



# IMAGINE LIVE

by Jolyon James based on the book '*Imagine*' by Alison Lester

## EDUCATION & FAMILIES RESOURCE

Produced by Jolyon James and NCM

Co Producer Geelong Arts Centre and Supported by Creative Australia

Associate Producer Riverside Theatres, Parramatta and Mornington Peninsula Shire

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*We respectfully acknowledge the Traditional Custodians of this nation. We pay our respects to Elders past, to Elders present and to emerging leaders, recognising their continuing connection to land, water, culture and community. We are honoured to work, live and tell stories on this land.*

## **ABOUT THESE NOTES**

Creativity and imagination can dream you into other places. They are vital skills in an ever-changing world. They help us be resilient, compassionate and to see the fun in everyday life.

These notes have been created to help prepare **young people in Prep/Foundation – Year Four** to see IMAGINE LIVE and then explore in detail the ideas the show, and the original story raise.

These notes and associated activities can be linked to the following Australian Curriculum areas:

**English**

**The Arts – Drama, Media Arts, Visual Arts, Music**

**Critical and Creative Thinking**

**Humanities and Social Sciences (HASS)**

[A more detailed curriculum links table is located at the end of this resource]

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## ABOUT THE SHOW

"It's about animals!"... "It's about Imagination!"... "It's about our Home!"

Based on the book "Imagine" by Alison Lester, published by Allen & Unwin.

Magical and meaningful, IMAGINE LIVE is a celebration of creativity, friendship and our precious natural world. With the help of the audience, performers play and sing their way through the pages of Alison Lester's iconic best selling book and quickly discover there is WAY more to these pages than they first thought.

Spot a leopard, dive with a dolphin or dig up a dinosaur as this iconic book springs into life before your eyes. Created by the multi-award winning team from *Robot Song*, *IMAGINE LIVE* is a 60 min interactive musical performance for families...Nana's are especially welcome!

## IMAGINE LIVE CREATIVES / CREDITS

**Jolyon James** Writer/Director/Designer

**Nate Gilkes** Composer/ Musical Director

**Ashlea Pyke** Assistant Director/ Actor

**Phillip McInnes** Actor / Digital Puppeteer

**Aubrey Flood** Actor

**Justin Gardam** Sound Design

**Amy Mark** Visual Supervisor

**Benjamin Van Dillen** Production Manager

**Anna Pidgeon** Stage Manager

**Will McGuinness** Technician

**Eliza Hull** Access Consultant

**Alison Lester** Author of 'Imagine'

**Allen & Unwin** Publisher of 'Imagine'

**Management** Nicholas Clark Management (NCM)

For more information including biographies of the Creative Team please visit:

<https://jolyonjames.com.au/>

## COMMUNITY ENGAGEMENT & WORKSHOPS

IMAGINE LIVE has a big community heart. Taking lead from Alison Lester's strong connection to community and audience, IMAGINE has consulted directly with young people and invited creative input through workshops, interviews and storytelling.

Having spent the past ten years working artistically with diverse communities, both in large urban centres and small targeted regional towns, the creative team have witnessed the profound impact of art on young people and recognise that local stories can also resonate globally. This is particularly true with the work of Alison Lester, whose love of Australian stories has touched audiences worldwide. IMAGINE LIVE takes the opportunity to generate discussions around creativity, the environment and positive mental health for young people through a fun and playful lens.

**As with the creative team's previous work, Robot Song, artist workshops, extensive audience question time and community events will support the onstage component of IMAGINE LIVE.**

**Please contact NCM to enquire about these opportunities.**

<https://nicholasclarkmanagement.com/>

## THEMES & IDEAS

- Creativity & Imagination – the power of play
- The Natural World – our place within it
- Connection – between family and friends near and far, young and old
- Resilience & Self-esteem

# BEFORE THE SHOW

## IMAGINE – (English, HASS, Critical & Creative Thinking)

IMAGINE LIVE is an adaptation of Alison Lester's classic children's book IMAGINE.

