



SUPER DUPER

TEACHER RESOURCE PACK
BOOK WEEK IN SCHOOLS 2018

 **perform!**
education

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TEACHER INSTRUCTIONS

BEFORE THE PERFORMANCE:

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

FEATURED NEW ZEALAND BOOKS: We recommend students are familiar with the shortlisted books featured in this production. There are different books featured across the Junior, Senior and General (mixed age group) versions of the show presented and each version uses a different combination of texts. Titles, story summaries and explanations regarding the way in which each text is used 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 setup 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.

ASK STUDENTS TO BRING ALONG THEIR FAVOURITE BOOK TO 'SUPER DUPER'! THEY WILL BE ASKED TO USE THIS TO HELP THE CHARACTERS IN THE SHOW. IF THEY CANNOT BRING A BOOK – ASK THEM TO THINK ABOUT THE NAME OF THEIR FAVOURITE BOOK!

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 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: Find details for next year's programs at the end of this pack and reserve a date now 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 0800 775 770.



ABOUT THE COMPANY

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

The company specialises in touring curriculum aligned, educational musicals and sketch comedies into schools and has been operating in New Zealand for twelve years. Every year we tour to over 250,000 students and in all, the company and its writers have toured our specialty educational programs to **over three million students** across the world.

In New Zealand, we tour annual **Book Week** educational musicals as well as **Science & STEM** sketch based performances. The annual Book Week productions inspire students with the limitless fun and possibilities offered by books and reading, and promote a selection of the best contemporary and classic New Zealand children's books to engage the students within a captivating framework.

The performances, which take place within schools, are **highly interactive** and feature action-packed narratives with appealing, and identifiable characters, loads of **comedy** and student participation that captivate and engage all audiences across the full primary age ranges (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

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

SUPER DUPER - CURRICULUM CONTENT

NEW ZEALAND CURRICULUM LEARNING AREAS

English (Listening, Reading and Viewing)

The Arts (Music, Drama, Dance)

Health and Physical Education (Movement, Motor Skills, Relationships with other people)

Social Sciences (Identity, Culture and Organisation)

NEW ZEALAND CURRICULUM KEY COMPETENCIES

Thinking

Relating to others

Using texts

Managing self

Participating and contributing

SUPER DUPER GENERAL THEMES

Imagination – its power, accessibility and possibility

Achieving your potential - striving to be your best

Never underestimate other people's potential

Disabilities

Focusing on the positive

Asking for help

What is a real hero? - Courage, resilience, persistence, optimism.

Everyone has a story



SUPER DUPER – NOTE FROM THE WRITER

The spark that inspired the creation of the story of *Super Duper* was a project that I worked on in London in 2015/16 with a young woman named Amy Golden who has profound cerebral palsy. Together we created a new musical theatre work about her life that premiered in London in July 2016 with her in the lead role. This experience opened my mind to the realisation that, despite my experience as a teacher who is also qualified in special education (although in the field of intellectually disabled), there was still much to understand about the capabilities of people with a disability. This realisation was made more keen while watching the Para Olympics where seeing ‘superheroes’ with different abilities was an everyday occurrence.

The question these stories raised was ‘what is it that makes a person strive to be the best they can when faced with obstacles that most of us will never have to contend with?’ The answers I came up with form the basis of the plot of *Super Duper* – being your best and what it is that may stand in your way. The obstacles are personified in the villain of the show, Doctor Dismal, whose power it is to raise doubt and

fear. This is what our hero Will needs to overcome.

The battle against uncertainty - what is a real problem and what is not - suddenly became very immediate during the time the show was being written in the light of the global political situation. There is no doubt that the uncertainty that permeates the media is recognised or at least sensed by children. I decided to provide solutions by making the power of knowledge, understanding and enlightenment that is inherent in exposure to good literature the means by which Will is able to prevail against the villain. We all have our battles with Doctor Dismal. In the case of this show it is when Dismal is vanquished that Will no longer needs to hide behind his superhero persona and is able to come out of his room and face the world, empowered by the realisation which is at the heart of *Super Duper* - ‘We are all super heroes. Look at what we can achieve. All you need to do is believe’.

