

WILF GOES WILD



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EDUCATION PACK



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WELCOME!

WILF GOES WILD is a short-form, educational musical following the adventures of self-proclaimed explorer Wilf & his sister Willow.

Through imagined expeditions, they learn about different parts of our world meeting a colourful cast of characters along the way.

Wilf's adventures aim to be entertaining, educational and epic.

Wilf's adventure began during *on hope: a digital song cycle*. Josh and Sarah presented a five-minute song introducing us to the young wannabe explorer, who's imagination takes them on epic adventures.

Following a popular response, Matt approached Josh and Sarah about developing the character further, seeing potential in the catchy sound & exciting visual style of the short song.

We are thrilled be supported an Arts Council Project Grant to develop the pilot episode of **WILF GOES WILD**.

GUIDE to this pack

This Explorer Education Pack is designed to accompany *Wilf Goes Wild: The Mystery of the Missing Marvin*, and is full of fun, creative activities to support learning and engagement.

The pack is structured for you to be able to adapt the activities to your learning environment, meaning you have freedom in how you use the activities.

The team at *Wilf Goes Wild* want as many young people as possible to be able to access this interactive musical.

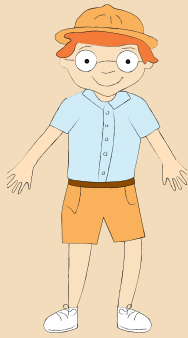
EXPLORER badge

Wilf and Willow want to help your young people to earn their Explorer Badge! At the start of each activity there will be a short message from Wilf and Willow that you can read to the students. It links to the activity and will encourage them to get one step closer to achieving their Explorer Badge!

At the end of the pack, you can find a template print-out of the Explorer Badges. When you have completed all the activities you want to, you can hand these out to your students!

CHARACTERS

WILF



Wilf is seven years old and he is an explorer! He loves studying maps and following in the footsteps of his heroes - David Attenborough and Bear Grylls. He goes on adventures all the time with his sister Willow, and Marvin, their Giant African Land Snail. Wilf is kooky, creative and will travel anywhere, no matter how far the distance (using a bit of imagination to help, of course). And his favourite word is...YAOW!



WILLOW

Willow is nine years old and she is an explorer! She is super smart, a little bit sassy, and a strong leader. She loves reading and solving puzzles. Willow is brave in the face of danger and always tries her very best to do the right thing.

Willow always remembers her explorers backpack - essential for all adventures!


MARVIN

Marvin is Wilf's Giant African Land Snail. His tentacles even light up! When they light up red, that usually means there is danger about..



MR PLUMPY

Mr Plumpy is a Narwhal (a type of whale with a large tusk) and he is sneaky! Mr Plumpy is Wilf's enemy. He may appear charming and sparkly but secretly he is a ruthless quiz-master baddie who will stop at nothing to steal animals away from their natural habitat to be attractions at his Plumpyland zoo. All he wants to do it be famous, and he does not care about the conservation of animals at all! He uses his magical tusk to steal things from the human world...
how rude!

A dashed black line graphic in the top left corner, resembling a compass rose or a stylized 'X' shape.

EXPLORER

EduCation



PACK

a message FROM wilf and willow



Teacher can say something along the lines of: "Listen everyone, we have a really important message coming through from two explorers! Everyone sit comfortably, and get those listening ears on – hear comes the message!"

VIDEO VERSION available at www.wilfgoeswild.com

Wilf: Hello everyone! We are currently on an adventure, but we wanted to send you all a message! We want to help you all to become explorers just like us, and to earn your Explorer's Badge.

Willow: Wilf, why don't you tell them what an explorer is?

Wilf: An explorer is someone who travels to places about which very little is known, in order to discover what is there. And anyone can be an explorer!

Willow: Yes, anyone can! You don't need a plane

Wilf: Or a train

Willow: Or even a bus ticket.

Wilf: You can explore the whole world using your imagination, just like we do!

Willow: YAOW!

Wilf: You're about to see an adventure we went on to Antarctica.

Willow: It's one of our favourites.

Wilf: Oh and one more thing - while you're watching, we have a challenge for you. You are going to see lots of animals in this adventure-

Willow: And we want you to try and remember as many of them as you can!

Wilf: Are we ready?

Willow: Let's go!

activity 1: SPOT the animals



WILF: *That was a fantastic adventure! So many awesome animals! How many can you remember?*

what you NEED

- Large sheets of A3 paper
- Pens

CuRRiCuLum LiNKs

- Science
- Teamwork
- Reflection

activity

Get the group to discuss in groups or pairs what animals they saw. You might want to get pieces of A3 paper so they can make a mind-map of all the animals they remember. You could also place one piece of A3 paper on each table and get the class to work in groups to rotate around each table and add the animals they remember to each sheet.

