

AOTEAROA BOOK WEEK IN SCHOOLS 2023
TEACHER RESOURCE PACK

STORY QUEST



perform!
EDUCATION

www.performeducation.com

© Echelon Productions 2023

CONTENTS

Teacher Step-By-Step Guide – LIVE	...3
About the company	...4
Program Information:	
Story Quest! – Synopsis	...5
Story Quest! – A Note From The Writer	...6
Featured New Zealand Books for 2023	7 - 9
After the Performance:	
Activities and Discussion - Featured Books	11 - 15
Activities and Discussion - Themes	...16
General and Movement based Activities	17 - 18
Puzzle Solutions (from activities found at PerformEducation.com)	19 – 20
2024 INCURSIONS – Booking Form & Discount Voucher	...21

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

BEFORE THE PERFORMANCE:

TEACHER RESOURCE PACK: Please copy, share 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 safe 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 all teachers the classroom activities in this pack and use in your own follow up lessons.

STUDENT DIGITAL ACTIVITIES: Direct students onto our website **RESOURCE HUB** page where they can access the digital games, videos, music and 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!



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 **Aotearoa Book Week in Schools** performances 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 Activities** offer a comprehensive selection of classroom resources 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**

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



SYNOPSIS

Our tale begins with Marley waking up from her sleep filled with excitement- she has dreamed up a story that she cannot wait to write down to share with others.

She sets about the task of recording her dream starting with the classic opening 'once upon a time' and we discover that the lead character in her dream is her best friend Henry who appears in Marley's room supposedly ready to begin the grand adventure she had dreamed up. Henry is less than enthusiastic about being dragged into Marley's story and she has to convince him about why it's a good idea to go on her 'story quest' – sitting at home doing nothing will never result in a 'happily ever after' ending whereas setting out creates the opportunity for all manner of adventures and excitement.

With a little help from a book Marley shows him Henry is finally convinced to head off on the story quest but not until they both acknowledge the traditional custodians of the land on which the story is to take place. Marley presents Henry with a backpack to help him on his way and then he sets off on the quest with Marley taking the initiative as the writer of the story.

Henry travels some distance encountering a variety of conditions with both climate and terrain to challenge him. Eventually, he is forced to admit that he has become totally lost with no idea how to move forward. Fortunately, both Henry and Marley can access the books in Henry's backpack to show them the importance of being in tune with your environment and listening to what is going on around them so Marley is able to continue writing her story which leads Henry to the way forward on

the quest. This path leads him to a cave from which frightening sounds emanate. Henry is reticent about going in but Marley wants Henry to be a brave hero so after training him up she sends him in to battle what they believe to be a dragon.

When Henry doesn't return Marley pulls together a group of volunteers to go in and rescue him but before they can launch their attack Henry rushes out telling them to stop. It's not a dragon in the cave but something else entirely that, while unusual, actually belongs there. Henry advises that the attack is a bad idea. Marley returns to her storytelling showing that for Henry to progress on his quest he needs to tune into the environment surrounding him. He finds a different path that passes over the cave and so can continue on the quest.

Henry doesn't go much further when he starts feeling really hungry. With nothing in his pack he wishes he had the knowledge to forage for food and understood what the environment has to offer. Frustrated by Marley's lack of preparation for the quest Henry decides he really doesn't want to be a part of it anymore and tells Marley he is leaving her story. Marley is left to finish the story herself and with no real idea of what to do next looks to another of the books in the backpack. Through the books she gains an understanding of the importance of really understanding how important it is to listen rather than be the one always being heard.

Henry returns and the friends are reunited. With a renewed appreciation of the country and the stories around them, they stumble upon the 'happily ever after' that Marley was looking for but reveals that it is different to what she expected as it is only part of a story that continues on. Excited by the possibilities for themselves and for everyone through their new understanding of storytelling and stories old and new, rather than finish the quest with 'happily ever after' they announce 'and the story goes on forever'.



BOOK WEEK IN SCHOOLS 2023 AOTEAROA NEW ZEALAND FEATURED BOOKS

A NOTE FROM THE WRITER OF *STORY QUEST*!

Craig Christie

The idea of a quest or adventure is a beloved theme central to a lot of storytelling. One of the key things I wanted to feature in this year's show **Story Quest** is how this familiar idea of exploration might play out when superimposed upon a natural environment that is often taken for granted.

