

BOOK WEEK IN SCHOOLS 2022

# TEACHER RESOURCE PACK

# BIGGER, BETTER, BRIGHTER!

by Craig Christie

Featuring the best NZ  
Children's Books of 2022!

LIVE IN  
SCHOOLS + LIVE  
STREAMED

**BOOK WEEK**  
**2022**

**perform!**

EDUCATION

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# LIVE-IN-SCHOOL PERFORMANCE TEACHER STEP-BY-STEP GUIDE

## **BEFORE THE PERFORMANCE:**

**TEACHER RESOURCE PACK:** Please copy or email and distribute this pack to all relevant classroom teachers PRIOR to the date of your incursion.

**FEATURED BOOKS:** We recommend students are familiar with the New Zealand books featured in this program. There are different books featured across the Junior, Senior and General (mixed age group) versions of the performance, and each version uses a different combination of texts. Titles 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 your school venue is clean and clear for the safety and wellbeing of both your students and the performers. To ensure we provide a COVIDsafe incursion to your school, our performers have been trained with appropriate procedures, and they are ready and able to attend to any school specific procedures you may require.

**TABLE REQUEST:** The performance will require one table of medium size. Please pre-set a table in the performance venue 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 venue is clear to ensure we can setup and start on time.

**START TIME:** Please ensure students are lined up outside the performance venue 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 student 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!**

**CLASSROOM ACTIVITIES:** Share with teachers any of the classroom activities in this pack and use in your own follow up lessons.

**STUDENT DIGITAL ACTIVITIES:** Direct students onto our website **RESOURCES** page where they can access the digital games, videos, music and downloadable student activities.

**RESERVE A DISCOUNT & DATE FOR NEXT YEAR:** Find details for next year's program at the end of this pack and reserve a date NOW to grab the **early bird special discount!**

**PAYMENT:** An invoice for the balance of payment will be forwarded to your school the day after the incursion. 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 your agreed pricing terms and conditions. If any queries, call our office on 0800 775 770.

## **MANY THANKS FOR YOUR ASSISTANCE AND SUPPORT!**

# LIVESTREAM PERFORMANCE TEACHER STEP-BY-STEP GUIDE

## **BEFORE THE LIVESTREAM:**

**TEACHER PREPARATION VIDEO:** Watch the Teacher Preparation video, and share with your teaching staff the link <https://vimeo.com/699338989>

**TEACHER RESOURCE PACK:** Please copy or email and distribute this pack to all relevant classroom teachers PRIOR to the date of your incursion.

**FEATURED BOOKS:** We recommend students are familiar with the New Zealand books featured in this program. There are different books featured across the Junior, Senior and General (mixed age group) versions of the performance, and each version uses a different combination of texts. Titles and story summaries are included in this pack.

**PREPARE YOUR STUDENT:** Discuss the program with your students and explain to them about the upcoming Livestream program and content.

**LIVESTREAM LINK:** We will send you in advance an email with instructions and your private school login password to access your Livestream Event. Make sure to share with all staff and any students/parents who may be remote learning at home.

Before the day of your Livestream, make sure to **TEST** your school connection in advance by visiting <https://performlivestream.com/troubleshoot>

## **ON THE DAY OF THE LIVESTREAM:**

**LIVESTREAM ACCESS:** Your school contact teacher will have been emailed in advance your private school login password to access your Livestream Event. This will include all instructions how to access the Livestream. Make sure to share with all staff and students/parents who may be remote learning at home.

**START TIME:** Ten minutes before your scheduled start time, go to **PerformLivestream.com** and enter your private school password which will take you directly to your Livestream performance.

## **AFTER THE LIVESTREAM:**

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

**CLASSROOM ACTIVITIES:** Share with teachers any of the classroom activities in this pack and use in your own follow up lessons.

**STUDENT DIGITAL ACTIVITIES:** Direct students onto our website **RESOURCES** page where they can access the digital games, videos, music and downloadable student activities.

**ON-DEMAND RECORDING:** You will receive an On-Demand recording of the Livestream Event - so share with staff and students to re-watch and review year-round.

**RESERVE A DISCOUNT & DATE FOR NEXT YEAR:** Find details for next year's program at the end of this pack and reserve a date **NOW** to grab the **early bird special discount!**

**PAYMENT:** An invoice for the balance of payment will be forwarded to your school the day **after** the incursion. Please refer to your Booking Confirmation for your agreed pricing terms and conditions. If any queries, call our office on 0800 775 770.

## **MANY THANKS FOR YOUR ASSISTANCE AND SUPPORT!**



## ABOUT THE COMPANY

**Perform! Education** is a multi award-winning educational production company and part of the largest in-school educational producing group globally, operating across New Zealand, Australia, and the USA.

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

In New Zealand, we tour an annual **Book Week** program which features a selection of the best New Zealand children's books of the past 12 months, along with some New Zealand classics! The program promotes literacy and reading by inspiring students with the limitless fun and possibilities offered by books and reading.

Each production also deals with specific **personal development** issues such as Self-Esteem, Bullying, Anger Management and Co-operation.

The **Book Week in Schools** performances, whether delivered live or livestream, are **highly interactive** featuring action packed narratives, appealing, identifiable characters, loads of **comedy**, irresistible **songs** and high energy **dancing** which captivates and engage all audiences from ages 5 to 12 years old (as well as their teachers).

**Question/Discussion** is included which reinforces the learning outcomes, and this specially designed **Teacher Resource Pack** along with the **Digital Teacher Toolkit and Student Resources** offer a comprehensive selection of classroom exercises for both before and after the 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)**

# SYNOPSIS

**BIGGER,  
BETTER,  
BRIGHTER!**

At the beginning of the show we meet the Storyteller who begins his story 'One day a girl named Marley woke up to discover that *Something* was missing...'