Once they have written all the animals they remember, bring it back to a group discussion, inviting each group to share back one or two animals they discovered. You might want to write these on a whiteboard or big piece of paper to collect all of their findings.

You may want to extend the discussion with some prompt questions, for example:

“Where is that animal’s natural habitat?”

“What did that animal look like?”

“What was your favourite animal?”

“Did you see any animals on the adventure that you haven’t seen before?”

Answers

- Giant African Land Snail
- Whale
- Narwhal
- Seals
- Penguins
- Little Baby Sea Cucumber
- Elephant
- Bear
- Kangaroo
- Fox
- Alligator
- Parrot
- Monkey
- Zebra

adaptations AND Extension

MIME: Get each table to choose one animal. They must silently act out the movements of that animal, and the rest of the class must guess which animal they are.

activity 2:

EXPLORER EXERCISES

WILF: *Every explorer needs to be ready for the physical challenges they will face, so don't forget to warm up!*

what you NEED

- TIME: 10 mins

Curriculum LINKS

- Physical Education
- Healthy Lifestyle

Start by asking the group why it is important to warm up whenever we are doing physical activities or exercises. Make sure your body and muscles are warm and get your body prepared to do something physical, so you don't hurt yourself!

Here are some warm up moves to do with your group:

- Reach your hands all the way up to the sky as if you're reaching for Marvin's cage, then reach all the way down to the ground, keeping your head floppy and your knees slightly bent!
- Roll your head around in circles like the compass, slowly going North, South, East and West!
- Roll your shoulders backwards, the forwards like the washing machine!
- Move your hips around in circles, just like Mr. Plumpy's tail when he's dancing!
- Jump in the sky like Mr. Plumpy emerging from the ice.
- Don't forget to warm up the face too: Crunch up your face as small as it will go (like a sea cucumber), and then open up your face really wide (Mount Erebus) - remember to think about having wide eyes, opening your mouth wide!
- Warming up your explorer voice is important too, try these tricky tongue twisters:

how many yaows can a cow yaow loud?

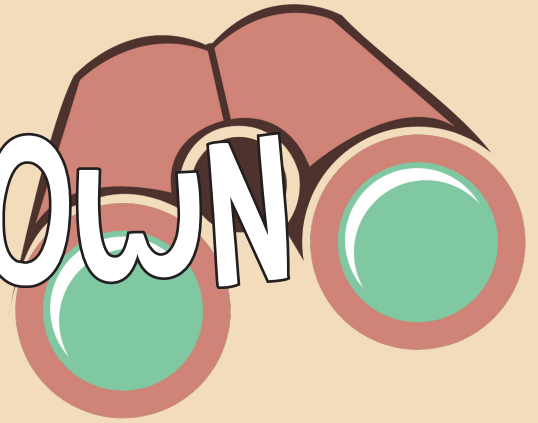
wilf and willow went round the world on a wonderful wild wander.

mr plumpy, please pass the plasticine politely

marvin's making marvellous marshmallows!

activity 3:

make your own binoculars...



WILF: *Binoculars help explorers see places and animal that are far away. They are essential explorer equipment!*

what you NEED

- TIME: 30+ mins
- 2 empty toilet paper rolls
- White glue
- Tape
- Decorating supplies, such as markers, crayons, stickers or tissue paper (optional)

CURRICULUM LINKS

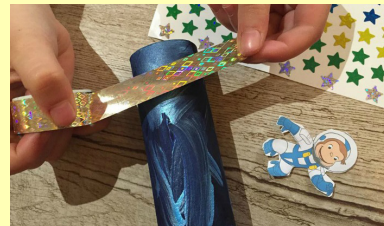
- Art/Design
- Creativity

activity

1. Everyone gets two cardboard tubes each.



2. Now decorate the cardboard however you like



3. When each one has been decorated, stick the two tubes together



4. Attach the string to one end of each cardboard tube to make a strap so you can wear the binoculars around your neck comfortably



5. Now you have a pair of fabulous, personalised binoculars

activity 4: Fact FINDER...

CURRICULUM LINKS

- Science
- Geography

what you NEED

- TIME: 30mins/ 1hr
- Paper/Pens
- Glue



WILF: *We saw loads of animals on our adventure. Now we need you to find out more about these curious creatures!*

activity

Wilf and Willow rescued all the animals Mr Plumpy took, but now they are all in a muddle - we need to work out which animal is which!



Each student will get pictures of animals as well as a description of those animals - but they are all jumbled up! The aim of the activity is to match up each animal with the correct description.