The other key theme I wanted to include in this year's show is the concept of heading out on an adventure in times when the message we are constantly presented with is to be aware and even fearful of the unknown. My hope is to re-engage students with the sense of excitement and adventure that leaving a comfortable and secure space engenders and how exploring and being challenged leads to opportunity and fulfillment.

In recent times, I feel we all have a sense that the world is a scary place and I want to encourage students to feel empowered to 'write their own story' – cast themselves as heroes and expand their horizons. These concepts of optimism, the nature of courage, learning to look and listen more closely, and the capacity of every individual to create an exciting and positive narrative are all inherent in **Story Quest**.

In selecting the books every year, I am always drawn towards titles that can be used as a catalyst to excite discussion and debate. Though they may cover an exciting variety in content and style, this year's titles are all beautifully constructed and employ a wonderful selection of storytelling styles to share the ideas that inspire their creators.

I would like to acknowledge and thank Crissi Blair and Rosemary Tisdall for their suggestions, critical input and general support. They have been invaluable in making selections of titles that are both excellent in style and substance, and in their ability to engage readers of all ages and abilities.



BOOK WEEK IN SCHOOLS 2023 AOTEAROA NEW ZEALAND FEATURED BOOKS

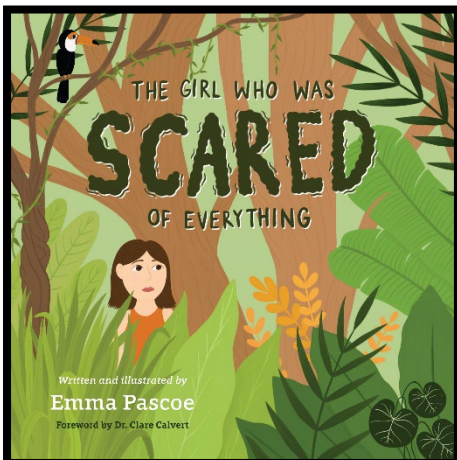
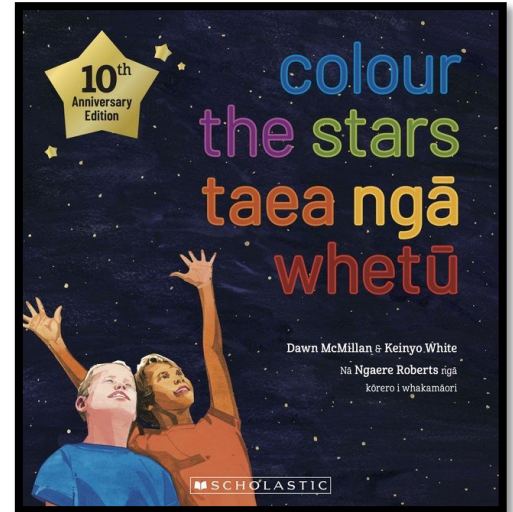
COLOUR THE STARS (TAEA NGA WHETU)

Written by Dawn McMillan and Ngaere Roberts

Illustrated by Keinyo White

(Junior, General & Senior Version)

The first title which I have included in every version of the show is the poignant and profound **Colour The Stars** by Dawn McMillan with illustrations by Keinyo White. This classic New Zealand picture book is celebrating its tenth anniversary by including a translation into te reo Maori by Ngaere Roberts. The simple story of a boy explaining to his sightless friend what colours are is masterful in its beautiful imagery. Each description of colour is so engaging that the reader can't help be drawn into the manner in which Isaac explains to Luke what each colour is. Luke is also able to teach Isaac a whole new perspective by helping him use his other senses to learn about the world around him in a delightful showcase of how we should appreciate and learn from each other's differences.



