

# BIG DREAMS

craig  
by christie



THE CHILDREN'S  
BOOK COUNCIL  
OF AUSTRALIA

SINCE 1945 — YOUR CONNECTION TO STORY

TEACHER RESOURCE PACK  
BOOK WEEK IN SCHOOLS 2019



# CONTENTS

<b>Teacher Instructions</b>	...3
About the company	...4
<b>Program Information:</b>	
Big Dreams – Curriculum Content	...5
Big Dreams – A Note From The Writer	...6
Big Dreams – Synopsis	7 - 8
Featured CBCA Shortlisted 2018 Books	9 - 11
<b>After the Performance:</b>	
Activities and Discussion based upon Performance and Themes	...12
Activities and Discussion based upon Books	13 – 15
Movement based Activities	...16
CBCA Partnership and ORDER YOUR RESOURCES	...17
2020 Incursion Booking Form	...18
<b>Games and Puzzles:</b>	19 - 26

# TEACHER INSTRUCTIONS

## BEFORE THE PERFORMANCE:

**TEACHER RESOURCE PACK:** Please copy or email and distribute this pack to all relevant teachers PRIOR to the performance.

**CBCA FEATURED BOOKS:** We recommend students are familiar with the CBCA shortlisted books featured in this production. There are different books featured across the Junior, Senior and General (mixed age group) versions of the show, and each version uses a different combination of texts. Version outlines and story summaries are included in this pack.

**STUDENT NUMBERS:** Please prepare IN ADVANCE the number of students attending so you can inform our Team Leader at the conclusion of the performance.

## ON THE DAY OF THE PERFORMANCE:

**SAFETY:** Please ensure the space is clean and clear for the safety and wellbeing of both your students and the performers.

**TABLE REQUEST:** The performance will require one table of medium size. Please pre-set a table in the performance space at least 40 minutes before the scheduled performance start time.

**PERFORMER ARRIVAL TIME:** Performers will arrive approximately 30 minutes before the scheduled performance start time. Please make sure the space is clear and ready to ensure we can set up and start on time.

**START TIME:** Please ensure students are lined up outside the performance space 5 minutes before the commencement of the show to guarantee a prompt start. We are not able to work within your school bell times if the performance cannot start on time.

**PERFORMANCE SPACE REQUIREMENTS:** The performers will arrange the audience into two long groups facing each other with an aisle in between the groups in which to perform. This aisle needs to be approximately 3 metres wide by 6 metres long, with power access nearby.

*Please note:* a small or medium sized room such as a multipurpose room or small hall is more effective acoustically and atmospherically than a large space such as a gym. Please make the performance area available at least 30 minutes prior to the commencement of the show so that the performers can prepare the space to start on time.

**TEACHER PRESENCE:** We request teacher presence and support for the performers at all times during the performance.

## AFTER THE PERFORMANCE:

**STUDENT NUMBERS:** Please provide the total number of students that have attended the performance to our Team Leader before they depart your school.

**EVALUATION:** Go to **performteachers.com** and click on the name of this program to evaluate and be in the draw to **WIN \$200!**

**STUDENT ACTIVITIES:** Distribute the activities in this pack and have your students complete. Share any of the classroom activities and use in your follow up lessons.

**RESERVE A DATE FOR NEXT YEAR:** Contact us NOW to find out details for next year's Book Week in School program and reserve a date to grab the **early bird specials!**

## MANY THANKS FOR YOUR ASSISTANCE AND SUPPORT!

**PAYMENT:** A tax invoice for the balance of payment will be forwarded to your school the day after the incursion, so please **do not prepare a cheque on the day**. We have instructed our performers not to handle any money or financial issues. These should all be directed to our office. Please refer to your Booking Confirmation for details on pricing terms and conditions. If you require another copy then call our office on 1300 652 470.



## ABOUT THE COMPANY

**Perform! Education** is a multi award-winning educational production company and part of the largest educational producers operating across Australia, New Zealand, the USA and UK.

The company specialises in touring curriculum aligned, educational musicals and sketch comedies into schools and has been operating in Australia for twenty years. Every year we tour to over 300,000 students and in all, the company and its writers have toured our specialty educational programs to **over three million students** across the world.

In Australia we tour the annual Book Week in Schools musical in association with **The Children's Book Council of Australia** celebrating CBCA Book Week and the annual CBCA Book Week theme. These productions feature a selection of the CBCA Shortlisted books from the **Children's Book Council of Australia annual Book Awards**. They promote literacy and reading by inspiring students with the limitless fun and possibilities offered by

books. Each production also deals with specific **personal development** issues such as Self-Esteem, Bullying, Anger Management and Co-operation. The performances, which take place within primary schools, are **highly interactive** and feature action packed narratives, appealing, identifiable characters, loads of **comedy**, irresistible **songs** and high energy **dancing** that captivate and engage all audiences from ages 5 to 12 years (as well as their teachers).

**Question/Discussion** time at the conclusion of the performance reinforces the learning outcomes, and this specially designed **Teacher Resource Pack** sent prior to the performance offers a comprehensive selection of classroom exercises for both before and after the in-school performance

To find out more about **Perform! Education** or to contact the company, please log onto our website at [www.performeducation.com](http://www.performeducation.com)

If you or any of your students would like to find out more details about our company please visit our website: [www.performeducation.com](http://www.performeducation.com)

# BIG DREAMS - CURRICULUM CONTENT

**LEARNING AREAS:** English, The Arts, Science, Humanities & Social Sciences, Health and Physical Education

**GENERAL CAPABILITIES:** Literacy, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding, Intercultural Understanding

**THEMES:** Facing Fears, Positive Thinking, Perseverance, Co-operation and Collaboration, Sustainability and the Environment, Reading and Literacy, Drama, Music, Dance