It turns out the search is more complicated than first thought, as Marley's not exactly sure what it is she has lost. When it appears that her search is hopeless, the Storyteller announces that 'She turned around and went back to bed for the rest of the day. The End.' Marley goes to leave but hesitates and then challenges the Storyteller, saying that there must be more to her story than that, and puts it upon him to work harder at creating a proper story about her situation. He agrees and announces 'Chapter One – Looking Back', in which Marley visits yesterday to see if what she has lost might be found there.

Yesterday, Marley was at school in a physical education class when her teacher, Mr Garnish, gets the class involved in warm up exercises. Half way through the game, Marley wanders off. She tells Mr Garnish that she's not feeling herself, so he allows her to sit the rest of the lesson out and insists she must at least exercise her mind, handing her a book to read. With the help of a character from the book, Marley comes to realise that she has lost her enthusiasm. Having apparently solved the mystery of what she has lost, the Storyteller returns to announce that Marley lived happily ever after.

But she doesn't. Although she feels a bit better, Marley still feels that something is missing and challenges the Storyteller to continue with the story. He announces 'Chapter Two – Looking Around', thinking that if what Marley lost wasn't to be found yesterday then it still must be somewhere around in Today. Today is the weekend, and Marley's friend Henry calls in to check on her after noting that she wasn't feeling herself yesterday. He tries to cheer her up by suggesting they check out some new dances he's seen online. Marley watches a bit but drifts off, so Henry decides they should try and make up their own. Once again, Marley begins with some enthusiasm but quickly tires of it. Increasingly frustrated, Henry asks about a book that Marley was reading and she hands it over to him, saying she only got halfway through it and then couldn't be bothered finishing.

Marley goes to get something to eat, leaving Henry with the book. As Henry reads the book, he is helped by a character from the story who points out that Marley apparently has lost interest in things, and so when she returns, he is excited to announce he believes he has found what she is missing.

With Marley's interest recovered, the Storyteller returns to announce that she lived happily ever after. But that's not the case, as she still feels that something's missing. So the Storyteller announces 'Chapter Three – Looking Forward', in which Marley must go into the future to continue her search. Marley, however, is very reluctant to go into the future, explaining that she is really insecure and unsure about what the future has in store, so she leaves the Storyteller to carry on without her. The Storyteller is at a loss about what to do now that the main character of the story has disappeared. He explains that this part of the story is full of holes that only Marley can fill. He accidentally finds himself trapped in one of the holes and has to call out to Marley for help. She enters, bringing a book she was reading with her, and tries to help pull the Storyteller out of the hole but to no avail. Marley leaves him with the book to occupy him while she goes off in search of some rope or something else to help rescue him from the hole.

The Storyteller is at a loss, stuck in a dark hole in the future. Looking into the book however, he finds a character who points out what the problem is – if you think the future is full of dark holes you're bound to get stuck. This character however has the solution – you can fill those holes with *hope* - and proceeds to fill the future with rainbow coloured hope. Excited and relieved, the Storyteller calls out to Marley who is surprised upon returning that instead of a dark, hole filled future, it's now full of colour and possibility. She helps extract the Storyteller from the final hole and he then presents her with the book that helped him work out how to get out of the hole. Looking at the book, Marley realises that hope is what she has been missing all along. Having finally found what she was looking for, Marley is happy, excited and ready to go forward. And this time, the Storyteller can announce with confidence that Marley lived happily ever after.



**BIGGER,  
BETTER,  
BRIGHTER!**

## BOOK WEEK IN SCHOOLS 2022 NEW ZEALAND – FEATURED BOOKS

### A NOTE FROM THE WRITER OF *BIGGER, BETTER, BRIGHTER!*

Craig Christie

*Writing this year's show has come at a time when the world is so startlingly different to how it was just two years ago. The universal experiences of trepidation and uncertainty cannot be ignored, and so in creating a show to bring to students in schools across New Zealand I decided to address these changes but in a manner that, while not patronizing, still provides a sense of optimism and celebrates the things that help us through these difficult times. The old, new, and other worlds we explore in **Bigger, Better, Brighter!** are the past, present and future – places we think we know and understand but now have changed and require further exploration. At the heart of this exploration is trying to identify what has changed and what we have lost in recent times and, while there are significant side issues, the quest is ultimately to rediscover hope.*

*It's a story as old as humanity itself, summed up perhaps in the story of Pandora's Box, from the Ancient Greek myths, in which all manner of challenges are unleashed upon the world, but at the very end, to help us endure and overcome, hope is released and that provides humanity with the ability to move forward with positivity and strength. Themes of optimism, tenacity, engaging your imagination to project a positive outcome and sharing our fears to lessen the burden are inherent in the story of **Bigger, Better, Brighter** and constantly reinforced as our lead character Marley embarks upon her quest to discover what it is she has lost.*

*In selecting the books every year, I am always drawn towards titles that can be used as a catalyst to excite discussion and debate. It's a very good thing to simply enjoy a story for its own sake and then extract a moment to bring it into the context of the show which can sometimes provide an interesting new take on what the story may apparently be about on first reading. Though they may be disparate in content and style, this year's titles are once again all excellent examples of storytelling.*

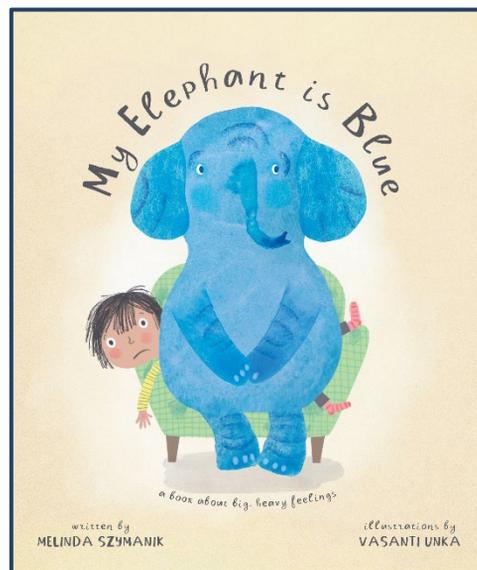
### MY ELEPHANT IS BLUE

Written by Melinda Szymanik

Illustrated by Vasanti Unka

(Junior, General & Senior Version – Grades 0-8)