- Craig Christie





SUPER DUPER - SYNOPSIS

Our show begins with the actors introducing the idea of superheroes, explaining that they are going to present a story about a brand new superhero. To begin the story they give the background about how a boy named Will was walking to the library when he noticed a person who was looking at their mobile, instead of watching where they were going, about to walk in front of an oncoming car. Will rushes to push the person out of the way but in doing so is hit himself and gets 'knocked through' the books he was carrying. When he comes to, he finds he has developed the super power to bring books to life. Will then enters to tell the audience that his identity must be kept a secret as it can quickly become a problem if everyone knows that an ordinary boy actually has amazing powers. He particularly doesn't want his mother to know as he doesn't want her to worry if he is out battling evil villains.

Next we meet the evil villain Doctor Dismal who believes people who are scared and ill-informed are easy to control and she wants to control everyone. She is planning to unleash her Dismal Blaster which will release fear and ignorance onto the planet. However Will is at hand to foil Dismal's plan and stops the blaster from activating although Doctor Dismal is able to escape. Meanwhile at home Will's Mum is

surprised to find Will's door locked and calls for Will to come out. After a moment he calls out from behind his bedroom door that he's fine. He says he won't lock the door in future but at the moment he would prefer not to go out visiting friends so his Mum leaves him though she is concerned that he is spending too much time shut away in his room.

Doctor Dismal reappears. She has a new plan to overcome Will who is standing in the way of her plan for world domination. She has created the Dismal Blaster 2.0 which she has programmed with Will's fingerprints that were left on the Dismal Blaster 1.0. The Blaster 2.0 has the ability to take away all of Will's confidence and with it - his powers. Will appears and when zapped by the Dismal Blaster 2.0 finds to his shock that he is no longer able to open any of his books. No longer thinking Will is a threat, Dismal goes off to draw up a list of all the terrible things she will be able to do now there is no-one to stop her. Will is at a loss until he decides to ask for assistance from the student audience and finds that others are still able to open the books for him. He brings a character to life with the help of an audience member and leaves feeling encouraged that with the help of others he will still be able to defeat Dismal.

When Dismal returns she finds that Will has left an audience member with a book which is opened under Will's instructions and the character from the book leaps out and wrests the Blaster away from Doctor Dismal. Dismal leaves declaring that next time she will have a plan so foolproof that no-one will be able to prevent her from taking control. In response Will encourages the entire audience to help him in taking care of Dismal once and for all. He instructs them to think about their favourite books and favourite characters believing that Dismal will never be able to win when she sees that everyone is reading and able to call upon their experience with books. When Will has his final showdown with Doctor Dismal the audience will help by standing up and calling/showing their favourite books and book characters. Dismal returns and when it appears that she may have the upper hand Will gets the audience to call out and the tables are turned on Dismal who can never overcome a world filled with people who read and who recognise the good ideas and lessons that the right books contain. Doctor Dismal is finally defeated.

Will rushes home and realises that he has been

gone a long time and his Mum might be wondering what has happened to him. He gets home but Mum finds him in his superhero disguise. Not knowing it is Will in disguise she confides in the superhero that she is worried about her son who had been in a car accident and since then he spends all his times locked away in his room not really interacting with anyone. Will tells her not to worry but agrees to go in and 'talk' to Will to find out if there is a problem. Mum waits a moment then calls out to Will to bring his superhero friend out for a snack. Will enters as himself and we see for the first time that he is in a wheelchair, a result of the accident at the start of the show. He tells his Mum that the hero has already left, then goes on to explain that he is feeling fine and that he has had time to stop thinking about the things he can't do anymore. Instead he is focussing on everything that is possible and has realised that thanks to his active imagination and the way books can enable him to escape to anywhere that the world is still a place filled with endless opportunities and adventure. Despite his disability he is not to be underestimated!





SUPER DUPER - FEATURED BOOKS

From Craig Christie; the writer of SUPER DUPER:

Every year considerable time and thought is given to the selection of which Award-Winning New Zealand children's books we will feature in the Book Week production visiting schools all across the north and south of New Zealand. We consult with NZ teachers, school curriculum experts and booksellers to select books that will appeal to all primary school ages across categories. The criteria used is the educational relevance of the books, alignment with the show themes, how popular certain books are with teachers and students and also presenting books that are suitably engaging and challenging to audiences that range from Year 0 to 8.

Our innovation to provide schools with performances that target junior and/or senior primary audiences as well as a general performance combining elements to engage the entire primary school, has enabled us to introduce books that more specifically apply to each of the different age groups.