## BIG DREAMS – NOTE FROM THE WRITER

With this year's Book Week show I wanted to explore the idea of having Big Dreams and things that may stand in the way of us achieving them. I know from personal experience – every year when I sit down to create a new show for children's Book Week there is an unwelcome voice in my head questioning whether or not I can do it, that I really don't have the talent and ability to create a good show and I am going to disappoint everyone. Fear of failure, of disappointing people or making a fool of oneself is something that every single person experiences at some time, and I wanted to encourage the students in the audience by showing that it is universal. To do this I have created three short 'stories' within the body of the narrative to explore different aspects of this shared experience where, as individuals, we have to confront and overcome 'the Dreamsnatcher' – that voice in our head that tells us we can't achieve something and are doomed to fail before we

even begin. I also wanted to expand upon this in the third story, where we show it's important not only to overcome the Dreamsnatcher ourselves but also to help other people do the same. In the end, it's a celebration of aspiring to great things and enjoying the experience of having 'big dreams'.

- Craig Christie





## BIG DREAMS - SYNOPSIS

At the beginning of the show, the audience meets the two performers who will be presenting Big Dreams – we call them the Boy and Girl. The Boy in particular is very hyped up and excited about performing, but when the moment comes to start the show he suddenly freezes and leaves the stage. He is encouraged back by the audience after the Girl explains how the boy suffers from stage fright. With the encouragement of the audience, he is finally able to step up and tell the story of Sam and his friend Lou and their struggle to overcome the Dreamsnatcher.

The actual story of Big Dreams begins with a young boy – Henry – preparing for his first day at a new school. His mother can't find him and finally has to coax him out of the wardrobe where he is hiding. Mum is confused as Henry has been really looking forward to this day and the start of a new adventure. Mum finally sends an apprehensive Henry off. When he arrives at school he nervously introduces himself to a few people and finally happens across Lou – a girl who is sitting away from the other students reading a book. Lou has noticed him and recognises his apprehension. Lou explains how she understands as she is plagued by the same problem. When Henry asks what problem she is referring to, she explains about the Dreamsnatcher – a mysterious voice that appears to undermine a person's confidence when they are undertaking a new task or following a dream that they aspire to. Lou goes on to show how one way to keep the Dreamsnatcher at bay is through books and

shows Henry a book to illustrate how it quiets the voice of doubt inside. Feeling empowered and more confident, Henry goes off happily to class. However, as Lou exits we hear that the Dreamsnatcher is still lurking...

The actors return on stage with the Boy congratulating himself on a job well done. The Girl reminds him that so far they have only presented the first episode and that the story of Henry and Lou isn't over yet. She reminds him that they have yet to present the football episode. The story continues.

Henry enters filled with excitement at going to football training. He can picture himself as a football superstar but, even as he talks about it, the sound of the Dreamsnatcher is heard and Henry wilts. Lou comes looking for him, warning him not to be late for football training or he may miss out on team selection. Lou discovers that, despite Henry's best intentions, he is often distracted from reading and other positive activities. Lou brings Henry round by reminding him of the reasons why he wants to play football. He responds enthusiastically while explaining how wonderful it feels while playing the game and runs off to training with his confidence re-established. Lou remains for a while to reflect on how one of the Dreamsnatcher's tricks is to distract people from believing in themselves and their dreams, referring to a book she's been reading. She then runs off to join Henry at football training.

## BIG DREAMS – SYNOPSIS CONTINUED...

The Boy actor returns to the stage to congratulate himself on a job well done in telling the story of Henry and Lou but the Girl comes on reminding him there is still one more episode to relate to the audience – when Henry was pursuing his dream of being a rock star. The Girl introduces Henry, who takes the stage performing for everyone. Lou enters and Henry tells her he is ready to audition. The sound of the Dreamsnatcher is heard but Henry is ready and produces a book that silences it. He presents the book for Lou to look at but is surprised when she tells him that she will support his performance but won't be performing herself. He recognises that the Dreamsnatcher has affected Lou though she insists that it's really that she just doesn't want to audition. Henry goes off to check the audition schedule and leaves Lou with the book to read. She does so and takes on board what she learns from the book but, when Henry returns, she is still unwilling to audition. Henry

realises that, while Lou has always supported him, it's important also to recognise the effects of the Dreamsnatcher on others and support them, as it's very easy to become a Dreamsnatcher yourself through a careless or thoughtless word or action. Lou is persuaded to present her audition song and, with the support of Henry and the audience, regains her confidence and is able to pursue her dream of being a singer.

The two actors return to the stage announcing that they have now finished telling the story of Henry, Lou and how they overcame the Dreamsnatcher. The Girl points out to the Boy that the story of Henry and Lou is really no different to his own when dealing with stage fright. Taking on what they have learned in presenting the story of Henry and Lou they, like the characters they portrayed, are able to live Happily Ever After.





## BIG DREAMS – CBCA FEATURED BOOKS

From Craig Christie; the writer of **TREASURE HUNT**:

With this year’s Book Week show I wanted to explore the idea of having Big Dreams and things that may stand in the way of us achieving them. I know from personal experience – every year when I sit down to create a new show for children’s Book Week there is an unwelcome voice in my head questioning whether or not I can do it, that I really don’t have the talent and ability to create a good show and I am going to disappoint everyone. Fear of failure, of disappointing people or making a fool of oneself is something that every single person experiences at some time and I wanted to encourage the students in the audience by showing that it is universal. To do this I have created three short ‘stories’ within the body of the narrative to explore different aspects of this shared experience where as individuals we have to confront and overcome ‘the Dreamsnatcher’ – that voice in our head that tells us we can’t achieve something and are doomed to fail before we even begin. I also wanted to expand upon this in the third story where we show it’s important not only to overcome the Dreamsnatcher ourselves, but also to help other people do the same. In the end, it’s a celebration of aspiring to great things and enjoying the experience of having ‘big dreams’.