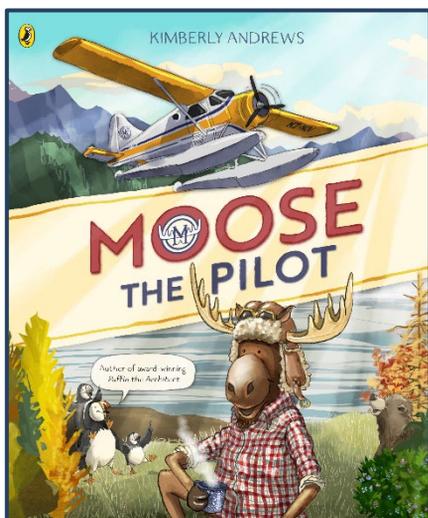
The first book that I have selected appears in all versions of the show – Junior, General and Senior - is the beautiful **My Elephant Is Blue** by Melinda Szymanik with illustrations by Vasanta Unka. What a timely and appropriate book this is! There is a lightness of touch in the illustration style and colouring that helps keep the tone of the visual storytelling light despite its subject matter. The text is charming and deceptively simple in its language yet it imparts a story that is profound and universal. This book marries so perfectly with the narrative of **Bigger, Better, Brighter** that it might have been written for the show deliberately. A book to be examined and enjoyed by all ages and will reward close inspection on every page.



### MOOSE THE PILOT

Written by Kimberly Andrews

(Junior Version – Grades 0-3)



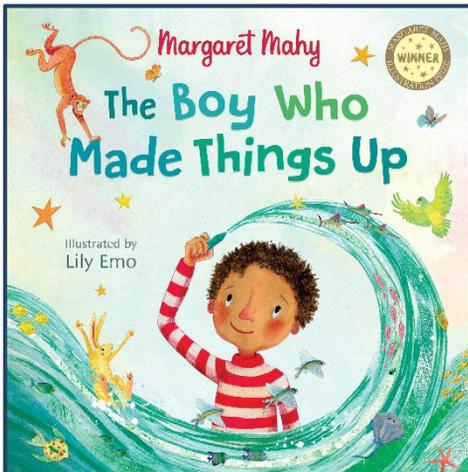
A charming and humorous story that I selected just for the Junior version is the delightful picture book **Moose the Pilot** by Kimberly Andrews. There is an engaging wit throughout the story that is greatly enhanced by the vivid, detailed illustrations. It also is a fine example of the merging of illustration and text to tell the story with the narrative being driven by the radio announcements on each of the double page spreads. The story's conclusion is very satisfying and cleverly brings the book full circle. Examination of the illustrations compliment and reward the greater details of the narrative and give added depth to the characters, particularly of Moose. A great fun read.

**THE BOY WHO MADE THINGS UP**

*Written by Margaret Mahy*

*Illustrated by Lily Emo*

*(Junior & General Version – Grades 0-6)*



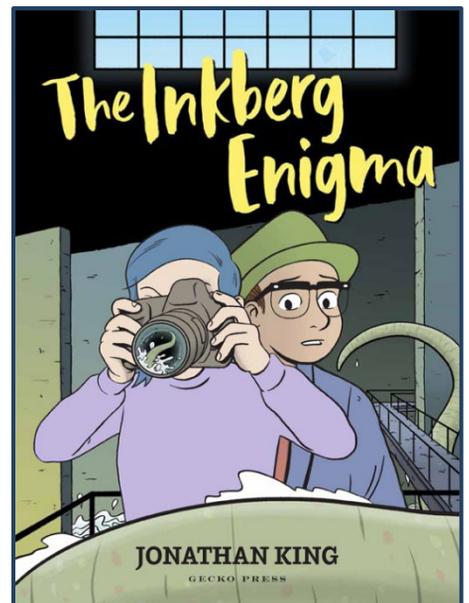
I selected a classic by Margaret Mahy with gorgeous illustrations by Lily Emo to be included in the Junior and General version of **Bigger, Better, Brighter** because **The Boy Who Made Things Up**, as well as being a bona fide New Zealand classic, had within its pages such an important message and one that illustrates the themes in the show perfectly. It's also great to celebrate the wonderful legacy of Margaret Mahy. This particular story is so beautifully augmented by the illustrations and is a stunning example of the art of the picture book where text and illustration combine to tell a story greater than the sum of its parts.

**THE INKBERG ENIGMA**

*Written by Jonathan King*

*(General & Senior Version – Grades 3-8)*

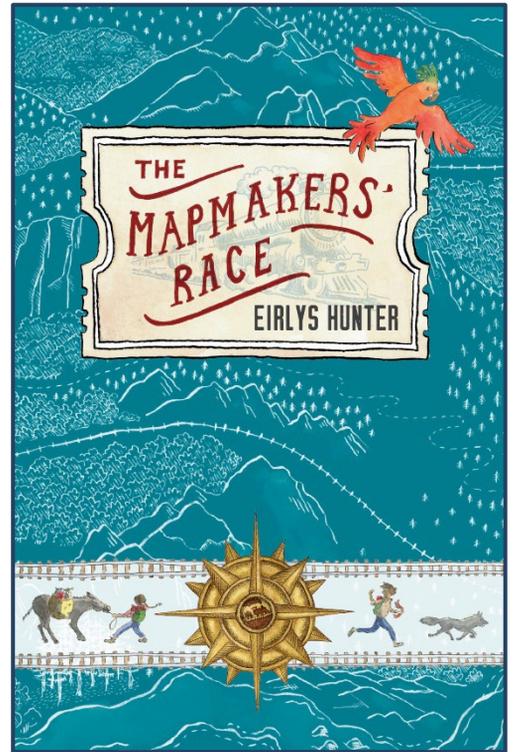
A book I was immediately drawn towards by its first few pages is **The Inkberg Enigma** by Jonathan King. I consider this to be a wonderful example of the graphic novel. There is such a clever balance of narrative using text and illustration which enables the reader to construct a full subtext for the dialogue and a detailed understanding of the characters and their thoughts by showing rather than telling the reader what is going on in certain character's minds at any given time. It avoids all the usual stereotypes of gender and race without having to say a single thing and on top of that is a great rollicking adventure filled with twists and turns. The deceptively simple language which I am sure can engage even the most reluctant readers is never not appropriate to situation and character. I think that the graphic novel format and the subject matter of the story would particularly encourage boys to read the book. This made the book perfect to include in the general and senior versions of the show.



