and performance styles in devised and scripted drama to convey meaning and aesthetic effect</p> <p>Achievement Standard By the end of Level 6, students use the elements of drama to shape character, voice and movement in improvisation, play-building and performances of devised and scripted drama for audiences. Students explain how dramatic action and meaning is communicated in drama they make, perform and view. They explain how drama from different cultures, times and places influences their own drama making. By the end of Level 10, students develop and sustain different roles and characters to realise dramatic intentions and engage audiences. They perform devised and scripted drama in different forms, styles and performance spaces. They plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting and apply stagecraft. They use performance and expressive skills to convey dramatic action and meaning. Students analyse the elements of drama, forms and performance styles and evaluate meaning and</p>	<p>Critical and Creative Thinking</p> <p>Strand: Meta-Cognition Investigate thinking processes using visual models and language strategies Investigate how ideas and problems can be disaggregated into smaller elements or ideas, how criteria can be used to identify gaps in existing knowledge, and assess and test ideas and proposals</p> <p>Achievement Standard By the end of Level 6, students apply questioning as a tool to focus or expand thinking. They use appropriate techniques to copy, borrow and compare aspects of existing solutions in order to identify relationships and apply these to new situations. Students represent thinking processes using visual models and language. They practice and apply learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information. Students disaggregate ideas and problems into smaller elements or ideas, develop criteria to assess and test thinking, and identify and seek out new relevant information as required. By the end of Level 10, students construct and evaluate questions, including their own, for their effectiveness. They demonstrate a willingness to shift their perspective when generating ideas, resulting in new ways of perceiving solutions. Students structure complex valid arguments. They explain and apply a range of techniques to test validity within and between arguments. Students identify, articulate, analyse and reflect on their own and others thinking processes. They use, monitor, evaluate and redirect as necessary a range of learning strategies. Students develop, justify and refine criteria</p>

<p>aesthetic effect in drama they devise, interpret, perform and view. They use experiences of drama practices from different cultures, places and times to evaluate drama.</p>	<p>to evaluate the quality of ideas, proposals and thinking processes.</p>
<p>Visual Arts</p> <p>Strand: Explore and Express Ideas Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works</p> <p>Strand: Visual Arts Practice Conceptualise, plan and design art works that express ideas, concepts and artistic intentions</p> <p>Strand: Present and Perform Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience</p> <p>Strand: Respond and interpret Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences</p> <p>Achievement Standard By the end of Level 6, students explain how ideas are expressed in artworks they make and view. They demonstrate the use of different techniques and processes in planning and making artworks .They use visual conventions and visual arts practices to express ideas, themes and concepts in their artworks.</p> <p>By the end of Level 10, students analyse and evaluate how artists communicate ideas and convey meaning in artworks. They select, and manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints in their artworks.</p> <p>Students analyse and evaluate artworks and exhibitions from different cultures, times and places, and discuss how ideas and beliefs are interpreted by audiences.</p>	<p>Technologies- Design and Technologies</p> <p>Strand: Creating Designed Solutions Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions</p> <p>Generate, develop, communicate and document design ideas and processes for audiences using appropriate technical terms and graphical representation techniques</p> <p>Apply safe procedures when using a variety of materials, components, tools, equipment and techniques to produce designed solutions</p> <p>Achievement Standard: By the end of Level 2, students describe the purpose of familiar designed solutions and how they meet the needs of users and affect others and environments. They identify the features and uses of some technologies for each of the prescribed technologies contexts.</p> <p>By the end of Level 6 students describe some competing considerations in the design of solutions taking into account sustainability. They describe how design and technologies contribute to meeting present and future needs. Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts.</p>

Ethical Capability	Personal and Social Capabilities
<p>Strand: Understanding Concepts Explore a range of ethical problems and examine the extent to which different positions are related to commonly held ethical concepts and principles, considering the influence of cultural norms, religion, world views and philosophical thought</p> <p>Strand: Making and Actions Explore the extent of ethical obligation and the implications for thinking about consequences and duties in decision-making and action</p> <p>Achievement Standard: By the end of Level 6, students evaluate the meaning of ethical concepts and analyse their value, identifying areas of contestability. They explain different ways to respond to ethical problems and identify issues related to these. Students identify different ethical issues associated with a particular problem. They identify the basis of a range of ethical principles and explain the role and significance of conscience and reasoning in ethical decision-making.</p> <p>By the end of Level 10, students explain connections and distinctions between ethical concepts, identifying areas of contestability in their meanings and relative value.</p> <p>Students analyse and evaluate contested approaches to thinking about consequences and duties in relation to ethical issues. They examine complex issues, identify the ethical dimensions and analyse commonality and difference between different positions. They explain how different factors involved in ethical decision-making can be managed.</p>	<p>Strand: Understanding Concepts Evaluate emotional responses and the management of emotions in a range of contexts</p> <p>Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection</p> <p>Strand: Social Awareness and Management Analyse how divergent values and beliefs contribute to different perspectives on social issues</p> <p>Acknowledge the importance of empathy and the acceptance of diversity for a cohesive community and reflect on the effectiveness of strategies for being respectful of diversity and human rights</p> <p>Evaluate own and others contribution to group tasks, critiquing roles including leadership and provide useful feedback to peers, evaluate task achievement and make recommendations for improvements in relation to team goals</p> <p>Achievement Standard By the end of Level 6, students describe different ways to express emotions and the relationship between emotions and behaviour. They describe the influence that personal qualities and strengths have on achieving success. They undertake some extended tasks independently and describe task progress. They identify and describe personal attributes important in developing resilience.</p> <p>Students recognise and appreciate the uniqueness of all people. They are able to explain how individual, social and cultural differences may increase vulnerability to stereotypes. They identify characteristics of respectful relationships. They contribute to groups and teams suggesting improvements for methods used in group projects and investigations. They identify causes and effects of conflict and explain</p>

	<p>different strategies to diffuse or resolve conflict situations.</p> <p>By the end of Level 10, students reflect critically on their emotional responses to challenging situations in a wide range of contexts. They demonstrate persistence, motivation, initiative and decision-making through completion of challenging tasks.</p> <p>They develop and apply criteria to evaluate the outcomes of group tasks and make recommendations for improvements. They generate, apply and evaluate strategies to prevent and resolve conflicts in a range of contexts.</p>
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AUSTRALIAN CROSS CURRICULUM PRIORITIES are now embedded right across the curriculum

Sustainability is a cross curriculum priority which is embedded across the entire Victorian Curriculum from F-10. *Trash Puppets* provides opportunities for students to learn about sustainability by exploring ways of repurposing and recycling materials.

Contact the Arts & Education team at education@rav.net.au with further questions or, even better, examples of your work!

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