To help bring this theme to life I have selected, in consultation with teachers and booksellers, the following titles from the 2019 CBCA Short List:

### **JUNIOR VERSION:**

Grades K-3

**GIRL ON WIRE**

**THE ALL NEW MUST HAVE  
ORANGE 430**

**TRICKY’S BAD DAY**

### **GENERAL VERSION:**

Grades K-6, OR mixed year levels

**GIRL ON WIRE**

**THE ALL NEW MUST HAVE  
ORANGE 430**

**CICADA**

### **SENIOR VERSION:**

Grades 5 and above only

**GIRL ON WIRE**

**BRINDABELLA**

**CICADA**

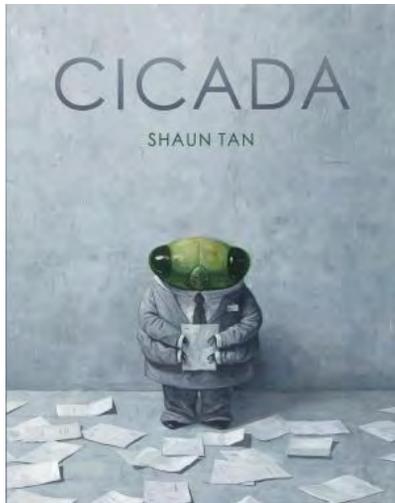
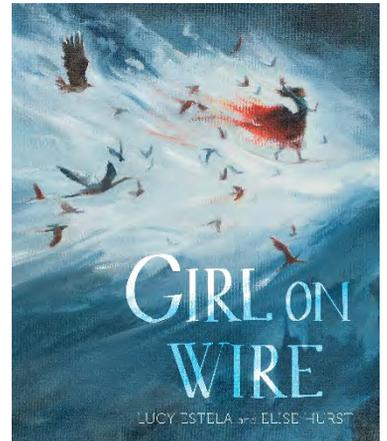
## CBCA FEATURED BOOK DETAILS

### GIRL ON WIRE

*Written by Lucy Estela.*

*Illustrated by Elise Hurst*

I couldn't believe my good fortune that amongst the short listed picture books was this beautiful story that so clearly reflects the theme in Big Dreams. Girl on Wire is a simple yet brilliantly uplifting allegory of a young girl struggling to build her self-esteem and overcome the anxiety that many children feel as they grow – she walks the tightrope, afraid she will fall, but with the support of those she loves, her toes grip the wire and she walks forward, on her own, with a new confidence.



### CICADA

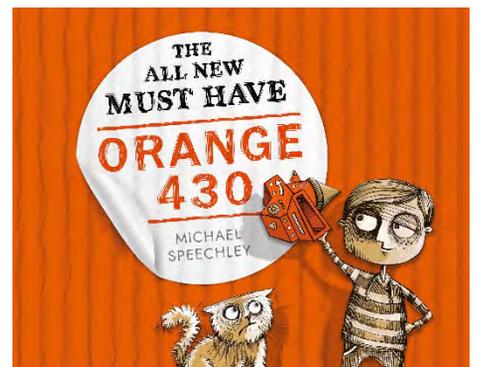
*Written by Shaun Tan.*

The second selection to be used in the General and Senior version of Big Dreams is by the creative powerhouse that is Shaun Tan (whose every book it seems is profound, evocative and ultimately uplifting) CICADA tells the story of an insect working in the human corporate world where he is ignored or bullied, where every day brings no joy and even evenings are spent tucked up in the walls of the office he spends every day in. However at the end we see Cicada transcend the drudgery by shedding his grey exterior to join his fellow insects in a life in the forest as a vibrant, brightly coloured community who look back on the humans and 'can't stop laughing'. The ability to endure and to triumph is something that fits neatly into the themes of Big Dreams.

### THE ALL NEW MUST HAVE ORANGE 430

*Written by Michael Speechley.*

This is a fun filled book whose rollicking language invites teachers to read it out loud to younger students but which has the complexity to still engage older students. The theme of the difference between want and need, of the consumerism it is so easy to be caught up in and our obsession with acquiring 'stuff' is dealt with in a funny but also edifying manner. It feeds into the narrative of Big Dreams by showing that having 'things' is not as important or as lasting as developing the person inside and in fact, wanting things can become an impediment to becoming the best you can be.

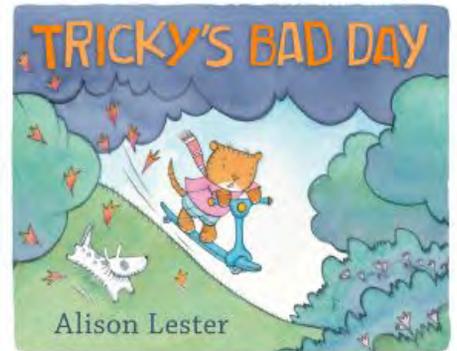


# CBCA FEATURED BOOK DETAILS

## TRICKY'S BAD DAY

*Written by Alison Lester.*

This book exemplifies the writer's well deserved status amongst the most awarded and best loved creator of books for younger children. In it we see young Tricky deal with the minor frustrations and aggravations that all small children encounter at some stage which results in a grumpy attitude that does nothing to improve the situation. Tricky's beleaguered father has to deal with Tricky being grumpy and uncooperative as well as Tricky's baby sister being a handful. This story evokes all the challenges of a young family and highlights how a little proper attention and a cheerful distraction can turn a bad day into 'a really good day'. The rollicking rhyming language further engages younger students and calls for the book to be read aloud. The story of turning what begins as a bad day into a good one by changing your attitude feeds into the themes of Big Dreams in a way that is accessible and clear for younger audiences.