## **THE MAPMAKERS' RACE**

*Written by Eirlys Hunter  
(Senior Version – Grades 5-8)*

The final book selected is **THE MAPMAKERS' RACE** by Eirlys Hunter. What an absolute ripper of a book! The book leaps straight into action from the first page and doesn't leave off until its thrilling conclusion. A well known and popular book, this thrilling adventure is the first of what stands to be a classic series (The sequel "The Uprising – the Mapmakers in Cruxia" was published in 2021 and is every bit as thrilling as the first book). The dynamic of the characters as they negotiate the sometimes overwhelming challenges of the race they undertake is totally engaging and it's great to see both the boys and the girls sharing the responsibilities and adventures. A great escape from present time worries, this book also presents the reader with some important lessons about hope, persistence and courage which are such important tools in current times.



## **FINAL WORDS FROM THE WRITER**

*Once again I am reminded in making these selections and reading through the wonderful array of books that have been suggested to me how very lucky we are to have books of such quality in theme and artistry being produced in New Zealand. 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 and reward student and adult alike when looked at closely and shared in the classroom and more widely. Finally, I really must acknowledge with gratitude the priceless advice and suggestions provided by Crissi Blair and Rosemary Tisdall. They have been wonderful resources in pointing me in the right direction and towards exciting and fulfilling texts to incorporate into the show. I trust I have rewarded their efforts with the selection of books and the manner in which they help bring **BIGGER, BETTER, BRIGHTER** to life.*

*Craig Christie*



# POST – PERFORMANCE

## CLASSROOM ACTIVITIES & DISCUSSION EXERCISES

The following is a list of activities & discussion exercises to use in the classroom after your students have viewed the performance.

The first list consists of questions and activities related specifically to each of the featured books, by grade level.

This is followed by activities related to the theme of the show (thematic) and then some general activities, along with music and movement.





## YEARS 0-8

Themes: Emotions, Family

### Comprehension Task

Learning Intention: To understand relationships between characters in the chosen text.

Discuss in small groups or as a class: How did the other members of her family feel and react when the girl was struggling under the weight of the blue elephant? How would you feel and react? Task students as a class or in small groups to create or brainstorm a wellbeing resource that the class can use throughout the year. This could include a colouring station, step-by-step guides to managing emotions or brain-break ideas.

#### New Zealand Curriculum Links:

English: Listening, Reading, and Viewing: Ideas, Language features  
Key competencies: Thinking, Managing self, Participating and contributing

### Creative Task

Learning Intention: To be able to create imagery through descriptions or drawings.

Task students to create a drawing, story or poem about helping a friend deal with the struggle of having a blue elephant sitting on them.

#### New Zealand Curriculum Links:

English: Speaking, Writing, and Presenting: Purposes and audiences, Ideas, Language features, Structure  
The Arts: Visual Arts  
Key competencies: Thinking, Relating to others, Using language, symbols, and texts

### Inquiry Based Task

Learning Intention: To be able to investigate colours in different contexts and cultures.

In *My Elephant is Blue*, the colours blue and pink represent different emotions. Task students to investigate another colour of their choice and research its representations in different contexts and cultures around the world. Students can present their findings to the class as a digital or visual arts presentation.

#### New Zealand Curriculum Links:

English: Speaking, Writing, and Presenting: Purposes and audiences, Ideas, Structure  
English: Listening, Reading, and Viewing: Ideas  
Technology: Technological Practice  
Social Sciences: Social studies  
Key competencies: Thinking, Relating to others, Using language, symbols, and texts



# MOOSE THE PILOT



**YEARS 0-3**

Themes: Adventure, Nature

## Comprehension Task

Learning Intention: To understand an implied element of the chosen text.

In small groups, task students to look at the inside back cover of the book and see what they can discover about what happens after the story has been told. Students can share their findings in a class discussion.

New Zealand Curriculum Links:

English: Listening, Reading, and Viewing: Ideas, Language features

Key competencies: Thinking, Managing self, Participating and contributing, Using language, symbols, and texts

## Creative Task

Learning Intention: To be able to create imagery through descriptions or drawings.

Task students to create a drawing and/or a story about how the owlets got lost in the first place.

New Zealand Curriculum Links:

English: Speaking, Writing, and Presenting: Purposes and audiences, Ideas, Language features, Structure

The Arts: Visual Arts

Key competencies: Thinking, Relating to others, Using language, symbols, and texts

## Inquiry Based Task

Learning Intention: To be able to investigate animals and their habitats.

While the book presents a map covering two islands with all the locations and inhabitants, it does in fact range far and wide. As a class, ask students to mark out locations where Moose the Pilot would be likely to encounter the animals that he visits in their natural habitat on a world map. Then, in small groups, task students to select an animal from the book and research their natural habitat and habits. Students can present this as a digital presentation or poster.

