



*Pick Up Sticks*  
Asking for Trouble  
Teacher Resources  
2021

Ideal for Foundation – Year 5

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## ABOUT THIS RESOURCE

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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 *Pick Up Sticks*. 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 arts experiences with strong links to the Victorian Curriculum and to VEYLDF, and VCE subjects where appropriate. Each Arts & Education program varies in its purpose and 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 or at [education@rav.net.au](mailto:education@rav.net.au),

If you have any questions about this resource, its content or its implementation within your classroom please do not hesitate to contact the Arts & Education Department.

## ABOUT REGIONAL ARTS VICTORIA

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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

Regional Arts Victoria facilitates the partnerships, the organisations and the practices that create new work.

- Regional Cultural Partnerships
- Creative Arts Facilitators
- Membership program
- Devolved grants programs
- Resources, workshops and events
- Sector advocacy and leadership development

### PROGRAMMING

Regional Arts Victoria nurtures the experts who foster local artistic experiences and stimulate young minds.

- Arts & Education Program
- Connecting Places
- Touring programs
- Education resources
- Industry development resources and events
- Sector advocacy and leadership development

### PROJECTS

Regional Arts Victoria presents major artistic projects that build local artistic leadership and legacy.

- State-wide projects including *Small Town Transformations and Artlands Victoria*
- Internal Creative Professional Development programs
- Sector advocacy and leadership development

## ARTS & EDUCATION

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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 are 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](mailto:education@rav.net.au)

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## INTRODUCTION TO THE PROGRAM

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Asking for Trouble re-imagines childhood games to create a spectacular tangle of circus skills, sticks, rope and clown while they explore ideas of belonging and connection. The show is a small story of two travellers each arriving from a different place and each attempting to make a home for themselves, they accidentally discover each other and through a series of games they find ways to communicate and connect. Pick up Sticks is physical, ridiculous and relatable, it is ideal for a school as a piece of theatre for students and teachers to enjoy together. This performance is particularly suitable for people who are deaf or speak English as a second language due to its highly visual nature.

Asking for Trouble (Luke O'Connor and Christy Flaws) have created four highly successful touring works for families, each work has referenced a different kind of play observed while working with young people. Bubblewrap & Boxes began from the starting point of the endless play involved with a simple cardboard box, KAPOW! – the desire to be special/brave and the wonderful world of superhero admiration. FoRT explores children's joy in using everyday objects to create spaces and stories to inhabit while 'The Bottle Collector' was inspired by observing children and bottles, their delight in mixing up coloured potions, capturing small creatures and simply watching the light pass through them.

'Pick up Sticks' has been inspired by Christy's recent directorial work with Circus Kathmandu. Within the creative development process Christy and the cast explored a number of 'children's games' that are played in Nepal and more specifically games that were played in the 80's and 90's when the artists and Christy were children. She noticed the similarities of games from our own childhoods, the shared resources -rope, sticks, chalk, rocks and bits of rubbish. In 2018 Asking for Trouble participated in a residency at Clunes primary school where they watched a number of the same games being played by young people in their own community.

This work is a meeting place of two interpretations of a term...

'Pick up sticks' to take all the things that you own and go and live in a different place" and 'pick up sticks' – where the object of the game is to pick up the most sticks. To begin the game, a bundle of sticks is randomly distributed so that they end up in a tangled pile. The more tangled the resulting disarray, the more challenging the game. We know through our own lived experiences and through our conversations with young people that the experience of 'picking up sticks' and moving to a new place is full of possibilities, it can be fun, exciting, overwhelming and at times terrifying.

We hope that young people will see images of their own experiences reflected back in a way that makes them feel that the theatre is a place for their stories and that treats their play with a sense of respect and artistry. We hope that teachers are inspired to incorporate more play into their classrooms and that everyone leaves feeling ready to hop, skip, jump and muck around outside!

## BIOGRAPHIES

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### Asking for Trouble

Founded by Christy Flaws and Luke O'Connor in 2008, **Asking for Trouble** makes theatre that challenges audiences to be brave, generous and to play!

A multi-award winning company using circus, physical theatre and clown to make ambitious, high quality, touring works. Christy and Luke also collaborate to develop arts projects, which empower communities to get inspired and to tell their own stories.