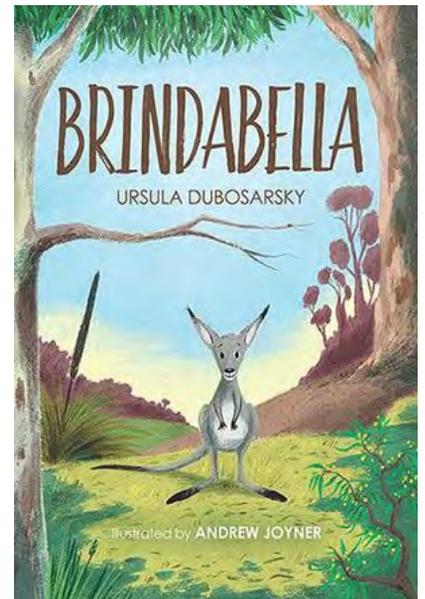


## BRINDABELLA

*Written by Ursula Dubosarsky.*

*Illustrated by Andrew Joyner.*

The final book which is used in the senior version of Big Dreams is BRINDABELLA by acclaimed writer Ursula Dubosarsky. The author artfully evokes the beauty and wildness of the Australian bush and its call upon those that live within it by exploring the unusual friendship that develops between a lonely boy, Pender, and Brindabella, a joey he rescues from its dead mother's pouch. The book moves from an expected narrative style to one that is full of surprises and explores the relationship between people, animals and the natural environment. It also contains an element of a coming of age story. Throughout the narrative Pender must make decisions which puts him in situations that reflect the theme of Big Dreams - having the courage of your convictions. The language used in BRINDABELLA is accessible and the narrative well paced to engage even reluctant readers at this level.



Once again I am reminded in making these selections and reading through the wonderful array of books that have been short listed by the CBCA for the 2019 awards, how very lucky we are to have books of such quality in theme and artistry being produced in Australia. Even the most apparently simple picture books create opportunities to explore visual literacy and all books, regardless of the level they are pitched at, are thematically rich, rewarding student and adult alike when looked at closely and shared in the classroom and more widely back at home.



## QUESTIONS AND ACTIVITIES

The following is a list of questions and activities to use in the classroom after the performance. The first list consists of questions and activities related to the theme of the show (thematic) and the subsequent list is related specifically to the books involved in the show. After these are some general activities and activities relating specifically to music and movement.

### THEMATIC

- Draw a picture of what you think the Dreamsnatcher may look like.
- Write down one of your special dreams/ambitions. Make a list of the things a Dreamsnatcher might say or do that would stand in the way of you achieving your goal. Write down ways to overcome each of these obstacles.
- Create a 'Dreamsnatcher Alert' chart listing things that people might say, do or think that can affect how people feel about themselves and their ambitions.
- Why would someone become a Dreamsnatcher and try to get in the way of someone else achieving their dreams and ambitions?
- Why is it important to have dreams and ambitions?
- Consider some of your favourite stories from books, movies or television shows. Can you identify moments when the main character may doubt themselves and how do they overcome it?
- Imagine that as well as a Dreamsnatcher, there is its opposite – a Dreamgiver. What might a Dreamgiver do? Can you think of any Dreamgivers in your life and in stories you know?
- Research and write the biography of a favourite sporting or music star, outlining the obstacles they had to overcome to achieve their success.
- At the beginning of the story, Henry is worried about starting at a new school. What things can be done to make a new student's arrival at their new school easier and happier?
- What are the things that someone might say or do that shows that they are having trouble dealing with a 'Dreamsnatcher'? Write a list of instructions of what to look out for and what things can be done to help someone overcome a Dreamsnatcher.
- Write a review of **BIG DREAMS**. If you would like to send your reviews into the office we can promise the class will get a response!



## CICADA

- Throughout the book Cicada is only given the words 'tok tok tok' to say. Find the places he says this in the story and replace them with words and sentences that you think might explain what Cicada is thinking and feeling.
- In what ways does Shaun Tan create a feeling of Cicada being lonely, isolated and treated badly by the people around him?
- Where do you think might have Cicada flown away to? Draw a picture of what you imagine. How is it different to Cicada's office?
- Research the life cycle of a cicada. Does knowing this information help explain some of the things that happen in the story?
- How and where do the feelings created by the **book's** illustrations and language change? What do they change from and to? How would you describe the end of the story?
- Describe Cicada's work environment. What changes do you think should be made? Why would you make these changes?

## THE ALL NEW MUST HAVE ORANGE 430

- Why does Harvey want to own an All New Must Have Orange 430?
- Create an advertisement for an All New Must Have Orange 430. How are people persuaded to want to own useless things? You can draw a poster or even make your own video to promote it.
- Take something you've finished using like a shoebox or plastic bottle and turn it into something else. It could be a piece of art, a game or something you can use. Share with the class.
- What are some 'fads' for useless things that you may have been drawn in by (I am thinking of things like fidget spinners as an example). Ask your parents if there were things in the past that were rather useless but that they owned or wished they could own.
- Do an inventory of your room and see what things you own are useless or that you got bored with very quickly.
- Towards the end of the book, Harvey thinks of two things he'd like to save – 'one was very, very, very BIG and the other was really quite small'. What were these things and can you help Harvey come up with some plans to help him save them?

## BRINDABELLA

- The narrative structure of BRINDABELLA is quite surprising as it changes from the perspective of Pender to that of Brindabella and some of the other animals that populate the story. Identify the parts of the story that are told from the point of view of one particular character and tell the same section from the perspective of another person or animal.
- Pender's drawings are important to him. Try creating some drawings of your own as if they had been created by Pender of various things that were important to him.
- Create lists outlining reasons why animals should be kept in captivity and why they shouldn't. Where do the animals portrayed in BRINDABELLA fit amongst these lists?
- The creation of a sense of the natural bush environment feature very strongly throughout the book. Choose some of the passages in the book that describe the bush strongly to you. Try writing your own description of an excursion into the bush.
- Do you know a special animal? Write a story in which you both go on an adventure in the bush. Write it from your perspective as well as from your special animal's perspective.
- Why do you think Pender's father makes such a surprising recovery at the end of the story? How do you think that Pender and his father might have ended up living their particular life in 'an old house in the bush by the river, in a hidden valley not far from the coast'?