THE GIRL WHO WAS SCARED OF EVERYTHING

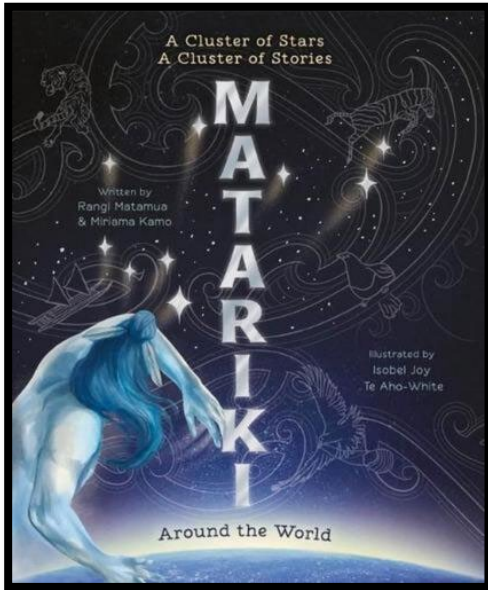
Written by Emma Pascoe

(Junior Version)

The picture book **The Girl Who Was Scared of Everything** by Emma Pascoe, which features in the Junior version of the show, is a delightful story of a girl who lives a life of apprehension until her friend teaches her that bravery is not the lack of fear but the ability to overcome it. It is a lovely example for teaching empathy and kindness, all told through engaging rhyming text. It also is very encouraging in its message of not allowing fear to cause you to miss out on things.



BOOK WEEK IN SCHOOLS 2023 AOTEAROA NEW ZEALAND FEATURED BOOKS



MATARIKI AROUND THE WORLD

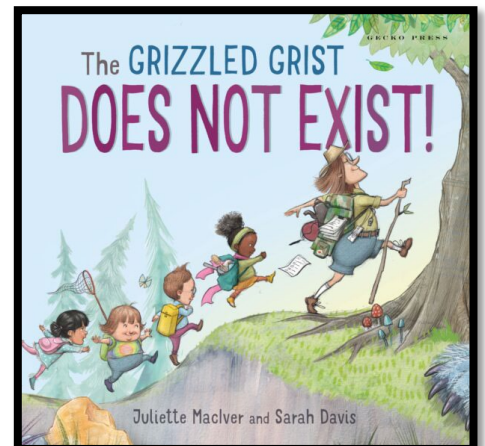
*Written by Rangi Matamua and Miriama Kamo
Illustrated by Isobel Joy Te Aho-White
(General & Senior Version)*

I have selected a book from the non-fiction category – **Matariki Around the World** – because it highlights the concept of traditional storytelling and how the same story can manifest itself differently in various cultures from across the globe. The text by Rangi Matamua and Miriama Kamo is both informative and entertaining while the illustrations by Isobel Joy Te Aho-White are beautiful and evocative of the vastness of the night sky and the stories that have been woven through it. This heightened appreciation of place is essential to inspire the characters of **Story Quest** throughout the narrative, as it is for countless individuals across the globe.

THE GRIZZLED GRIST DOES NOT EXIST!

*Written by Juliette Maclver
Illustrated by Sarah Davis
(Junior & General Version)*

The hilarious picture book **The Grizzled Grist Does Not Exist**, which features in both the Junior and General versions of the show, provides a rollicking rhyme-filled adventure written by Juliette Maclver and complimented with the comic illustrations of Sarah Davis. This excellent exemplar of a picture book perfectly demonstrates how text and image can elevate the other to create a more impactful narrative. The book also centres around the positive concept that everyone deserves to be listened too – you ignore the soft spoken at your own peril.



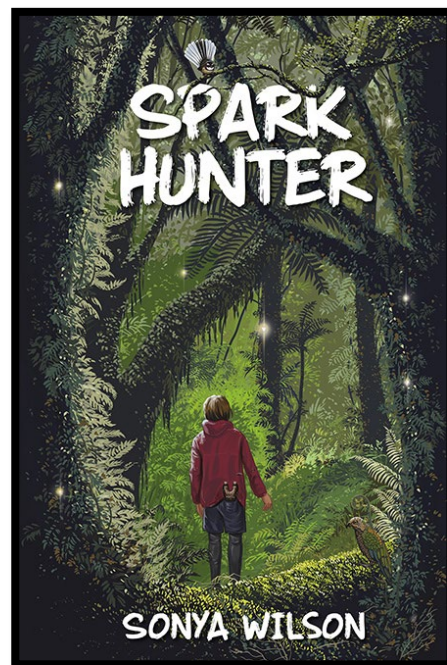


BOOK WEEK IN SCHOOLS 2023 AOTEAROA NEW ZEALAND FEATURED BOOKS

SPARK HUNTER

*Written by Sonya Wilson
(Senior Version)*

The final book I have included in my selection is **Spark Hunter** by Sonya Wilson which features only in the senior version of the show. It's an exciting, fast paced story which embeds interesting narrative devices such as emails, news reports and social media posts to create interest and perspective to continually engage the reader. The theme of the environment under siege ties effectively into the narrative of **Story Quest** and is a very effective parallel to the concept of a journey into the unknown that is at the heart of the show.