New Zealand Curriculum Links:

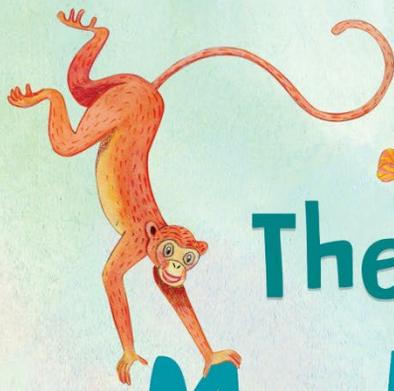
English: Speaking, Writing, and Presenting: Purposes and audiences, Ideas, Structure

English: Listening, Reading, and Viewing: Ideas

Technology: Technological Practice

Key competencies: Thinking, Relating to others, Using language, symbols, and texts





Margaret Mahy



# The Boy Who Made Things Up



**YEARS 0-6**

Themes: Relationships, Imagination

## Comprehension Task

Learning Intention: To understand relationships between characters in the chosen text.

Why does Michael have to keep reminding his dad to 'just make it up'? In small groups or as a class, task students to work together to find the clues in the text and present their evidence.

New Zealand Curriculum Links:

English: Listening, Reading, and Viewing: Ideas, Language features

Key competencies: Thinking, Managing self, Participating and contributing, Using language, symbols, and texts

## Creative Task

Learning Intention: To be able to create imagery through descriptions or drawings.

Task students to tell the story from the dad's point of view through drawings and/or narrative, showing how things change and how he feels about it.

New Zealand Curriculum Links:

English: Speaking, Writing, and Presenting: Ideas, Language features, Structure

Key competencies: Thinking, Relating to others, Using language, symbols, and texts

## Inquiry Based Task

Learning Intention: To be able to investigate changes in the world.

Ask students to think about what things have changed as they have gotten older and why sometimes people lose the power of their imaginations. Task students to create a digital mood board of changes in the world since they were born and investigate why these changes have occurred.

New Zealand Curriculum Links:

English: Speaking, Writing, and Presenting: Purposes and audiences, Ideas, Structure

English: Listening, Reading, and Viewing: Ideas

Technology: Technological Practice

Key competencies: Thinking, Relating to others, Using language, symbols, and texts



# The Inkberg Enigma

**YEARS 3-8**

Themes: Adventure, Power, Corruption

## Comprehension Task

Learning Intention: To understand what makes a villain in film or literature.

Discuss as a class: Who are the villains of the story? What clues are given about who the villains are before they are uncovered? How can you recognise a villain before they are revealed? Ask junior students to think of familiar villains and find similarities and differences. Task senior students to select an unsuspecting villain from a familiar story and identify the associated tropes and archetypes.

### New Zealand Curriculum Links:

English: Listening, Reading, and Viewing: Ideas, Language features, Purposes and audiences

English: Speaking, Writing and Presenting: Ideas

Key competencies: Thinking, Managing self, Participating and contributing

## Creative Task

Learning Intention: To be able to create a story from a new perspective.

Task students to choose one of the characters from the story and tell one of the incidents in it from their perspective as a drawing, story or in the graphic novel style.

### New Zealand Curriculum Links:

English: Speaking, Writing, and Presenting: Purposes and audiences, Ideas, Language features, Structure

Key competencies: Thinking, Relating to others, Using language, symbols, and texts

## Inquiry Based Task

Learning Intention: To be able to investigate cultural myths.

The creature in *The Inkberg Enigma* is reminiscent of myths such as the Loch Ness Monster or UFOs. Task students to select a myth from folklore and research its origins and relevance in culture or popular culture. Have students present their findings to the class as a digital presentation.

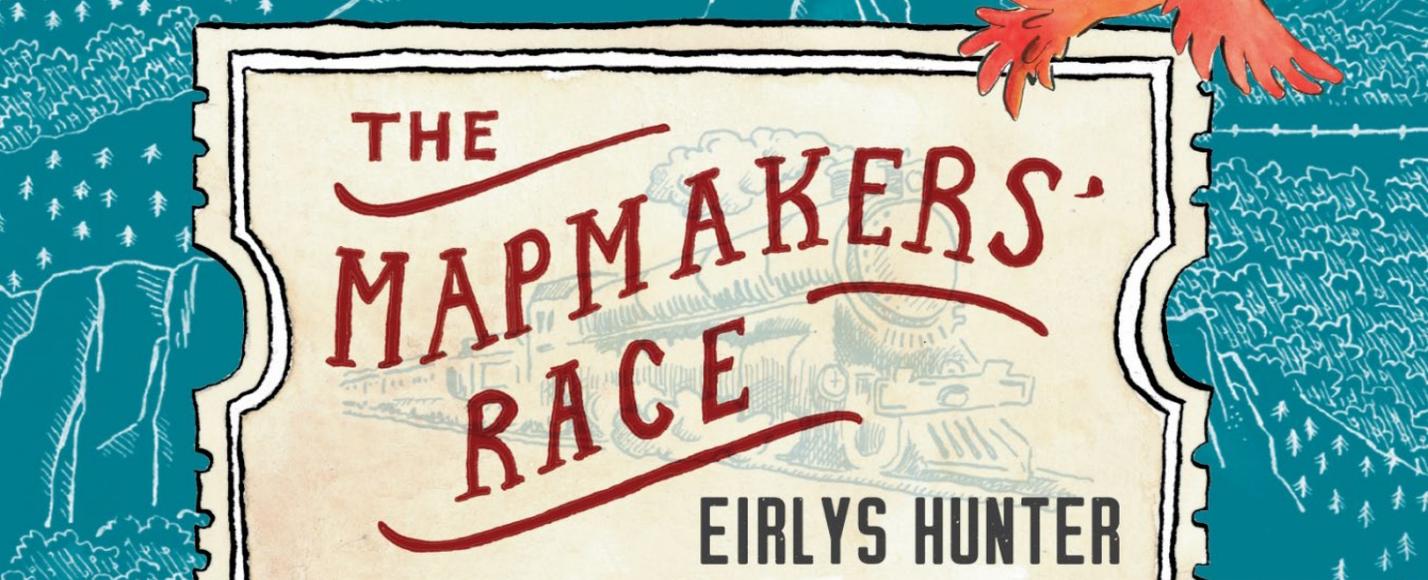
### New Zealand Curriculum Links:

English: Speaking, Writing, and Presenting: Purposes and audiences, Ideas, Structure

English: Listening, Reading, and Viewing: Ideas

Technology: Technological Practice

Key competencies: Thinking, Relating to others, Using language, symbols, and texts



# THE MAPMAKERS' RACE

EIRLYS HUNTER

**YEARS 5-8**

Themes: Adventure, Family

## Comprehension Task

Learning Intention: To understand the relationships between characters in the chosen text.