## TRICKY'S BAD DAY

- What are the things that make Tricky's day so bad? What things change so that at the end of the day Tricky says 'That was a really good day'?
- Compare Tricky's family to your own family. What are the differences and what are the similarities?
- Make a list or draw a picture of things that can put you in a bad mood. What things can put you in a good mood?
- What are some things that you like to do with your family either as a group or with a parent, brother or sister or maybe someone else from your family like a grandparent or cousin?
- Write a story about something that puts you in a bad mood and what happens to change it to a good mood.
- Draw a picture of yourself feeling grumpy and another picture of yourself feeling happy.

## MUSIC AND MOVEMENT ACTIVITIES

- Does your school have a chant to support its interschool sports teams like the characters in BIG DREAMS do? Perhaps your school houses might. Break into small groups and create a chant with moves for your school interschool sports teams or for inter house competitions. Perform for the class.
- As Henry demonstrates in the show, warming up before a sports game is very important. Stand in a circle and, in time to music, each person does a warm up movement and everybody else follows. Next time round, add a sound to the movement.
- In the book, CICADA only says 'tok tok tok' – but we know exactly what he means. How well can you communicate using gibberish? Break into small groups and create a short scene to perform for the class but you can only talk in gibberish. Ideas for scenes: student opens schoolbag at lunchtime only to discover s/he left lunch at home and goes to tell teacher; students are in sports class and someone needs to go to the bathroom; students are waiting at the bus stop and are so engrossed in a game that they miss the bus. They look up to see the bus driving away.
- Try creating a music video of any of the songs from the show. Perhaps you may even be able to actually record it and show others.
- Henry and Lou audition for the school singing competition. Pick a favourite song from BIG DREAMS and use the backing track to perform it for the class, either as a solo or with a group of friends.
- Have a vote in the class as to what you think is the number one song (or top 3) from the soundtrack of BIG DREAMS. Compare your results to other classes.





## CBCA & PERFORM! EDUCATION PARTNERSHIP

Established in 1945, The Children's Book Council of Australia (CBCA) is a not for profit, volunteer run organisation which aims to engage the community with literature for young Australians. The CBCA presents annual awards to books of literary merit, for outstanding contribution to Australian children's literature.

Each year, across Australia, the CBCA brings children and books together celebrating CBCA Book Week. Throughout the year, the CBCA works in partnership with authors, illustrators, publishers, booksellers and other organisations in the children's book world to bring words, images and stories into the hearts and minds of children and adults.

We are delighted to announce that The Children's Book Council of Australia and Perform! Education have teamed up to achieve this mutual goal. If you would like to learn more about the CBCA, you can check out their website at [www.cbca.org.au](http://www.cbca.org.au)

While you're there, check out their wonderful selection of CBCA Book Week merchandise featuring beautiful artwork by Bob Graham. There are posters, bunting, stickers and more! Perfect for decorating your libraries and classrooms for when CBCA Book Week arrives.

Go to [store.cbca.org.au](http://store.cbca.org.au) to check out what's on offer and place your order!



# 2020 BOOK WEEK IN SCHOOLS



## QUICK RESPONSE FORM

PHONE: 1300 652 470

EMAIL: [book@performeducation.com](mailto:book@performeducation.com)

FAX: 03 8779 8990

## CBCA BOOK WEEK IN SCHOOLS 2020: **THE GREATEST DISCOVERY!**

### ***Celebrating Reading & Literacy with the 2020 OLYMPICS!***

Primary Grades (Junior and Senior year versions available)

*What's in the box? That's the question on everybody's lips when students bring to school something they've uncovered that has been put in a storage box – in a cupboard, in the shed, at the back of an old second hand store... Both Claire and Jonno believe they have found something that is sure to be the winner of 'Greatest Discovery' on the day. Is it Jonno whose imagination has run wild or Claire, who has an incredible story to tell, who will win the day? Get ready to cheer, sing, dance and get involved as these two lovable characters go head to head and everyone rushes along with them towards the moment we hear the announcement of who has made **The Greatest Discovery!***

**The Greatest Discovery** is a highly interactive incursion where the entire audience will together explore the 2020 Book Week theme (Ssh...announced soon). Coinciding with the **2020 Tokyo Games**, Book Week in Schools includes exciting elements of Olympic history, along with a selection of the **CBCA 2020 Short List Books**, encouraging students to **engage with reading in an active and energetic manner** and reinforcing the idea of **inclusiveness** and **celebration of endeavour** rather than competition outcomes.

*"We are proud to be partnering with an organisation that brings quality educational productions into Primary Schools, exploring the CBCA Children's Book Week themes and promoting literature and the joy of reading in an interactive, fun and engaging way," CBCA Chair, Professor Margot Hillel OAM.*

## Reserve your 2020 date NOW to receive a 10% early bird discount

SCHOOL: \_\_\_\_\_

SUBURB: \_\_\_\_\_

CONTACT NAME: \_\_\_\_\_

CONTACT EMAIL: \_\_\_\_\_

PREFERRED DATES FOR 2020:

1) \_\_\_\_\_ 2) \_\_\_\_\_ 3) \_\_\_\_\_

ESTIMATED NUMBER OF STUDENTS: \_\_\_\_\_

### Tour dates for 2020:

Mon 3<sup>rd</sup> Aug – Fri 4<sup>th</sup> Sep, 2020

BOOK WEEK:  
Mon 24<sup>th</sup> – Fri 28<sup>th</sup> Aug, 2020

TOKYO OLYMPICS:  
Fri 24<sup>th</sup> Jul – Sun 9<sup>th</sup> Aug, 2020

# STUDENT REVIEW

Written by: \_\_\_\_\_

of \_\_\_\_\_ School

What I liked best about the performance was \_\_\_\_\_

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My favourite character was \_\_\_\_\_