FINAL WORDS FROM THE WRITER

The books that have been selected are really engaging in their breadth of style and content and the selections I have made are, as usual, based upon which books I consider can be most effectively embedded in the narrative of **Story Quest** to augment the storytelling. Once again I reflect upon 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 book creates 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.

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.





colour the stars

YEARS 0-8

Themes: Relationships, Colours

Comprehension Task

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

Discuss in small groups or as a class: How does Isaac help Luke understand the concept of colour? What does Luke teach Isaac in return? Task students to list words that describe their friendship – patience, kindness and empathy for example. Students may then consider a valued friend in their life and discuss in pairs or list the adjectives that describe the qualities their friend possesses.

New Zealand Curriculum Links:

English: Listening, Reading, and Viewing

English: Speaking, Writing, and Presenting

Health & PE: Relationships with Other People

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

Creative Task

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

Task students to create an artwork, story or poem that expresses their favourite colour and the way it makes them feel. Discuss with the class.

New Zealand Curriculum Links:

English: Speaking, Writing, and Presenting

The Arts: Visual Arts

Key competencies: Thinking, Using language, symbols, and texts

Inquiry Based Task

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

Task students to investigate a 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: Listening, Reading, and Viewing

English: Speaking, Writing, and Presenting

Technology: Technological Practice

Social Sciences: Social Studies

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



THE GIRL WHO WAS SCARED OF EVERYTHING

YEARS 0-3

Themes: Courage, Resilience

Comprehension Task

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

In small groups, task students imagine what happens after the story has been told. Invite students to predict whether Elaine goes to the zoo, and, if so, how might she have changed her thinking in order to do so? Students can share their findings in a class discussion.

New Zealand Curriculum Links:

English: Listening, Reading, and Viewing

English: Speaking, Writing, and Presenting

Health & PE: Relationships with Other People

Key competencies: Thinking, 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 in which they or someone else faces a fear.

New Zealand Curriculum Links:

English: Speaking, Writing, and Presenting

The Arts: Visual Arts

Key competencies: Thinking, Using language, symbols, and texts

Inquiry Based Task

Learning Intention: To be able to investigate strategies for resilience.

When she's feeling anxious, Elaine in *The Girl Who Was Scared of Everything* gets a sore tummy, her hands tremble, and she 'feels funny'. Task students to investigate ways in which they can calm their bodies and minds. Ideas may include controlled breathing, doing things they enjoy and talking to someone they trust. Break into small groups to brainstorm then join together as a group to discuss. Present findings as an infographic or poster.


New Zealand Curriculum Links:

English: Speaking, Writing, and Presenting

Health & PE: Personal Health & Physical Development

The Arts: Visual Arts

Key competencies: Thinking, Relating to others, Managing Self





YEARS 0-6

Themes: Matariki, Maori Culture

Comprehension Task

Learning Intention: To understand the significance of the Matariki star cluster in Aotearoa New Zealand.

In small groups or as a class, review the meaning of Matariki in Aotearoa New Zealand. What are some of the stories and beliefs and what are some ways in which it is celebrated?

New Zealand Curriculum Links:

English: Listening, Reading, and Viewing & Speaking, Writing, and Presenting
Social Sciences: Social Studies

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

Creative Task

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

Task students to choose one of the stars in the Matariki cluster and create their own symbol/picture/poem to represent it, informed by its story. Hang up around the class.

New Zealand Curriculum Links:

English: Listening, Reading & Viewing
The Arts: Visual Arts

Key competencies: Thinking, Using language, symbols, and texts

Inquiry Based Task

Learning Intention: To be able to investigate ways in which other countries and cultures interpret the Matariki star cluster.

Task students to choose a country from the book and investigate the way in which it interprets the Matariki star cluster. In what ways is it similar or different to the interpretation of Maori culture? Create a digital presentation and share with the class.

New Zealand Curriculum Links:

English: Listening, Reading, and Viewing & Speaking, Writing, and Presenting
Technology: Technological Practice

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



The GRIZZLED GRIST DOES NOT EXIST!