The children in the story needed several different skills that combined to reward them with success in the end. As a class, make a list on the whiteboard of what each member of the group brought to the team. Students can then devise a list of the skills their class brings together as a team to compare.

New Zealand Curriculum Links:

English: Listening, Reading, and Viewing: Ideas, Language features

Key competencies: Thinking, Relating to others, Managing self, Participating and contributing

## Creative Task

Learning Intention: To be able to create a story from a new perspective.

There are a number of other characters apart from the Santander family mentioned in the stories in this book. Task students to select one of these characters and to recount an incident from their perspective.

New Zealand Curriculum Links:

English: Speaking, Writing, and Presenting: Purposes and audiences, Ideas, Language features, Structure

Key competencies: Thinking, Relating to others, Using language, symbols, and texts

## Inquiry Based Task

Learning Intention: To investigate the history of the mapping of New Zealand.

How was New Zealand first mapped? Task students to research the history of the mapping of New Zealand in small groups. Think about what technologies were available to mapmakers in the past as opposed to what is available to us now. Students can identify and investigate these elements and prepare a visual presentation for the class.

New Zealand Curriculum Links:

English: Speaking, Writing, and Presenting: Processes and Strategies, Purposes and audiences, Ideas, Language Features, Structure  
Social Sciences: Social Studies

Key competencies: Thinking, Relating to others, Using language, symbols, and texts





## YEARS 0-8

### Post-Performance Activities

#### **Thematic Task: The Future**

Learning Intention: To be able to understand the themes in the play and apply them to their own lives.

What are the things that may make a person worried about the future? As a class, sort them into two lists – things that are real and things that are imagined. Discuss strategies to help people feel positive.

#### New Zealand Curriculum Links:

English: Listening, Reading, and Viewing: Ideas

HPE: Personal health and physical development: Personal identity, Personal growth and development

Key competencies: Thinking, Managing self, Participating and contributing, Relating to others

#### **Thematic Task: Enthusiasm**

Learning Intention: To be able to understand the themes in the play and apply them to their own lives

What are the reasons that someone may lose their enthusiasm for something – a sport, a pastime, a favourite food? Task students in teams to brainstorm what can be done to re-ignite a person's enthusiasm. Students can present their findings as a sketch performance or written recipe with ingredients and steps.

#### New Zealand Curriculum Links:

English: Listening, Reading, and Viewing: Ideas

HPE: Relationships with other people: Interpersonal Skills

The Arts: Drama: Communicating and interpreting

Key competencies: Thinking, Managing self, Participating and contributing, Relating to others

#### **Thematic Task: Hope**

Learning Intention: To be able to understand the themes in the play and apply them to their own lives

Create a classroom 'hope chest' in which every member of the class contributes something good they hope will happen in the future. This could be in the form of a picture, a newspaper article or a story. At the end of the year have students review what they hoped for in a class discussion or written reflection. Questions can include: Do they still hope for this? Has it happened? Did it turn out the way they expected?

#### New Zealand Curriculum Links:

English: Listening, Reading, and Viewing: Ideas

HPE: Personal health and physical development: Personal identity, Personal growth and development

Key competencies: Thinking, Managing self, Participating and contributing





## YEARS 0-8

### Post-Performance Activities

#### Play Recap Activity

Learning intention: To be able to evaluate and respond to what was learnt in the performance.

Split the class into pairs and ask them to choose a moment of the performance to make into a 'freeze frame'— as if someone had taken a photograph or pushed the pause button on the video. Have students show the rest of the class and see if they can recognise what part of the play is being shown.

#### New Zealand Curriculum Links:

English: Listening, Reading, and Viewing: Ideas

The Arts: Drama: Communicating and interpreting

Key competencies: Thinking, Participating and contributing, Relating to others

#### Drama Activity

Learning Intention: To be able to evaluate and respond to what was learnt in the performance.

Imagine you could travel back to yesterday, even for a short time. Is there anything you would do differently or any change you would make if you could? Let your imagination run free. For example, when you opened your lunchbox, instead of a cheese sandwich, you find a 4 course gourmet dinner complete with waiter and mood music. Choose a person to be a 'storyteller' and select 3-4 other classmates to act out the story through mime as it is being told. Perform it for the class and swap groups.

#### New Zealand Curriculum Links:

English: Listening, Reading, and Viewing: Ideas

The Arts: Drama: Communicating and interpreting

Key competencies: Thinking, Participating and Contributing, Relating to others

#### Movement Activity

Learning Intention: To be able to evaluate and respond to what was learnt in the performance.

In the songs *Do It* (There is nothing like, like a new beginning to make everyone feel like they are winning) and *All The Way To Nowhere* (Hold on, tough it out, don't let go, stay with it) there are chants in which everyone can join. Junior students can recall and rehearse the choreography taught in the performance. Senior students can create new movements to go with the chants or write new chants with movements in line with the themes of the play.

#### New Zealand Curriculum Links:

The Arts: Drama: Communicating and interpreting, Dance: Developing practical knowledge, Music- Sound Arts: Communicating and interpreting

Key competencies: Thinking, Participating and Contributing, Relating to others



## YEARS 0-8

### Post-Performance Activities

#### **Musical Task**

Learning intention: To be able to evaluate and respond to what was learnt in the performance.

At the end of *It's Gone*, both actors sing different parts. Using the vocal and backing tracks provided, split the class into two and sing the two parts together.