**READ ALOUD:** Read IMAGINE by Alison Lester aloud. Start by looking at the front cover and reading the blurb.

**PREDICT:** What could this book be about?

**AS YOU READ:** Pause to spot the animals in each imagined world.

**WATCH:** Alison Lester read IMAGINE

<https://www.youtube.com/watch?v=VWisj1AHZz8>

### DISCUSS:

- What did Alison say was her inspiration for this story?
- What did she mention she would change if she was to write this story now?
- IMAGINE is now 35 years old. How do you think the world has changed in the time since IMAGINE was written until now?
- What verbs or 'doing words' does Alison use to describe the animals? How does this help you picture them moving?
- What does IMAGINE remind you of? Can you make a connection to your life, other books or movies or the world around you?

### ANIMAL STUDY: Pick your favourite animal from IMAGINE

- Draw a picture of it on poster paper.
- Annotate your picture with the verbs that describe how your animal moves.
- Do some research on your animal. Add your answers to your poster.
  - What does it eat?
  - What does it like to do?
  - What is its scientific name?
  - Where does it live?
  - What is its status? Is it extinct, critically endangered, endangered, vulnerable, near threatened or least concern?
  - What can we do to help your animal?
- As a class or family find a large map. Mark on the map where your animal lives/lived.

**COLOURING:** Download the colouring templates of IMAGINE pages from Alison Lester's website. <https://alisonlester.com/pages/fun-things-for-kids>

Display your colouring around the house or school.

## AUTHOR STUDY – (English)

**READ:** Head to your school or local library. Borrow as many Alison Lester Books as you can carry! (Or that interest you.)

In groups or individually select a story to read.

**MAKE:** a Venn Diagram or mind map of words or pictures comparing your story to IMAGINE.

Topics may include:

- Setting
- Events
- Main characters: think particularly about their age and creativity
- Animals
- Language: think particularly about the use of verbs and rhyming words
- Opinion: what do you like/dislike?
- Connection: what does this book remind you of in your life, other books/movies or the world around you?

**SHARE:** your findings with other groups.

## DRAWING WITH ALISON – (Visual Arts)

Alison Lester both writes and illustrates her books. She has lots of top tips to have fun with drawing!

**WATCH:** <https://www.youtube.com/watch?v=x2jyZOvCsoY&t=336s>

**DRAW:** Have a go at some of the exercises Alison outlined in her video

- Continuous Line: don't let your pencil leave the page!
- Don't look at the paper!
- Upside Down: look carefully at the parts of what you are drawing
- Leave something out: look carefully at your object, what don't you need to include?
- Experiment with colours: a purple tree, an orange sky, you decide!
- Actual house: what does your school or house really look like?
- Experiment with different textures, pens, paint brushes or crayons
- Use wax crayon then add water colour or food die
- Use or make stencils: Use block colours then draw over them.
- Fine liner on butcher's paper. Then photocopy and enlarge your picture
- Try different sized and shaped paper

**TOP TIP:** Be messy and have lots of fun!



## GOING TO THE THEATRE – (Drama)

**IMAGINE LIVE** is a theatre show that will be performed live for you. There are actors, a set, live music, special effects and much more.

### DISCUSS:

- What do you think theatre is?
- Has anyone been to the theatre before? Or performed in a play?
- What is the experience like?
- What might you expect to see in the theatre?
- How might it be different from going to the movies or a concert?
- **IMAGINE LIVE is a book adaptation** – how do you think the book might be shown on stage?

## WATCH THE TEASER TRAILER – (Media Arts, Drama)

<https://vimeo.com/993786958>



**DISCUSS:** Come back to the question – how do you think the book might be shown on stage?



## SOUNDSCAPES – (Music, Critical & Creative Thinking)

The music in IMAGINE LIVE was composed by Nate Gilkes and inspired by the diverse and complex beauty of Victoria's Mornington Peninsula. Let's see where it can take you.