Based in Clunes Victoria, they have toured regionally, nationally and internationally to critical acclaim. In 2017 they collaborated with Amanda Palmer to create a stop motion music video for her new record 'I Can Spin a Rainbow', toured their new show FoRT to Adelaide and throughout Victoria. In 2018 they collaborated on a number of community projects including 'In the Deep End' a site specific circus/physical theatre show in around and above Clunes, Trentham and Newstead pools with a youth ensemble, supported by the Regional Arts Fund and The Regional Centre for Culture. They also premiered their new work The Bottle Collector which went on to tour to Adelaide Festival Centre and with Regional Arts Victoria's Arts and Education program. In 2018 Asking for Trouble's 'Art Attack' project was a recipient of a Creative Victoria Social Impact Grant – Future Makers for Change where they are working with young people in Clunes over a two year period to develop a series of arts interventions addressing youth mental health, wellbeing and social cohesion. They have won the Drama Vic award for 'Best Touring Show for a Primary School Audience' twice in previous school tours with Regional Arts Victoria.

To create the set for their new work 'Pick up Sticks' they collaborated with their 3.5 year old Tully.



## SUGGESTED PRE-VISIT ACTIVITIES

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The following activities are designed for teachers and students to explore before *Pick up Sticks*.

### Activity 1: Indigenous Games

Have a go at playing some traditional Indigenous games with your class.

#### Resources

[Indigenous Traditional Games](#)

### Activity 2: Clapping Games

Clapping games have been played by children in different variations for generations. They help with coordination, rhythm and memory. Ask students to pair up and learn some new clapping games from the resource below.

Extension: Can students come up with their own clapping game? Be creative and make the pattern of claps and rhyme as unique as possible. Once each pair have made up their own game, ask them to join up with another pair to teach and learn their new games.

#### Resources

[List of 15 Clapping Games](#)

[British Library Article on Clapping Games](#)

### Activity 3: Group Skipping

Skipping is a great fun activity that improves coordination, rhythm and fitness. Have a go at the [skipping challenges](#) from the Heart Foundation, leading up to the group skipping challenge.

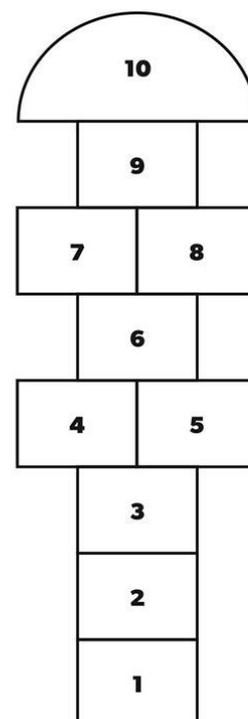
First ensure students know the correct skipping technique using this head-to-toe checklist:

1. Head – held straight, looking ahead
2. Shoulders – level and straight, not hunched
3. Arms – at about a 90° angle, held slightly forward and extended sideways
4. Wrists – move in a circular wrist action to turn the rope
5. Elbows – held in close to the body
6. Knees – close together with a slight bend.

### Activity 4: Hopscotch

Thousands of years ago, Roman soldiers played hopscotch to test their strength and speed, sometimes hopping over 30.5 m carrying heavy weights! Today, hopscotch is a backyard game enjoyed by children all over the world. Have a go at a game of hopscotch with your class:

1. Draw a traditional hopscotch diagram in chalk on the ground like the one in the image. Each square should be big enough for a foot.
2. Students take it in turns to throw a small stone, twig, beanbag, or other marker into the first square. (If it lands on a line, or outside the square, you lose your turn. Pass the marker to the following player and wait for your next turn.)
3. Hop on one foot into the first empty square, and then every subsequent empty square, skipping the one your marker is on. At the pairs (4-5 and 7-8), jump with both feet.



4. At 10, hop with both feet, turn around, and head back toward the start.
5. When you reach the marked square again, pick up the marker – still on one foot! – and complete the course.
6. If you finished without any mistakes, pass the marker to the next player. On your next turn, throw the marker to the next consecutive number.
7. If you fall, jump outside the lines, or miss a square or the marker, you lose your turn and must repeat the same number on your next turn. Whoever reaches 10 first, wins.