YEARS 0 - 5

Themes: Adventure, Self confidence

Comprehension Task

Learning Intention: To understand that every person has unique skills and abilities.

In *The Grizzled Grist Does Not Exist*, his fellow students think Liam's ability to hide will be useless on their trek. They discover however that this skill in fact saves them from the Grizzled Grist. As a class or in small groups, reflect on the unique skills and abilities of members of the class or group. In what way does each person uniquely contribute to the class as a whole and why is this diversity important?

New Zealand Curriculum Links:

English: Listening, Reading, and Viewing & Speaking, Writing, and Presenting
Health & PE: Personal Health & Physical Development & Relationships with Other People
Key competencies: Thinking, Relating to Others, Participating and contributing

Creative Task

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

Task students to tell the story from Liam's perspective, as a drawing, story or in the graphic novel style.

New Zealand Curriculum Links:

English: Listening, Reading, and Viewing & Speaking, Writing, and Presenting
The Arts: Visual Arts
Key competencies: Thinking, Relating to others, Using language, symbols, and texts

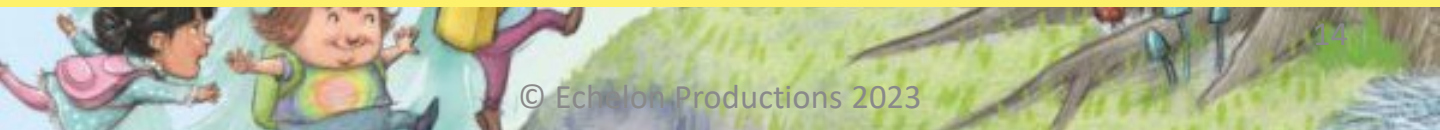
Inquiry Based Task

Learning Intention: To be able to investigate the tools and skills needed for an overnight hike in a chosen location.

In small groups, task students to investigate a desirable hiking location in their region. Devise a list of tools and skills needed for an overnight hike. Consider factors such as water, heat, food and protection from the elements. Share with the class.

New Zealand Curriculum Links:

English: Listening, Reading, and Viewing & Speaking, Writing, and Presenting
Physical Education: Personal Health & Physical Development
Key competencies: Thinking, Relating to others, Using language, symbols, and texts, Participating and Communicating





SPARK HUNTER

YEARS 5-8

Themes: Environment, Relationships

Comprehension Task

Learning Intention: To understand the importance of preserving our natural environment.

In *Spark Hunter*, Nissa came to realise that the land and animal species in Fiordland were under threat from human activity and introduced species. As a class, discuss and list on the whiteboard the impacts human activity can have on the natural environment. Break into small groups and brainstorm solutions. Bring back to the class to share.

New Zealand Curriculum Links:

English: Listening, Reading, and Viewing & Speaking, Writing, and Presenting

Science: Living World

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

Creative Task

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

Task students to create an artwork, story or poem that illustrates Agnes Westwind and her home in the wilderness.

New Zealand Curriculum Links:

English: Listening, Reading & Viewing & Speaking, Writing, & Presenting

The Arts: Visual Arts

Key competencies: Thinking, Using language, symbols, and texts

Inquiry Based Task

Learning Intention: To investigate the history and stories of Fiordland.

Spark Hunter is set in Fiordland, a World Heritage Area covering over 1.2 million hectares. In small groups or pairs, task students to research its history and stories, both Maori and European. Students can prepare a visual presentation for the class.

New Zealand Curriculum Links:

English: Listening, Reading and Viewing & Speaking, Writing, and Presenting

Social Sciences: Social Studies

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



YEARS 0-8

Post-Performance Activities

Thematic Task: Quests

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

A quest story is when a character goes on a journey order to achieve a mission. In *Story Quest*, Henry goes on a quest to find Happily Ever After for Marley. Create a quest story of your own in which you or a friend takes the lead. What characteristics do you think are important for the hero in a quest story?

New Zealand Curriculum Links:

English: Listening, Reading, and Viewing & Speaking, Writing, and Presenting

Key competencies: Thinking, Using language, symbols, and texts

Thematic Task: Stories

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

In *Story Quest*, Marley and Henry learn that '*Happily Ever After isn't just an ending, it's also the beginning of a new story – a moment in a never-ending storyline.*' Task students to remember the ending of one of their favourite stories and imagine what might happen next. Draw a picture, write a story or perform a sketch in small groups of what might happen.