#### New Zealand Curriculum Links:

The Arts: Music- Sound Arts: Developing practical knowledge, Communicating and Interpreting  
Key competencies: Thinking, Participating and Contributing, Relating to others

#### **Music Video Task**

Learning Intention: To be able to evaluate and respond to what was learnt in the performance.

In small groups, task students to create a music video of one of the songs from the show. Students choose a song from the playlist provided. Host a viewing party in class to share the students' films.

#### New Zealand Curriculum Links:

The Arts: Dance: Developing practical knowledge, Drama: Communicating and interpreting, Music- Sound Arts: Developing practical knowledge, Communicating and Interpreting  
Technology: Technological Practice  
Key competencies: Thinking, Participating and Contributing, Relating to others

#### **Review Task**

Learning Intention: To be able to evaluate and respond to what was learnt in the performance.

Task students to write a review of BIGGER, BETTER, BRIGHTER. If they would like to send their reviews to us at PERFORM EDUCATION, we can promise the class will get a response! The review can take the form of a blog post, video or newspaper article.

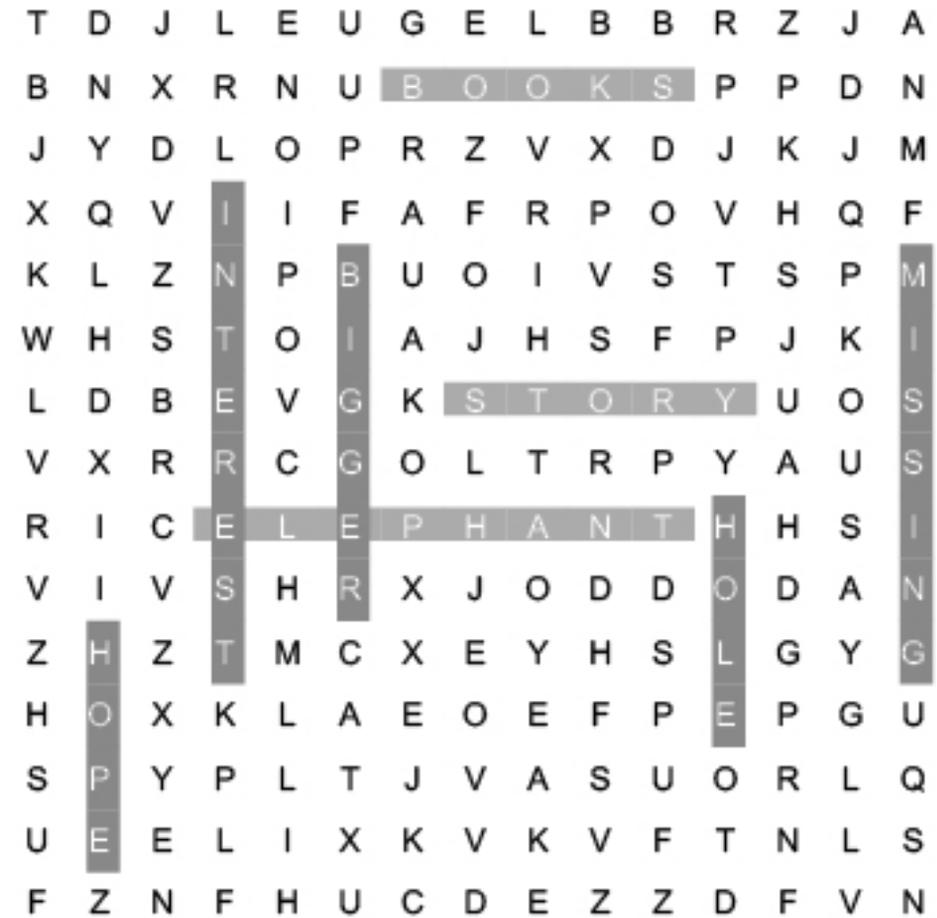
#### New Zealand Curriculum Links:

English: Speaking, Writing, and Presenting: Purposes and audiences, Ideas, Structure  
The Arts: Drama: Communicating and interpreting  
Technology: Technological Practice  
Key competencies: Thinking, Relating to others, Using language, symbols, and texts