We are delighted to announce that we will again be featuring one classic New Zealand children's book from our very own Margaret Mahy to appear alongside the best contemporary 2018 titles.

Here is our selection for each of the 3 versions of SUPER DUPER:

JUNIOR VERSION:

Grades 0-3

THE MAN WHOSE MOTHER WAS A PIRATE

GRANNY MCFLITTER, THE CHAMPION KNITTER

THATS NOT THE MONSTER WE ORDERED

GENERAL VERSION:

Grades 0-8, OR mixed year levels

THE MAN WHOSE MOTHER WAS A PIRATE

GRANNY MCFLITTER, THE CHAMPION KNITTER

AWATEA'S TREASURE

SENIOR VERSION:

Grades 5 and above

THE MAN WHOSE MOTHER WAS A PIRATE

AWATEA'S TREASURE

HOW NOT TO STOP A KIDNAP PLOT

FEATURED BOOK DETAILS

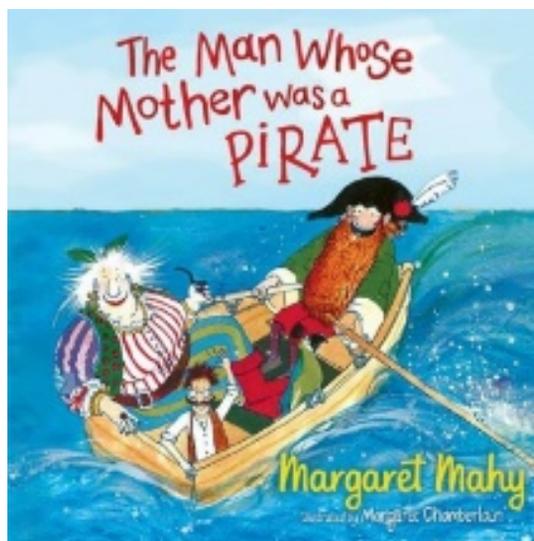
THE MAN WHOSE MOTHER WAS A PIRATE

Written by Margaret Mahy.

Illustrated by Margaret Chamberlain

Why this book is in SUPER DUPER:

This year I decided, amongst the new books under consideration for the awards, to include a New Zealand classic for two reasons. Firstly, because something as familiar as this book provides an immediate connection for your students with the narrative of the show. Secondly, because the rollicking adventure and colourful characters presented in this book are so much fun and also fit in with the adventurous theme of Super Duper.



Synopsis:

A classic story by one of New Zealand's most loved writers, the story of a man who lives a life that is boring and restrictive until his mother, who happens to be a pirate, decides that she wants to leave the safe and boring place they live and see the sea again. Despite many misgivings and stories told by people they meet on the way who warn the man of the folly of his journey they eventually reach their destination. In the course of the journey the man.

sheds the conventions and restrictions of his old ways and becomes happy and free. The splendour and mystery of the sea is evoked beautifully through the language used to describe it and the message of following your dreams is best summed up in the last line of the story ' And if you want any more moral to the story than this, you must go to the sea and find it.'

THAT'S NOT THE MONSTER WE ORDERED

Written by Richard Fairgray.

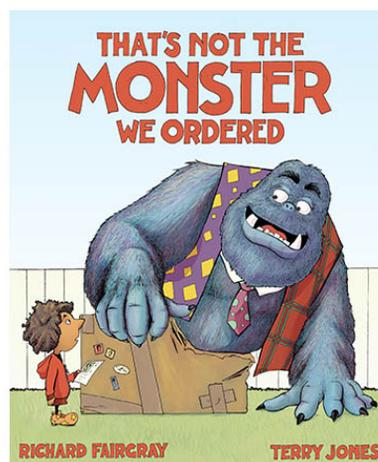
Illustrated by Terry Jones

Why this book is in SUPER DUPER:

A fun filled story with a simple but profound message about how though we may not always get what we want or expect, it doesn't mean we don't get what we need. The illustrations and antics contained in this story are wonderful for triggering the imagination and as a launchpad into interesting discussion and activities.

Synopsis:

A funny, charming story of a family who give into pressure from the kids who covet the wonderful, amazing monster that someone in their class gets. The monster that they end up



with proves to be not the least bit as clever or useful but by the end of the story they realise that despite what others may see, their monster is the one that best suits them because it has found a place in their hearts.