**LISTEN:** <https://jolyonjames.com.au/development>

Track #1: Rye Back Beach (DRAFT)

Track #2: Southern Ocean (DRAFT)

Sit or lie in a comfortable position. Close your eyes. Listen to the music wash over you.

What place does it remind you of?

**QUICK WRITE/DRAW:** Describe or draw the images or location this music makes you picture.

## AFTER THE SHOW

### CONNECT

IMAGINE LIVE celebrates the long-distance relationship between Soli and her Nana Ali.

Who would you like to tell about your experience seeing IMAGINE LIVE?

Someone who lives near or far? A grandparent? A parent? A friend? You decide!

**MAKE:** Draw a picture / write about or describe in a short video your favourite memories from the show.

You may even like to make your response into a postcard or social media post.

**Don't forget to post it!**

### DEAR JOLYON JAMES

Jolyon and the Creative Team would love to see the work you've created in response to IMAGINE LIVE.

So, if your teachers and parents feel it is okay – please take a photo of your work.

Post in on social media. Use the following handles to connect with IMAGINE LIVE

**Facebook:** [facebook.com/IMAGINELIVESHOW](https://facebook.com/IMAGINELIVESHOW)

**Instagram:** @imaginelive2025 or [instagram.com/imaginelive2025](https://instagram.com/imaginelive2025)



**IMAGINE and IMAGINE LIVE rely on the use of household items to create an imagined, fantastical world. The following activities pick up on this idea of creativity and imagination dreaming you into another (more fabulous) world.**

### WHAT'S IN THE BOX – (Drama)

**PLAY:** Sit your group in a circle. The leader mimes an imaginary 'box', demonstrating the size and shape with their hands.

**ROUND 1:** The leader passes the 'box' to the next person. They take the 'box' and pass it on. The aim is for the box to return to the leader in the same shape and size as it left.

**ROUND 2:** This time the leader mimes taking an object out of the 'box'. They mime using this object, for example, holding binoculars up to the eyes. Participants must guess what the object is. They pass the box to the next person who imagines a new object.

**ROUND 3:** Again, the leader mimes taking an object from the 'box' and using it so participants can guess the item. This time though they pass the object on, without the box. The next person must take the object using the same hand position and transform it into something else. For example, two hands outstretched around a fishing rod may become a baseball bat.

## IMAGINE WITH ME – (Drama, Visual Arts, Media Arts)

IMAGINE LIVE took household objects and using creativity and imagination made them into incredible creatures. Now it's your turn!

**WATCH:** Animation Video #1 <https://jolyonjames.com.au/development>

**Found Objects #1:** For this activity you will need a collection of found objects from around the classroom or house. For example, a stack of books or paper, a tub of pencils, counters, a pile of leaves or toys.

**MAKE:** Divide into small groups of 3 or 4. Each group is allocated a collection of objects. Using the collection, they must create an animal they saw within the play.

**GALLERY WALK:** Once all groups have completed their animals, groups should walk around and view each others artwork, offering one thing they like about each artwork.

**Found Objects #2:**

**WATCH:** Proof of Concept Video <https://jolyonjames.com.au/>

**PLAY:** Jolyon James turns a pair of salad tongs into an animated Pink Ibis. In groups or individually participants must select an everyday object from around the classroom or house.

- What animal does this object remind you of?
- How does this animal move and act?
- Use your object as a puppet and become that animal. You may even add sound effects!
- Perform your animal for the other participants.

## WELCOME HOME – (Drama, HASS)

**PLAY:** Now that you have a herd, a thunder, a pod, a flock of animals it's time to find them a home!

In IMAGINE the children turn everyday places around their house into amazing animal habitats. Think about or go for a walk around your school or house. Where could your animal live? Would any other participants animals live in the same space?

Make your animal at home, practice moving around and performing your animal in its new space. You may even perform for other groups. Welcome home!