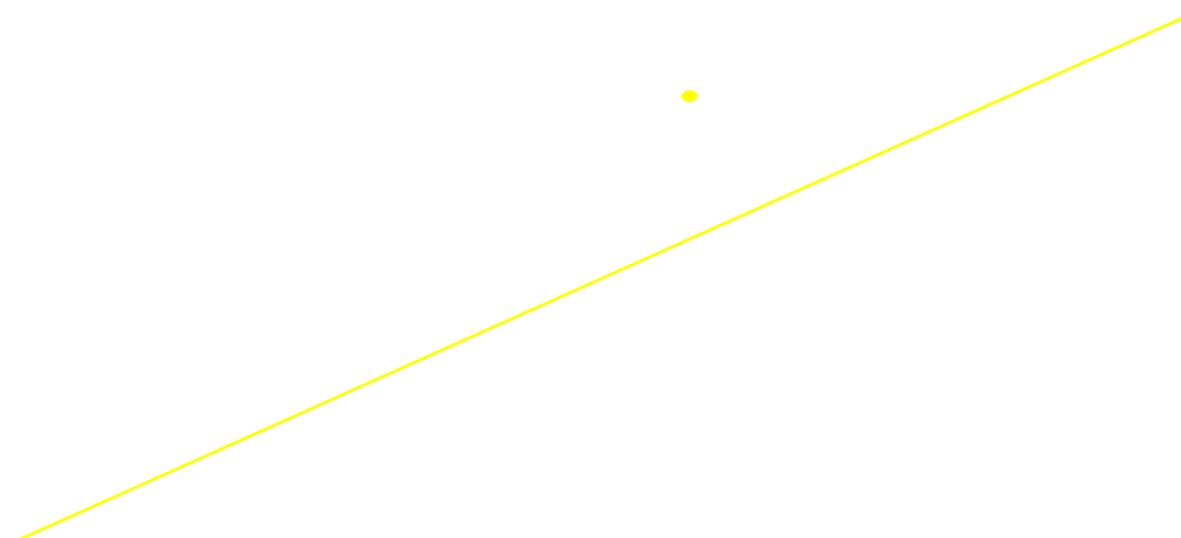
### **Activity 5: Cat's Cradle**

Cat's Cradle is one of the oldest games in recorded human history. Ask students to pair up and have a go at this traditional game which tests dexterity and coordination. Follow the how to guide in the resource section.

What other games can you make up using a simple piece of string? Ask students to use their imagination to come up with another game involving the same piece of string.

### **Resources**

[How to Play the Cat's Cradle Game](#)



## **SUGGESTED POST-VISIT ACTIVITIES:**

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(Activities that dissect and expand upon the content of the workshop/performance that the teacher and students can engage in post-performance).

### **Activity 1: Create a Game**

Provide students with a few simple objects e.g. rocks, rope, sticks, chalk. Split the class in to small groups and ask them to have a go at creating a game out of the items they have. Start by brainstorming and trying out different ideas then refine the game until it is something they are happy with.

Ask each group to teach their game to the rest of the class and have a go at playing each game together.

### **Activity 2: Conversations with Elders**

Ask students to speak to local Elders about the games they played as children. Students should write down the games they learn about and create illustrated instructions that will allow them to teach the game to other class members.

### **Activity 3: Research Games from Different Cultures**

Split students in to small groups and assign each group a different place in the world. Ask them to research what games the kids play in that country and learn how to play them. Once each group has learnt a game, they can teach it to the rest of the class.

### **Circus and Clowning**

Contemporary clowning involves more than a crazy wig and a red nose. Christy and Luke from Asking for Trouble trained in clowning with a master clown [Phillipe Gaulier](#) in Paris.

The [Artmedia](#) website provides a detailed source for students' to research specific organisations and projects that involve circus and clowning. Have a go at the following clowning exercises with your class.

### **Activity 4: Making juggling balls**

(Appropriate for upper primary or younger age groups with older buddies)

This is a cheap, fun and useful circus activity. View detailed steps explaining how to make juggling balls at the following link ['The surfing scientist'](#), ABC education.

### **Activity 5: Learning and teaching juggling**

For Junior primary juggling can be taught using scarves or plastic bags. This increases students' sense of success. A basic three ball juggling pattern is not hard to do and can be achieved quickly by practicing for ten minutes a day. View detailed steps explaining how to juggle at, [The Instant Jugglers' Manual](#).

### **Activity 6: Making a clown suit out of newspaper**

Ask students to work in small groups to create a clown costume. The costume is sculptured onto one student (the model). The activity requires a stack of newspaper, sticky tape and scissors and a fair bit of space. It is an ideal group bonding/co-operation and design activity.

- Locate any clowning text from library or look online and present images of clown costumes to the class.
- Organise students in to groups of 2-4.
- Explain task, demonstrate paper techniques such as folding, wrapping and tearing. Recommend that students create clothes, hat and shoes.
- Let students know how much time they will have. You may allow a set discussion time before resources are handed out.

- Have students present their model to the group and comment on their design and group process.