This is because \_\_\_\_\_

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My favourite book in the show was \_\_\_\_\_

Why? \_\_\_\_\_

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What else would you include in the show? \_\_\_\_\_

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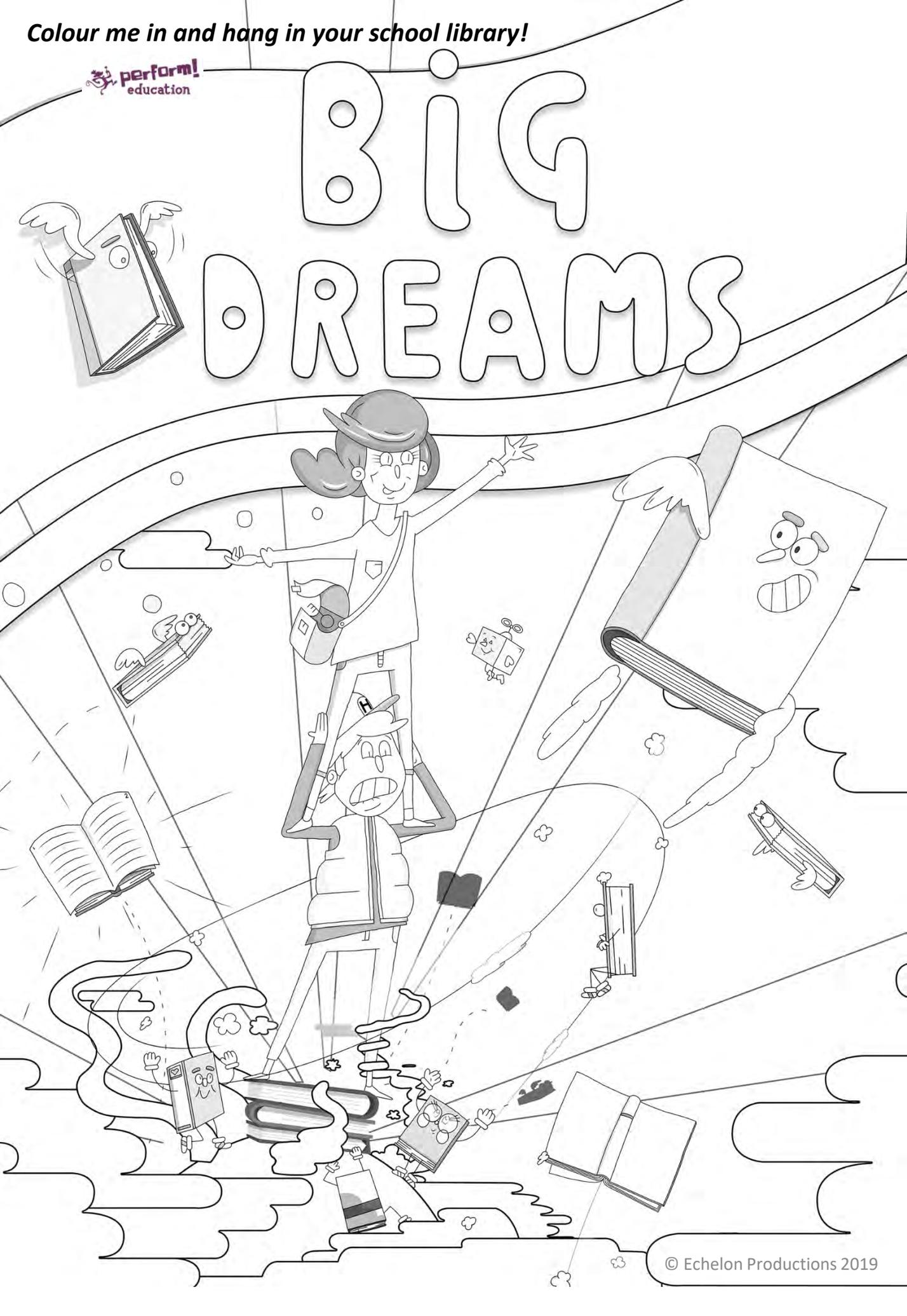
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***Please turn over and draw your favourite part of the show!***

Colour me in and hang in your school library!



# BIG DREAMS



# BIG DREAMS

## JUNIOR WORD SEARCH

Name: \_\_\_\_\_

L B Q R B N M G F O  
K X R G I R L H F R  
P H V W G E K B Y A  
O A C T D A F T E N  
S R O Y R D Y R X G  
I V U Q E I Q I W E  
T E R P A N Y C X B  
I Y A E M G N K Z S  
V Y G H O C Y Y P H  
E W E Z M V Q Y C Z

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TRICKY

HARVEY

BIGDREAM

ORANGE

POSITIVE

READING

GIRL

COURAGE

# BIG DREAMS

## GENERAL WORD SEARCH

Name: \_\_\_\_\_

E H P H D P Z L Q Y L Q X N M  
 M P C E V I T I S O P O Z S M  
 O N O I T A N I G A M I R R Z  
 C T U T R I C K Y V H E T V Z  
 R B R L U U R W M F H E G I M  
 E V A O T R A D A C I C N I W  
 V U G D R G A I T G Z N I G Q  
 O S E P I A N A D E O E R O M  
 Q B K T I X N I W X S T I P N  
 H E L O U S H G D C E S P G V  
 V X V A M G A W E A B I S M A  
 B M R A I Y R B X H E S A V G  
 Q X E R U X V B I G D R E A M  
 M R L M H T E H Q C M E O Q I  
 D X Y N A T Y G D H R P O P K