This can be done as a solo task, in a group or as a whole class.

All of the pictures and descriptions can be found in the worksheet at the end of the pack.

activity 5:

all AROUND the WORLD...

WILF: *Do you know the North from the South? It's time to go all around the world and explore with us!*

what you NEED

- TIME: 10/15 mins

CURRICULUM LINKS

- Geography
- Physical Education
- Creativity

activity



This whole group game is great for getting the energy up and learning at the same time! Make sure you have cleared a space in the room, moved tables and chairs aside so you have as much space as possible. The teacher will call out the instruction words, and the class must then complete the action afterwards. Try introducing two instructions at a time, and add in more as you go along!

Instructions

North

South

East

West

Wilf

Willow

Antarctica

Mr Plumpy

Where is Marvin?

Explorer

Mount Erebus

Response

Students move to the North wall

Students move to the South wall

Students move to the East wall

Students move to the West Wall

Say: Not true, cockatoo!

Say "YAOW" with a star jump

Shiver with a loud brrrrrrrr

Point finger into a tusk and make an evil gargling sound

Start to look all around the room, searching high and low

Find your own space, and get into your best explorer pose

Everyone does little jumps as they move around the room (the floor is lava)

adaptations and Extension

MAKE YOUR OWN:

Try coming up with you own instructions and responses; you could even make this into a longer activity by adding instructions that focus on science or geography, depending on what you are learning about.

activity 6:

CREATE a FOOTPRINT trail...

CURRICULUM LINKS

- Art/ Design
- History

what you NEED

- TIME: 30 mins
- Paper
- Pens
- Scissors
- Decorating supplies, such as
- Markers, crayons, stickers or tissue paper (optional)

WILF: *Footprints are one of the best clues an explorer can find. They help us work out who or what has been there, and where they might have gone!*

activity

Create your very own classroom footprint trail that everyone can contribute to. Using an A4 piece of paper and a pencil, get each student to draw around their foot to get a footprint outline.

Now it's time to get creative! There are a number of things you can do when creating your footprint trail; here are some we recommend:

DECORATE: Create a colourful trail with everyone personalising their footprint with their very own decorations and patterns - it will look super cool and colourful when you put them all together

WORD trail: Using some of the key words you have learnt about conservation and the environment (see activity 10) give each student/table a word to write and decorate in their footprint

EXPLORER STEPS: Using the explorers you have discovered (see activity 8) imagine this is an explorer's footprint - you can draw and write all about them in your own footprint!

Once you have finished decorating, cut out each footprint and place them one after the other around the room to create your very own footprint trail!

activity 1:

a SOUND ADVENTURE!

WILF:

When out on an adventure, we go to so many different places, such as forests, volcanoes and snowy mountains. Each place we visit has so many different sounds!

what you NEED

- **TIME: 30 mins**

CURRICULUM LINKS

- Music
- Creativity
- Teamwork

activity

Soundscapes are a great way to get everyone thinking creatively about what noises and sounds different locations might have.

First of all, pick a location in the world, for example:

- Forest
- Ocean
- Volcano
- Mountain
- Antarctica
- Desert
- Big City

Now get everyone to come up with ideas of the different sounds they might hear. Think about the wind, any animals that might live there, if it's warm or cold etc.

Assign each table a different sound, and explain that when you point at that table, they are going to make their sound and keep making it until you give them the signal to stop. Explain that you are going to make a soundscape of that location, and if you raise your hand higher, it means the sound needs to get louder, and vice versa for quieter.

tips

The Conductor:

You as the teacher are the conductor, and you could ask if anyone else would like to come and have a go at conducting the soundscape.

activity 8: INTERVIEW THE EXPLORER...



CURRICULUM LINKS

- History
- Creativity

WHAT YOU NEED

- Time: 1hr +
- Prop microphone
- Pen and paper

WILF:

There are so many explorers that have inspired myself and Willow to go on adventures! What other explorers do you know? What kind of questions would you like to ask them? Give it a try!

activity

It's time to get your acting socks on! For this activity we get to step into the shoes of real explorers both now and throughout history, by learning all about them and then creating a short scene in small groups where you get to interview the explorer!

First, start by choosing what explorers you would like to find out about. Our worksheet for this exercise has lots of interesting and inclusive examples, or you may want to focus on a historical figure you've been looking at.

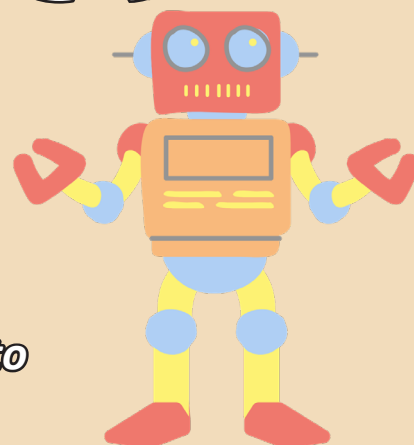
Once you have chosen which explorer(s) you are going to interview, get everyone to think of questions they would like to ask the explorer. We also have a few examples for you on the worksheet too.