## FURTHER READING

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- [www.askingfortrouble.com.au](http://www.askingfortrouble.com.au)
- [Circus OZ archive](#)

## CURRICULUM LINKS – Victorian F-10 Curriculum

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Learning Areas
<p><i>The Arts-Drama</i></p> <p>In <i>Pick Up Sticks</i>, Asking for Trouble use facial expression, body language, sound and movement to portray the story which encourages the audience to respond.</p> <p><b>Strand: Drama Practices</b></p> <p>Use voice, body, movement and language to sustain role and relationship and create dramatic action with a sense of time and place</p> <p>Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action</p> <p><b>Strand: Explore and Express Ideas</b></p> <p>Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama.</p> <p>Explore dramatic action, empathy and space in improvisations, play building and scripted drama, to develop characters and situations.</p> <p><b>Achievement Standard</b></p> <p>By the end of Level 4, students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They use performance skills to communicate ideas and create a sense of time and place in their drama.</p> <p>Students describe and discuss similarities and differences between drama they make, perform and view. They discuss how they and others organise the elements of drama to shape drama and communicate ideas to an audience.</p> <p>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.</p> <p>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.</p> <p><i>English</i></p> <p><i>Pick Up Sticks</i> provides students with the opportunity to acknowledge that facial expressions and</p>

body language are an effective form of communication. It also provides students an opportunity to respond, review and evaluate a visual text.

**Strand: Speaking and Listening- Language Variation and Change**

Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others.

Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning.

**Strand: Speaking and Listening- Language for Interaction**

Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions.

Identify language that can be used for appreciating texts and the qualities of people and things.

Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships.

**Achievement Standard:**

By the end of level 2 students listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns. When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learned. Students use a variety of strategies to engage in group and class discussions and make presentations.

By the end of Level 4 Students can collaborate, listen for key points in discussions and use the information to carry out tasks. They use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context.

Students listen and ask questions to clarify content. They use language features to show how ideas can be extended. They develop and explain a point of view about a text selecting information, ideas and images from a range of resources. They create a variety of sequenced texts for different purposes and audiences. They make presentations for defined purposes using multimodal elements, and contribute actively to class and group discussions, taking into account other perspectives.

*Technologies-Design and Technologies*

*Pick Up Sticks* uses performance and everyday materials and objects to encourage creative play and resourceful problem solving. The performance uses problem solving to create play structures and materials based on traditional children's games.

**Strand: Technologies and Society:**

Identify how people create familiar designed solutions and consider sustainability to meet personal and local community needs.

**Strand: Creating Designed Solutions- Investigating**

Explore needs or opportunities for designing, and the technologies needed to realise designed solutions.

**Strand: Creating Designed Solutions- Producing**

Select and use materials, components, tools and equipment using safe work practices to produce designed solutions

**Strand: Creating Designed Solutions – Evaluating**

Negotiate criteria for success that include consideration of environmental and social sustainability to evaluate design ideas, processes and solutions

**Strand: Technologies Contexts- Materials and technologies specialisations**

Investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use

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.

By the end of Level 4 students explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including sustainability considerations.

By the end of Level 6 students create designed solutions for each of the prescribed technologies contexts, suitable for identified needs or opportunities. They suggest criteria for success, including sustainability considerations and use these to evaluate their ideas and designed solutions.

*The Humanities- History*

The performance uses problem solving to create play structures and materials based on traditional children's games. This therefore encourages discussion between generations about childhood play.

**Strand: Historical Concepts and Skills**

**Historical sources as evidence-** Identify perspectives about changes to daily life from people in the past or present.

Describe perspectives and identify ideas, beliefs and values of people and groups in the past

**Continuity and Change-** Identify examples of continuity and change in family life and in the local area by comparing past and present.

**Strand: Historical Knowledge**

**Personal Histories-** Differences and similarities between students' daily lives and perspectives of life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications

**Community Histories-**The effect of changing technology on people's lives and their perspectives on the significance of that change

**Achievement Standard**

By the end of Level 2 Students explain aspects of daily life to identify how some have changed over recent time while others have remained the same. They describe personal and family life, a person, site or event of significance in the local community. Students sequence events in order, using a range of terms relating to time. They use sources (physical, visual, oral) including the

perspectives of others (parents, grandparents) to describe changes to daily life and the significance of people, places or events. They compare objects from the past and present. Students create a narrative about the past using terms and a range of sources.

By the end of level 4 Students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences and perspectives of an individual or group over time. They recognise the significance of events in bringing about change.

By the end of Level 6: Students identify and describe change and continuity and explain the causes and effects of change on society. They compare the different experiences and perspectives of people in the past. They explain the significance of an individual and group.

### *Health and Physical Education*

By its very nature, *Pick Up Sticks* encourages students to participate in traditional games that involve physical activity, outdoor play, movement and obstacles and inclusiveness.