TRICKY  
 DREAMSNATCHER  
 POSITIVE  
 READING  
 ASPIRING

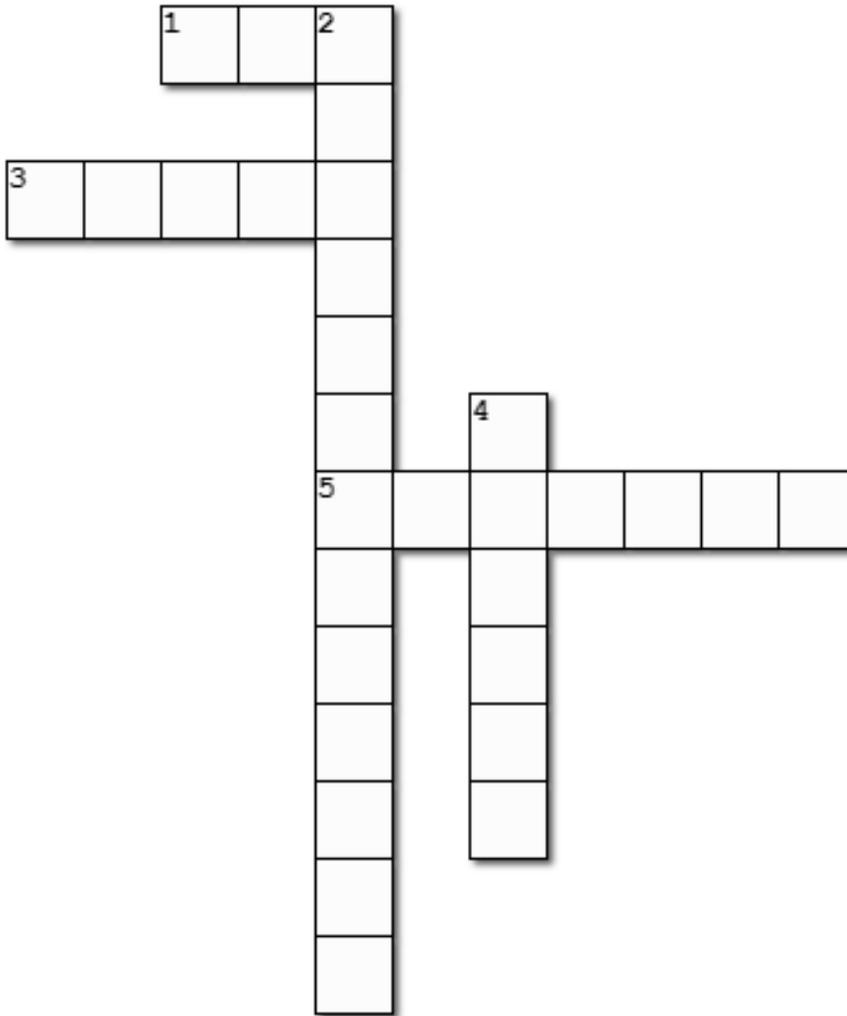
ORANGE  
 HARVEY  
 COURAGE  
 CICADA  
 OVERCOME

GIRL  
 IMAGINATION  
 BIGDREAM  
 PERSISTENCE  
 LOU

# BIG DREAMS

## JUNIOR CROSSWORD

Name: \_\_\_\_\_



### Across

1. A book from the show Big Dreams was Trickys \_\_\_\_ Day.
3. Big Dreams is about being \_\_\_\_\_.
5. Henry started the show feeling very n\_\_\_\_\_.