FEATURED BOOK DETAILS

GRANNY McFLITTER THE CHAMPION KNITTER

Written by Heather Haylock.

Illustrated by Lael Chisholm

Why this book is in SUPER DUPER:

The rhythms and rhymes used to tell the story are great fun and very engaging especially to early readers. There is also a strong environmental message to be taken from the story and a lesson to be learned about not underestimating people or undervaluing what they do.



Synopsis:

Granny McFlitter has an obsession with knitting to the extent that her family becomes rather fed up with the abundance of knitted things Granny provides for them, many of them unwanted. Things change for Granny when she finds a reason other than providing for her family for her knitting – to help protect the penguins who have lost their warm coating after being rescued

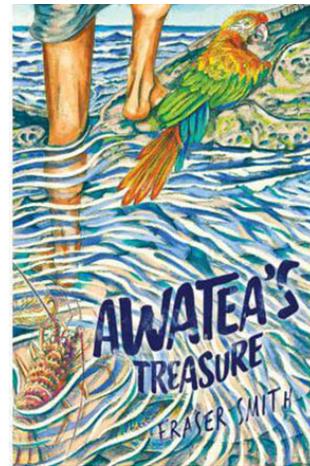
and cleaned after an oil spill. The penguins and the vets caring for them are delighted with granny's efforts which further inspires her to knit things to bring comfort and warmth to all manner of creatures. A gentle environmental theme permeates this charming and funny story.

AWATEA'S TREASURE

Written by Fraser Smith.

Why this book is in SUPER DUPER:

A beautiful and evocative book set in New Zealand about a boy's adventures during a holiday where he has to stay with his grandparents because his father is ill. Part mystery, part adventure and part history this charming and engaging story paints a beautiful picture of a time that was more simple and adventures required little more than imagination.



Synopsis:

This intriguing and engaging story of a boy staying with his grandparents is beautifully evocative. Awatea has been sent away while his father recuperates from an illness. His grandparents and people living nearby live a simple life and the setting in rural New Zealand in the late 1950s provides many opportunities for adventure and discovery. There is the mystery of the neighbouring house which is abandoned but which is the setting of

rumours about dark secrets in its past, secrets which Awatea's uncles play upon to disconcert him. Things change when Awatea is sent to deliver some food to some friends who live further down the beach which is where he meets and befriends a noisy, bossy parrot who becomes his partner in finding out more about people who went before him and an unexpected treasure.



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), the following lists are related specifically to the books involved in the show. After these are some general activities and activities relating specifically to music and movement.

THEMATIC

- If you could choose a super power what would it be? Give yourself a superhero name that might be appropriate for that super power. Design a costume for your superhero.
- Write a story or create a comic/graphic novel that shows an adventure for your super hero. You might even like to create a short play to show the adventure.
- Form a group with several other people in the class and combine all your superhero characters into a super team (like the Avengers or the Justice League). Give your team a name and create an adventure for your new Super Team.
- How does Doctor Dismal plan to achieve his domination of the world? What things does Will realise can defeat Dismal so that he has no power or influence over anyone?
- Design a new costume for Will in his superhero identity.
- What do you think are the reasons that Will doesn't come out of his room when his mother asks? Why do you think he decides to come out at the end?
- If you had Will's power to bring books to life what books would you choose? Write a new adventure for Will when he uses a book of your choosing to help overcome a problem or defeat a villain.
- What do you think is meant by the phrase 'the power of positive thinking'?
- There are some really incredible things achieved by people who are also contending with a disability. The Paralympics give us many examples of this. Who is your favourite Paralympian? Can you find out some other real life adventures involving people who are differently abled?
- Will's mother wonders if one of the things worrying Will is that he will be starting a new school next year. What reason might she have for thinking that? What things might concern a person about starting a new school?
- Will's mother is deeply concerned that Will isn't discussing what maybe bothering him with her. What ways can you think that might encourage someone to talk about their problems? What works for you when you have a problem but are reluctant to share it?

THE MAN WHOSE MOTHER WAS A PIRATE

- How do you think the man's pirate mother come to live with him in the city?
- How would you describe the sea to someone who has never seen it? What phrases in the story do you find particularly effective in creating an understanding of what the sea is like
- Write a story about the Man's mother when she was a young woman
- Looking at the descriptions of how the Man and his Pirate mother journey from the city to the sea, draw a map of their journey and the places they stopped to chat to people.
- What has changed for the Man from the start of the story to a year later when he sends the message in the bottle that Mr Fat receives?