#### **Strand: Personal, Social and Community Health**

**Communicating and interacting for health and wellbeing-** Practise personal and social skills to interact with others

Identify and describe emotional responses people may experience in different situations

**Contributing to healthy and active communities-** Participate in play that promotes engagement with outdoor settings including aquatic and the natural environment

Identify and explore natural and built environments in the local community where physical activity can take place

Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing

Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment

Investigate how celebrating similarities and differences can strengthen communities

**Communicating and Interacting for Health and Wellbeing-** Describe ways to include others to make them feel that they belong

Identify and practise emotional responses that account for own and others' feelings

**Being Healthy Safe and Active:** : Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe

#### **Strand Movement and Physical Activity**

**Moving the body-** Participate in games with and without equipment

Create and participate in games

Practise and apply movement concepts and strategies

**Learning through movement-** Cooperate with others when participating in physical activities

Use trial and error to test solutions to movement challenges

Propose a range of alternatives and test their effectiveness when solving movement challenges

Adopt inclusive practices when participating in physical activities

Apply innovative and creative thinking in solving movement challenges

Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities

Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges

### **Achievement Standard**

By the end of Foundation students identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and how to move and play safely. They describe how their body responds to movement. Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities. They perform fundamental movement skills and solve movement challenges.

By the end of Level 2 students understand how emotional responses impact on others' feelings. Students demonstrate positive ways to interact with others. They select strategies at home and/or school to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges.

By the end of Level 4 They investigate how emotional responses vary and understand how to interact positively with others in different situations including in physical activities. Students apply strategies for working cooperatively and apply rules fairly. They select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community. They refine fundamental movement skills and apply movement concepts and strategies in different physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.

By the end of Level 6 students recognise the influence of emotions on behaviours and discuss factors that influence how people interact.

They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment. Students demonstrate skills to work collaboratively and play fairly.

They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges.

### **Capabilities**

#### *Creative and Critical Thinking*

During "Pick Up Sticks" performers face many problems that need to be overcome in order to

create play. The importance of persistence and resilience comes into creation of play.

**Strand: Questions and Possibilities**

Consider personal reactions to situations or problems and how these reactions may influence thinking

Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities

Explore reactions to a given situation or problem and consider the effect of pre-established preferences

Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas

Experiment with alternative ideas and actions by setting preconceptions to one side

By the end of Level 2 students generate ideas that are new to them and make choices after considering personal preferences. Students express and describe thinking activity. They practise some learning strategies. Students demonstrate and articulate some problem solving approaches.

By the end of Level 4 students select and apply techniques to generate a range of ideas that extend how problems are solved. Students select and apply a range of problem-solving strategies.

By the end of Level 6 Students use appropriate techniques to copy, borrow and compare aspects of existing solutions in order to identify relationships and apply these to new situations.

*Personal and Social*

Each performer in “Pick Up Sticks” has a particular role to play in the creation of play and demonstrate different ideas and skills which are equally important in achieving a successful outcome.

**Strand: Self Awareness and Management - Development of Resilience**

Identify their likes and dislikes, needs and wants, abilities and strengths

Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems

Identify how persistence and adaptability can be used when faced with challenging situations and change

**Strand: Self Awareness and Management- Recognition and Expression of Emotions**

Explore the links between their emotions and their behaviour

**Strand Social Awareness and Management- Relationships and Diversity**

Listen to others’ ideas, and recognise that others may see things differently.

Identify the importance of including others in activities, groups and games

**Achievement Standard:**

By the end of Foundation students recognise that attempting new and challenging tasks are an

important part of their development.

By the end of Level 2 students recognise the importance of persisting when faced with new and challenging tasks.

By the end of Level 4 students suggest strategies for coping with difficult situations. They persist with tasks when faced with challenges and adapt their approach when first attempts are not successful

By the end of Level 6 students identify and describe personal attributes important in developing resilience.

### *Ethical*

The importance of behaving in a safe, inclusive and thoughtful manner are explored in *Pick Up Sticks*.

### **Strand: Decision Making and Actions**

Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved

Discuss the role and significance of conscience and reasoning in ethical decision-making

### **Strand: Understanding Concepts**

Explore the contested meaning of concepts including fairness and harm and how they can seem to differ in different situations

By the end of Level 2 students explore the effects that personal feelings can have on how people.

By the end of Level 4 students use examples to evaluate ethical actions in relation to their outcomes.

By the end of Level 6 students explain different ways to respond to ethical problems and identify issues related to these.

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

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