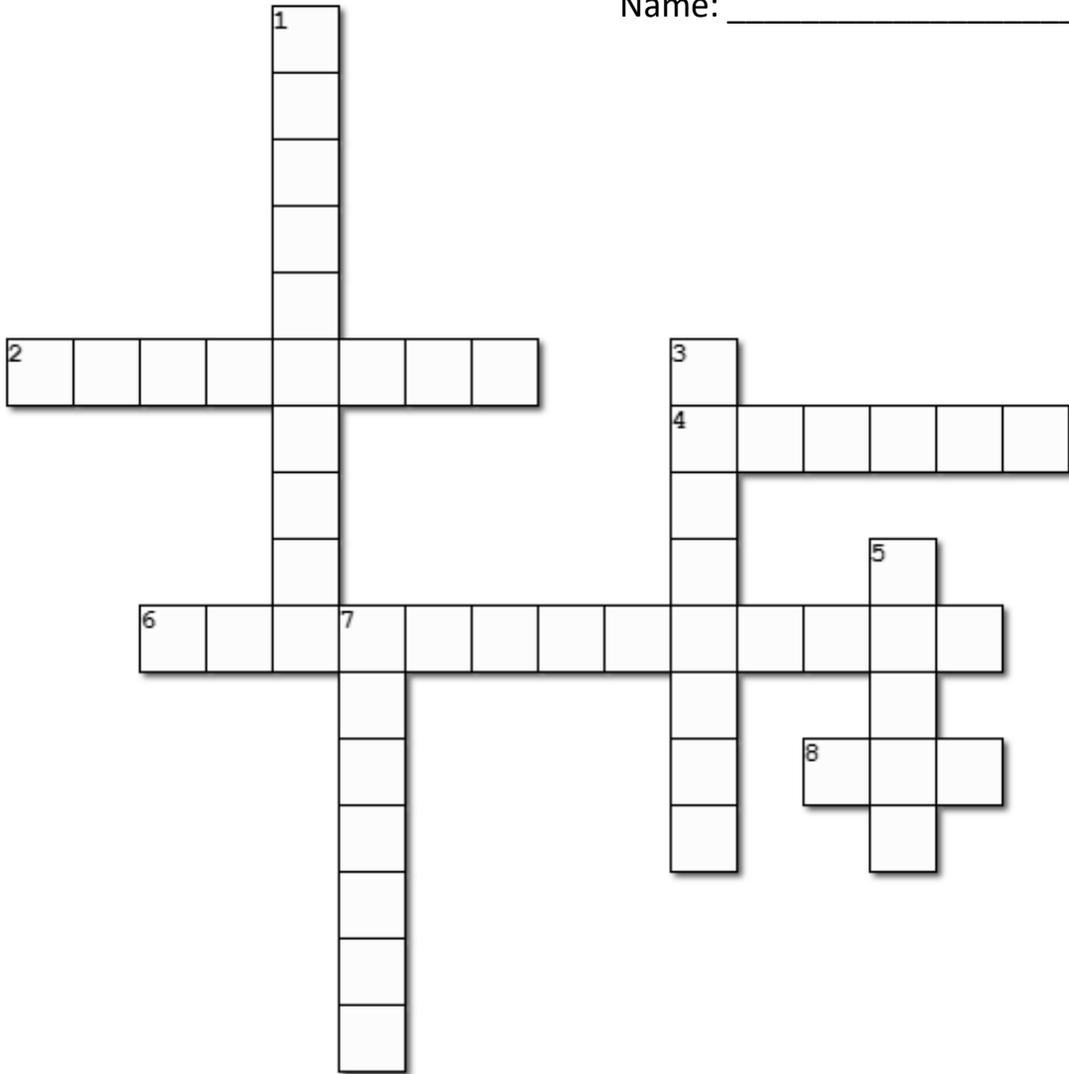
### Down

2. What was the name of the voice in Henry's head
4. The All New Must Have \_\_\_\_\_ 430.

# BIG DREAMS

## GENERAL CROSSWORD

Name: \_\_\_\_\_



### Across

2. Cicada worked in a tall \_\_\_\_\_.
4. Harvey really wanted the all new \_\_\_\_\_ 430.
6. What was the name of the voice in Henry's head.
8. Lou said you don't get anywhere if you don't \_\_\_\_\_.

### Down

1. Girl on Wire was about courage and \_\_\_\_\_.
3. Henry and Lou defeated the Dreamsnatcher by being \_\_\_\_\_.
5. Lou helped Henry to overcome his \_\_\_\_\_.
7. At the start both Henry and Lou felt a \_\_\_\_\_.

## PUZZLE SOLUTIONS

### JUNIOR WORD SEARCH:

L	B	Q	R	B	N	M	G	F	O
K	X	R	G	I	R	L	H	F	R
P	H	V	W	G	E	K	B	Y	A
O	A	C	T	D	A	F	T	E	N
S	R	O	Y	R	D	Y	R	X	G
I	V	U	Q	E	I	Q	I	W	E
T	E	R	P	A	N	Y	C	X	B
I	Y	A	E	M	G	N	K	Z	S
V	Y	G	H	O	C	Y	Y	P	H
E	W	E	Z	M	V	Q	Y	C	Z

TRICKY                      ORANGE                      GIRL  
 HARVEY                    POSITIVE  
 BIGDREAM                READING

### GENERAL WORD SEARCH:

E	H	P	H	D	P	Z	L	Q	Y	L	Q	X	N	M
M	P	C	E	V	I	T	I	S	O	P	O	Z	S	M
O	N	O	I	T	A	N	I	G	A	M	I	R	R	Z
C	T	U	T	R	I	C	K	Y	V	H	E	T	V	Z
R	B	R	L	U	U	R	W	M	F	H	E	G	I	M
E	V	A	O	T	R	A	D	A	C	I	C	N	I	W
V	U	G	D	R	G	A	I	T	G	Z	N	I	G	Q
O	S	E	P	I	A	N	A	D	E	O	E	R	O	M
Q	B	K	T	I	X	N	I	W	X	S	T	I	P	N
H	E	L	O	U	S	H	G	D	C	E	S	P	G	V
V	X	V	A	M	G	A	W	E	A	B	I	S	M	A
B	M	R	A	I	Y	R	B	X	H	E	S	A	V	G
Q	X	E	R	U	X	V	B	I	G	D	R	E	A	M
M	R	L	M	H	T	E	H	Q	C	M	E	O	Q	I
D	X	Y	N	A	T	Y	G	D	H	R	P	O	P	K

TRICKY                      ORANGE                      GIRL  
 DREAMSNATCHER        HARVEY                      IMAGINATION  
 POSITIVE                    COURAGE                    BIGDREAM  
 READING                    CICADA                      PERSISTENCE  
 ASPIRING                   OVERCOME                   LOU

# BIG DREAMS

## PUZZLE SOLUTIONS

### JUNIOR CROSSWORD:

#### Across

1. A book from the show Big Dreams was Trickys \_\_\_\_ Day. (**bad**)
3. Big Dreams is about being \_\_\_\_\_. (**brave**)
5. Henry started the show feeling very n\_\_\_\_\_. (**nervous**)

#### Down

2. What was the name of the voice in Henry's head (**dreamsnatcher**)
4. The All New Must Have \_\_\_\_\_ 430. (**orange**)

### GENERAL CROSSWORD:

#### Across

2. Cicada worked in a tall \_\_\_\_\_. (**building**)
4. Harvey really wanted the all new \_\_\_\_\_ 430. (**orange**)
6. What was the name of the voice in Henry's head. (**dreamsnatcher**)
8. Lou said you don't get anywhere if you don't \_\_\_\_\_. (**try**)

#### Down

1. Girl on Wire was about courage and \_\_\_\_\_. (**confidence**)
3. Henry and Lou defeated the Dreamsnatcher by being \_\_\_\_\_. (**positive**)
5. Lou helped Henry to overcome his \_\_\_\_\_. (**fears**)
7. At the start both Henry and Lou felt a \_\_\_\_\_. (**anxious**)