THAT'S NOT THE MONSTER WE ORDERED

- Design your own monster. What special things would you like your monster to be able to do?
- What are all the things the new monster does (or doesn't do) that disappoints the family?
- Why do you think the family decides to keep the monster at the end of the story even though it's not the monster they were expecting?
- Create a gallery of all the monsters created by everyone in the classroom. Looking at them all, which monster would you actually order if you were looking online for one?
- When it comes to owning a monster, or any kind of pet, what do you think are the most important things when it comes to it becoming part of the family?

GRANNY MCFLITTER THE CHAMPION KNITTER

- Create a catalogue of clothes that Granny might have knitted for each member of the family.
- Knitting is a skill that seems to have gone out of fashion. Does anyone in your family knit? Did anyone in your family wear hand knitted clothes e.g. your parents, your grandparents?
- Why do you think knitting has gone out of fashion?
- Look at what happens to the penguins after there is the oil spill. See if you can find out about oil spills that have happened and what effect it had on wildlife and the environment
- What things can be done to fix up the bad effects of an oil spill?

AWATEA'S TREASURE

- Whereabouts in New Zealand do you think the story may have taken place?
- Although the location of the story is never actually mentioned what things are there that make it clear that this story could only have taken place in New Zealand?
- Each time it seems like there might be a ghostly explanation for what happens in Mrs Carol's house we find out there is nothing supernatural occurring. What are the tricks that some of the characters play to try and scare someone into believing the place might be haunted.
- What clues are there in the story that inform us that it takes place in an earlier time?
- There are so many possibilities for adventure for Awa. Create a new adventure for him in this setting.
- What is ambergris? Find out what you can about it and what it was used for?

HOW NOT TO STOP A KIDNAP PLOT

- Write a review of the musical that everyone is involved in staging as if you had been a member of the audience
- There are so many misadventures that take place when Michael and Elvis are trying to protect Angus from being kidnapped. Write about another situation that may have taken place in which things go wrong
- Natalie pretends she is writing a review on the school canteen to back Michael up during the story. Write a review about your own school canteen or another place nearby that you like (or don't like) to eat at
- Imagine you had control of a spibot. What would you do with it?
- Imagine if Michael and his friends hadn't been able to stop Cecil. What would the world be like if Cecil was able to follow through with his plan?



GENERAL ACTIVITIES

- Although you have seen **SUPER DUPER** as a play it might also make a good story book. Divide the story up into parts and the class can put the story into their own words and illustrations.
- Write a list of all the superheroes from film, television and comic books. Hold a vote to determine which superheroes are the most popular in your class. In your school.
- In **SUPER DUPER** we tell the story of how Will gained superpowers (whether real or in his imagination). This is called an 'origin story'. What are some of the origin stories of your favourite superheroes?
- Write another encounter for Will as a super hero and Doctor Dismal, choosing a different book for Will to bring to life. What danger does Doctor Dismal pose and how does Will and his book powers overcome him?
- We know how Will gets his powers and what they are. Write the story about where Doctor Dismal comes from and why he wants to cause trouble.
- Imagine that **SUPER DUPER** was already a book or a film. Design a cover or poster and include a short summary on the back 'cover' that might encourage someone who didn't know the play to read the book or watch the film.
- In groups of three choose a favourite moment from the show and make a statue or 'freeze frame' of that moment – as if someone had taken a photograph or pushed the pause button on the video. Show the rest of the class and see if they can recognise what part of the play you have shown.
- Write a review of **SUPER DUPER**. If you would like to send your reviews into our office we can promise the class will get a response!

MUSIC AND MOVEMENT ACTIVITIES

- Choose one of the songs from the show and create and present a series of frozen images that reflect what the song is about.
- 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 your class.
- The backing tracks for the songs are provided for you so why not choose a favourite song and either as a solo or with a group of friends rehearse and present a song to the class.
- Have a vote in the class as to what you think is the number one song (or top 3) from the soundtrack of **Super Duper**. Compare your results to other groups/classes.