Now, either in groups, pairs or as a class get one person to volunteer to be the explorer and one person to be the interviewer. They will then do a short scene with the interviewer asking the questions. You can swap out who is who so everyone gets a turn! We have lots of tips on the worksheet about getting into character if people need support.

tips

Teacher in Role: Alternatively, a fun way to do this exercise is for the teacher to play each explorer, and assign one table an explorer each, so they get to ask you the questions!

activity 9: the CONSERVATION machine...



WILLOW: *Mr Plumpy is a sneaky Narwhal! He doesn't care about conservation at all, so we need your help to prove him wrong! Time to get inventive!*

what you NEED

- TIME: 20 - 30 mins
- Group activity
- Paper and Pens

activity

CURRICULUM LINKS

- Physical Education
- Teamwork
- Creativity

Start off by talking about Wilf and Willow's adventure with Mr Plumpy, and how Mr Plumpy didn't care about conservation of the animals. Ask the group what they think conservation might mean.

Definition: Conservation is the protection of things found in nature. It requires the sensible use of all Earth's natural resources: water, soil, minerals, wildlife, and forests. People who care about conservation try to preserve natural resources so they will still be around in the future.

(More information available in appendix under activity 9)

Get everyone into groups and explain that they are going to come up with an invention to promote conservation. Imagination is key here, they might want to focus on one area of conservation: e.g. tackling pollution, preventing deforestation - or they might want to solve it all! In groups let them discuss and plan their inventions, which they will then present to the group!

adaptations and extension

PHYSICAL THEATRE: Make the conservation machine using your bodies. Find different shapes, heights and ways to connect. Now get the group to make the machine come alive by adding some and movements.

tips

Give suggestions about the different types of conservation to help prompt their ideas. Perhaps you could even assign an area of conservation to each group!

activity 10:

WORD SEARCH RESEARCH...



WILF: *Mr Plumpy doesn't understand what conservation is at all! We need your help to learn as many words as possible about saving the planet - you just need to find them!*

what you NEED

- Time: 20+ mins
- Wordsearch
- Pens and Paper

CURRICULUM LINKS

- Science
- Geography

activity

This activity is all about introducing some key vocabulary around the environment, conservation and the planet. The worksheet for this exercise is full of key words and their definitions, accompanied by a word search so students can go hunting for the words, just like explorers!

ADAPTATIONS AND EXTENSION

This activity links to lots of the other activities in this Education Explorer Pack, meaning you can use it in lots of different ways. This can either be a standalone activity, or you could extend the task with some of these useful tips:

activity 5: ALL AROUND THE WORLD... You could use some of the new words students have learnt, and get them to come up with an action for each word, and then practice the game with these.

activity 6: CREATE A FOOTPRINT TRAIL... You could create a footprint trail, with each footprint containing one word about conservation - then turn it into a game! Get students to walk along the path and say stop. Whichever word they land on, they have to tell you what it means.

activity 8: INTERVIEW THE EXPLORER... When students are interviewing their explorers, they could ask them questions around the new words that they have learnt.

activity 9: THE CONSERVATION MACHINE... If you want to get students thinking about how to solve specific areas of conservation, then using the words they learn here would be a great way to get each group to focus on something different.

FEEDback

POSTCARDS! *WILLOW: WOW! What an adventure! Well done for all of your hard work - we would love to hear what you go up to! Please send us a postcard!*

Wilf and Willow would you to write and decorate a postcard, telling them all the interesting and fun things you have learnt! You can find a template of the postcard at the back of the pack - please send photos of your postcards by sharing them on social media (@WilfGoesWild) using the hashtag #WilfGoesWild and share with everyone all the fantastic things you have learnt!

USE the hashtag!

Show us your adventure by sharing your very own picture, stories and creations on social media! Don't forget to use the hashtag #WilfGoesWild when sharing your adventures. Who knows, you might even inspire someone else to go and explore!

#WILFGOESWILD

FEEDback FORM

Wilf Goes Wild is just beginning, and we need your help to grow Wilf's world! Parents, guardians and teachers, please could you fill out the form using the link below. Any feedback we get will help to make it bigger and better. It only takes 10 minutes to fill out.

Thank you from the *Wilf Goes Wild* Team! Yaow for now.

LINK: www.wilfgoeswild.com/grown-ups