# PUZZLE SOLUTIONS from PerformEducation.com

## JUNIOR WORD FIND SOLUTION



BIGGER  
HOLE  
MISSING

BOOKS  
HOPE  
STORY

ELEPHANT  
INTEREST

## JUNIOR CROSSWORD SOLUTION

### Across

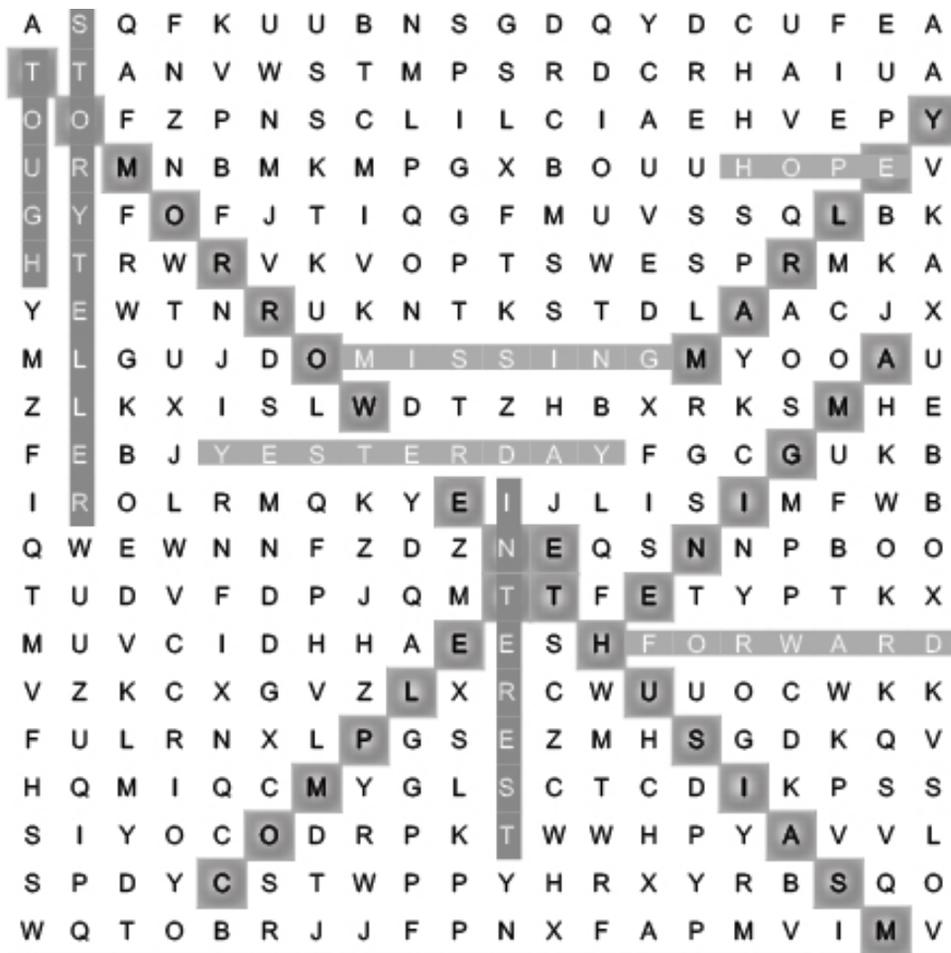
2. Bigger, Better, \_\_\_\_\_! (**Brighter**)
5. Marley's friend's name is \_\_\_\_\_. (**Henry**)
6. You've got to \_\_\_\_\_ on, tough it out, don't let go, stay with it. (**hang**)

### Down

1. One day Marley woke up to find something was \_\_\_\_\_! (**missing**)
3. What was Marley missing in the end? (**hope**)
4. Name of a book from the show: My \_\_\_\_\_ is Blue. (**Elephant**)

# PUZZLE SOLUTIONS from PerformEducation.com

## GENERAL WORD FIND SOLUTION



COMPLETE  
FORWARD  
MARLEY  
TOMORROW

ENIGMA  
HOPE  
MISSING  
TOUGH

ENTHUSIASM  
INTEREST  
STORYTELLER  
YESTERDAY

## GENERAL CROSSWORD SOLUTION

### Across

- The name of the graphic novel in the show is The \_\_\_\_\_ Enigma. (**Inkberg**)
- 'You've got to hang on, \_\_\_\_\_ it out, don't let go, stay with it'. (**tough**)
- At first, Marley thought she had lost her \_\_\_\_\_. (**enthusiasm**)
- The girl from My \_\_\_\_\_ is Blue helped the Storyteller figure out what Marley was missing. (**Elephant**)
- One day Marley woke up to find something was \_\_\_\_\_. (**missing**)
- The name of the famous NZ author who wrote The Boy Who Made Things Up: Margaret \_\_\_\_\_. (**Mahy**)

### Down

- Bigger, Better, \_\_\_\_\_! (**Brighter**)
- Marley's story in Tomorrow was full of \_\_\_\_\_. (**holes**)
- Mr Garnish's Granny always said, 'Healthy body, healthy \_\_\_\_\_!' (**mind**)
- And they all lived \_\_\_\_\_ ever after! (**happily**)

### BOOK WEEK IN SCHOOLS 2023 – STORY QUEST!

Primary Grades 0-8 (Junior and Senior primary versions available)

*I've been dreaming...*

*Marley wakes up full of excitement and expectation. She's been dreaming that she has written the most marvelous story and now she's awake it's time to set about making it happen. However, the road to creating her story is much more difficult than it first seems. What happens in dreams often isn't how things turn out and Marley finds herself embarking on a journey filled with unexpected twists and turns. To reach a destination where 'dream comes true' she must overcome some pretty significant obstacles.*

*Dreaming is much more challenging when you're awake!*

Join Marley on her new **STORY QUEST** adventure featuring a selection of the **BEST New Zealand Children's Books of 2023**. Students will be immersed into the storytelling and interaction with the New Zealand books woven into an engaging, original narrative filled with music, adventure and intrigue!

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### SCIENCE/STEM IN SCHOOLS 2023 – GLOBAL GAMBLE!

Primary & Intermediate Grades 5-10 (Ages 9-14)

**GLOBAL GAMBLE!** is an in-school educational program that combines high energy sketch comedy with improvisation to entertain and educate students through a fun and interactive experience. The program focuses on four key science-based messages encouraging **sustainable consumption, energy efficiency, and conservation - with a core focus on STEM and green careers.**

Students learn about energy, climate change and global warming through four fact filled sketches. Throughout, audience members and student volunteers are encouraged to offer suggestions that the actors will incorporate into the action. The result is that students have input into the show while watching it!

- The effects of energy use on our planet
- Ways to reduce your carbon footprint
- The results of climate change and the need for community resilience
- The importance of STEM education and the future of green careers

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

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

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

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

PREFERRED DATES 2023: 1) \_\_\_\_\_

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

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

Reserve your 2023 date  
**NOW** to receive a 10%  
**EARLY BIRD DISCOUNT**

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#### Tour Dates 2023

- Term 2: CHCH Mon 15<sup>th</sup> May – Fri 19<sup>th</sup> May
- Term 2: WELL Mon 22<sup>nd</sup> May – Fri 26<sup>th</sup> May
- Term 2: AUCK Mon 29<sup>th</sup> May – Fri 23<sup>rd</sup> Jun
- Term 3: CHCH Mon 31<sup>st</sup> Jul – Fri 4<sup>th</sup> Aug
- Term 3: WELL Mon 7<sup>th</sup> Aug – Fri 11<sup>th</sup> Aug
- Term 3: AUCK Mon 14<sup>th</sup> Aug – Fri 25<sup>th</sup> Aug



BIGGER,  
BETTER,  
BRIGHTER!



perform!  
education