2019 INCURSION PROGRAMS



QUICK RESPONSE FORM

PHONE: 0800 775 770

EMAIL: book@performeducation.com

FAX: 0800 630 120

BOOK WEEK IN SCHOOLS 2019 – *Treasure Hunt!*

Primary Grades 1-8 (Junior and Senior year versions available)

Jess lives by the ocean. George lives in the forest. One morning they both wake to find that something is missing – something terribly important. It appears their world may have changed ... and not for the better! Despite their differences, George and Jess realise they share a common need. Together they set off on a quest to find the treasure that has disappeared from their homes. There are strange and challenging obstacles to overcome but they discover that help may be found in the most unexpected places.

Featuring the best of **New Zealand's 2019 Children's Books** *TREASURE HUNT!* is an interactive and educational in-school performance that explores the issues of **sustainability** and our relationship with the **natural environment** as well as celebrating how **books & reading can create understanding** and bring **people of different backgrounds together**.

SCIENCE IN SCHOOLS 2019 – *Global Gamble!*

Primary & Intermediate Grades 5-8 (Ages 9-13)

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 Global Sustainability Science**. Students learn about energy, climate change and global warming through four comical and fact filled sketches. *Global Gamble* uses suggestions from the audience where the performers will build educational sketches, creating a unique and customised performance with each presentation.

- How is energy efficiency related to resources?
- What are natural resources?
- What is global climate change?
- How can we use energy wisely?

SCHOOL: _____

SUBURB: _____

CONTACT NAME: _____

CONTACT EMAIL: _____

PREFERRED DATES FOR 2019:

1) _____ 2) _____ 3) _____

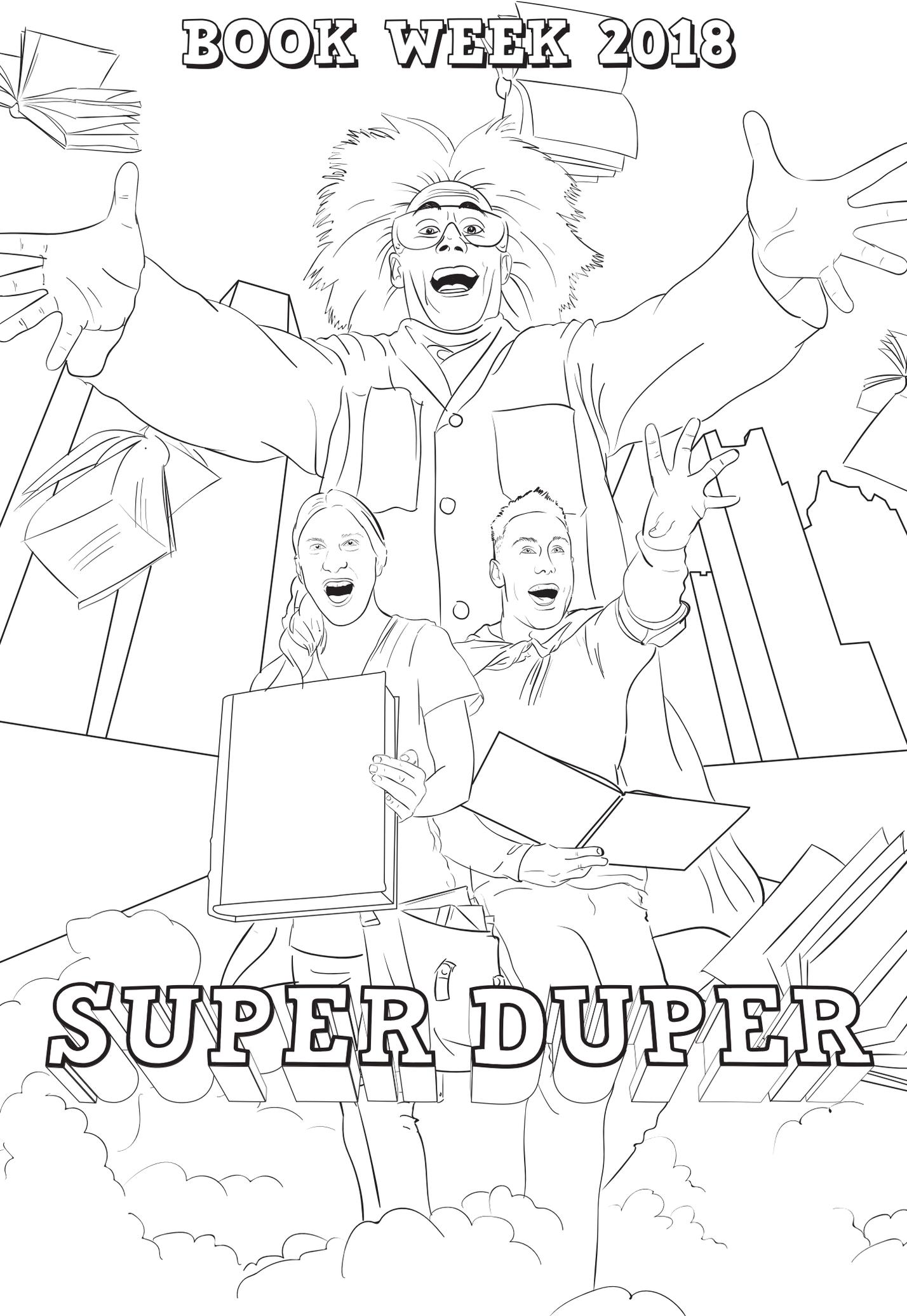
ESTIMATED NUMBER OF STUDENTS: _____

Reserve your 2019 date NOW to receive a
10% early bird discount

.....
Tour Dates 2019

- Term 2: CHCH Mon 20th May – Fri 24th May
- Term 2: WELL Mon 27th May – Fri 31st May
- Term 2: AUCK Mon 3rd Jun – Fri 21st Jun
- Term 3: CHCH Mon 5th Aug – Fri 9th Aug
- Term 3: WELL Mon 12th Aug – Fri 16th Aug
- Term 3: AUCK Mon 19th Aug – Fri 30th Aug

BOOK WEEK 2018



SUPER DUPER

STUDENT REVIEW

Written by: _____

of _____ School

What I liked best about the performance was _____

My favourite character was _____

This is because _____

My favourite book in the show was _____

Why? _____

What else would you include in the show? _____

Please turn over to see a picture of my favourite part of the show!

SUPER DUPER JUNIOR WORD SEARCH

Name: _____

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

IMAGINATION
DISMAL

WILL
SECRET

BOOKS
HERO

SUPER DUPER GENERAL WORD SEARCH

Name: _____

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

KINDNESS
IMAGINATION
HERO
DISMAL
POTENTIAL

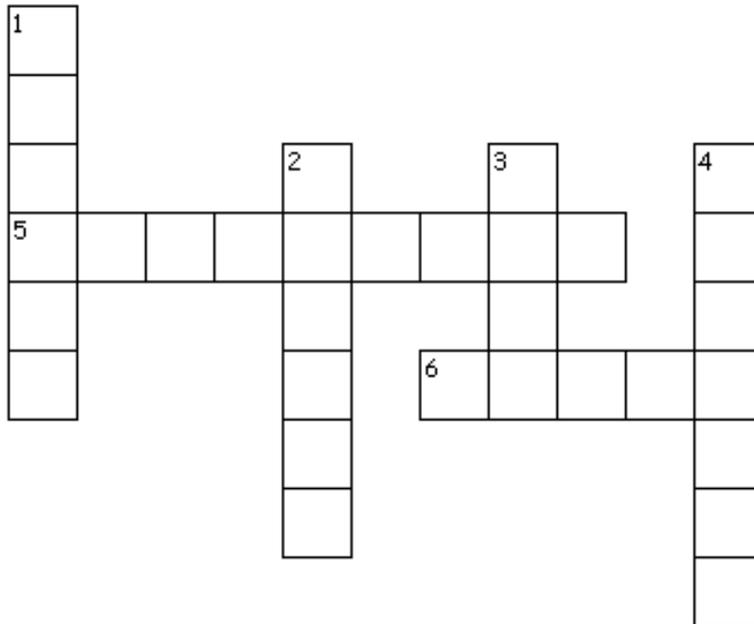
DISABILITIES
WILL
SECRET
CREATIVITY
KNITTER

AWATEA
PIRATE
GRANNY
WHEELCHAIR
IDEAS

SUPER DUPER JUNIOR CROSSWORD

Name: _____

Complete the crossword below:



ACROSS

5. The last name of the champion knitting granny
6. What we used to make Dr Dismal go away

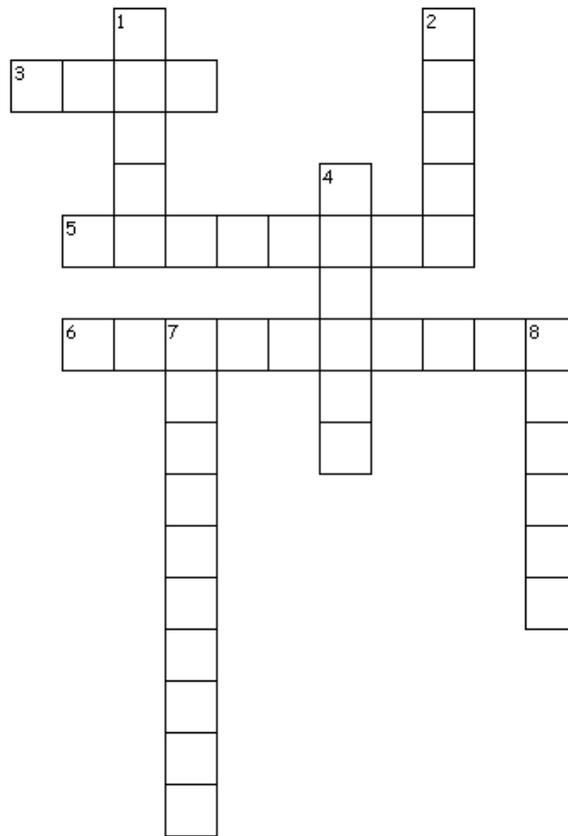
DOWN

1. The name of the doctor in the play
2. A book from the show: The Man Whose Mother was a _____
3. Somebody who goes above and beyond to help people
4. A book from the show: That's not the _____ we ordered

SUPER DUPER GENERAL CROSSWORD

Name: _____

Complete the crossword below:



ACROSS

3. Somebody who goes above and beyond to help people
5. In Granny McFlitter the Champion Knitter, what animals did she make small jumpers for?
6. Where was the book Awatea's treasure set?

DOWN

1. Someone who stands up in the face of danger is...
2. What we used to make Dr Dismal go away
4. A book from the show: The Man Whose Mother was a _____
7. What Will was in at the end of the play
8. The name of the doctor in the play

PUZZLE SOLUTIONS

JUNIOR WORD SEARCH:

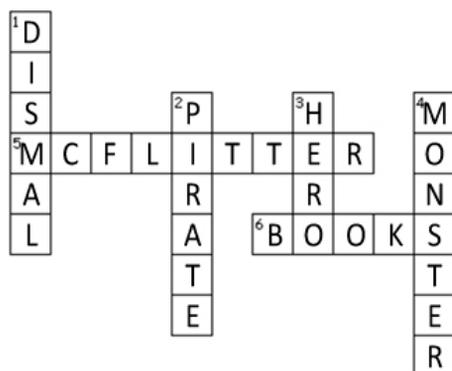
D	O	Z	Y	D	F	B	L	S	D
D	S	E	C	R	E	T	K	J	Y
L	L	K	Q	X	C	O	D	L	F
U	C	L	U	B	O	H	I	X	C
Y	H	C	L	B	F	O	S	D	O
Y	H	L	L	B	Z	D	M	W	D
H	I	A	D	Z	L	N	A	U	I
W	Y	F	B	M	X	G	L	E	S
P	R	T	H	E	R	O	A	M	K
L	Z	C	Z	T	S	T	D	O	I

GENERAL WORD SEARCH:

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

PUZZLE SOLUTIONS

JUNIOR CROSSWORD:



ACROSS

- The last name of the champion knitting granny (**mcflitter**)
- What we used to make Dr Dismal go away (**books**)

DOWN

- The name of the doctor in the play (**dismal**)
- A book from the show: The Man Whose Mother was a _____ (**pirate**)
- Somebody who goes above and beyond to help people (**hero**)
- A book from the show: That's not the _____ we ordered (**monster**)

GENERAL CROSSWORD:



ACROSS

- Somebody who goes above and beyond to help people (**hero**)
- In Granny McFlitter the Champion Knitter, what animals did she make small jumpers for? (**penguins**)
- Where was the book Awatea's treasure set? (**newzealand**)

DOWN

- Someone who stands up in the face of danger is... (**brave**)
- What we used to make Dr Dismal go away (**books**)
- A book from the show: The Man Whose Mother was a _____ (**pirate**)
- What Will was in at the end of the play (**wheelchair**)
- The name of the doctor in the play (**dismal**)