## AUSTRALIAN CURRICULUM 9.0 – LINKS

Please click on the links below to view the full content descriptors and elaborations

Learning Area	Foundation / Prep	Year 1	Year 2	Year 3	Year 4
<b>English</b>					
Text structure and organisation	<a href="#">AC9EFLA03</a>	<a href="#">AC9E1LA04</a>	<a href="#">AC9E2LA03</a>	<a href="#">AC9E3LA03</a>	<a href="#">AC9E4LA03</a>
Language for expressing and developing ideas	<a href="#">AC9EFLA07</a>	<a href="#">AC9E1LA08</a>	<a href="#">AC9E2LA08</a>	<a href="#">AC9E3LA07</a>	<a href="#">AC9E4LA10</a>
Literature and contexts	<a href="#">AC9EFLE01</a>	<a href="#">AC9E1LE01</a>	<a href="#">AC9E2LE01</a>	<a href="#">AC9E3LE01</a>	<a href="#">AC9E4LE01</a>
Engaging with and responding to literature	<a href="#">AC9EFLE02</a>	<a href="#">AC9E1LE02</a>	<a href="#">AC9E2LE02</a>	<a href="#">AC9E3LE02</a>	<a href="#">AC9E4LE02</a>
Examining literature	<a href="#">AC9EFLE03</a>	<a href="#">AC9E1LE03</a>	<a href="#">AC9E2LE03</a>	<a href="#">AC9E3LE03</a>	<a href="#">AC9E4LE03</a>
Creating literature	<a href="#">AC9EFLE05</a>	<a href="#">AC9E1LE05</a>	<a href="#">AC9E2LE05</a>	<a href="#">AC9E3LE05</a>	<a href="#">AC9E4LE05</a>
Interacting with others	<a href="#">AC9EFLY02</a>	<a href="#">AC9E1LY02</a>	<a href="#">AC9E2LY02</a>	<a href="#">AC9E3LY02</a>	<a href="#">AC9E4LY02</a>
<b>Drama</b>					
Developing Practices and skills	<a href="#">AC9ADRFD01</a>	<a href="#">AC9ADR2D01</a>		<a href="#">AC9ADR4D01</a>	
Creating and Making	<a href="#">AC9ADRFC01</a>	<a href="#">AC9ADR2C01</a>		<a href="#">AC9ADR4C01</a>	
Presenting and Performing	<a href="#">AC9ADRFP01</a>	<a href="#">AC9ADR2P01</a>		<a href="#">AC9ADR4P01</a>	
<b>Media Arts</b>					
Developing Practices and Skills	<a href="#">AC9AMAFD01</a>	<a href="#">AC9AMA2D01</a>		<a href="#">AC9AMA4D01</a>	
<b>Music</b>					
Developing Practices and Skills	<a href="#">AC9AMUFD01</a>	<a href="#">AC9AMU2D01</a>		<a href="#">AC9AMU4D01</a>	

Visual Arts					
Developing Practices and Skills	<a href="#">AC9AVAFD01</a>	<a href="#">AC9AVA2D01</a>		<a href="#">AC9AVA4D01</a>	
Creating and Making	<a href="#">AC9AV AFC01</a>	<a href="#">AC9AVA2C01</a>		<a href="#">AC9AVA4C01</a>	
Presenting and Performing	<a href="#">AC9AVAFP01</a>	<a href="#">AC9AVA2P01</a>		<a href="#">AC9AVA4P01</a>	
Humanities and Social Sciences					
History	<a href="#">AC9HSFK02</a>	<a href="#">AC9HS1K02</a>	<a href="#">AC9HS2K02</a>		
Geography	<a href="#">AC9HSFK03</a>	<a href="#">AC9HS1K03</a>	<a href="#">AC9HS2K03</a>	<a href="#">AC9HS3K05</a>	<a href="#">AC9HS4K05</a>
Questioning and Researching	<a href="#">AC9HSFS01</a>	<a href="#">AC9HS1S01</a>	<a href="#">AC9HS2S01</a>	<a href="#">AC9HS3S01</a>	<a href="#">AC9HS4S01</a>
Critical & Creative Thinking					
	<a href="#">Developing Questions</a>				
	<a href="#">Create Possibilities</a>				