New Zealand Curriculum Links:

English: Listening, Reading, and Viewing & Speaking, Writing, and Presenting

The Arts: Visual Arts

The Arts: Drama

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

Thematic Task: Respecting the environment

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

In *Story Quest*, Henry and Marley come to understand that taking time to listen and observe the environment around them helps them in their quest. As a class, go outside into the playground and sit in silence for 60 seconds. Discuss what students notice and what they understand as a result. Return to class and create a piece of art or a poem expressing their experience.

New Zealand Curriculum Links:

English: Speaking, Writing, and Presenting

The Arts: Visual Arts

Key competencies: Thinking, Using language, symbols, and texts



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

The Arts: Drama: Communicating and interpreting

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

Drama Activity

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

Students are invited to remember a dream they've had that they'd like to share with the class. The student adopts the role of 'the storyteller', recounting the dream while 3-4 other classmates act it out through mime as it is being told. Perform it for the class and swap groups.

New Zealand Curriculum Links:

English: Speaking, Writing, and Presenting

The Arts: Drama

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

Movement Activity

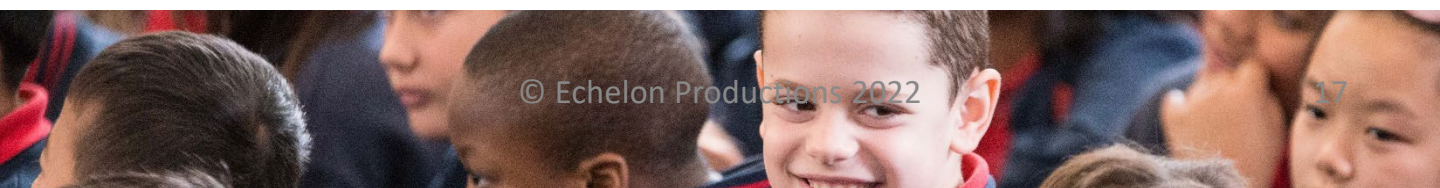
Learning Intention: To be able to evaluate and respond to what was learnt in the performance.

Review the Dance Tutorial video sent prior to the show ('slap slap clap, down up down'). Task students to break into small groups and create 2 new moves to add onto those in the video. Come together as a class and each group performs then teaches the class their moves.

New Zealand Curriculum Links:

The Arts: Dance

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





YEARS 0-8

Post-Performance Activities

Design Task

Learning intention: To be able to evaluate and respond to the books featured in the performance.

Imagine *Story Quest* was a book or a film. Design a cover for the book and include a short summary for the back that might encourage someone to read it. Or, if *Story Quest* was a film, design a poster with a slogan that encapsulates the action of the story. You could also create a TV commercial advertising the film.

New Zealand Curriculum Links:

English: Listening, Reading, and Viewing & Speaking, Writing, and Presenting

The Arts: Visual Arts & Drama

Key competencies: Thinking, Using language, symbols, and texts

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, Drama & Music- Sound Arts

Technology: Technological Practice

Key competencies: Thinking, Using language, symbols, and texts, 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.

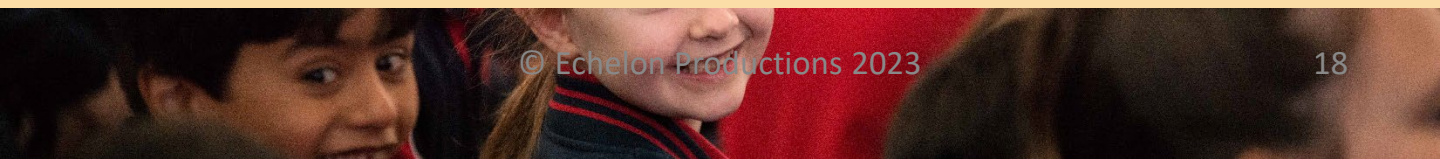
New Zealand Curriculum Links:

English: Speaking, Writing, and Presenting

The Arts: Drama

Technology: Technological Practice

Key competencies: Thinking, Using language, symbols, and texts



PUZZLE SOLUTIONS from PerformEducation.com

JUNIOR WORD FIND SOLUTION



BOOKS
DIFFERENT
LISTEN
STARS

BRAVE
DREAM
QUEST
STORY

JUNIOR CROSSWORD SOLUTION

Across

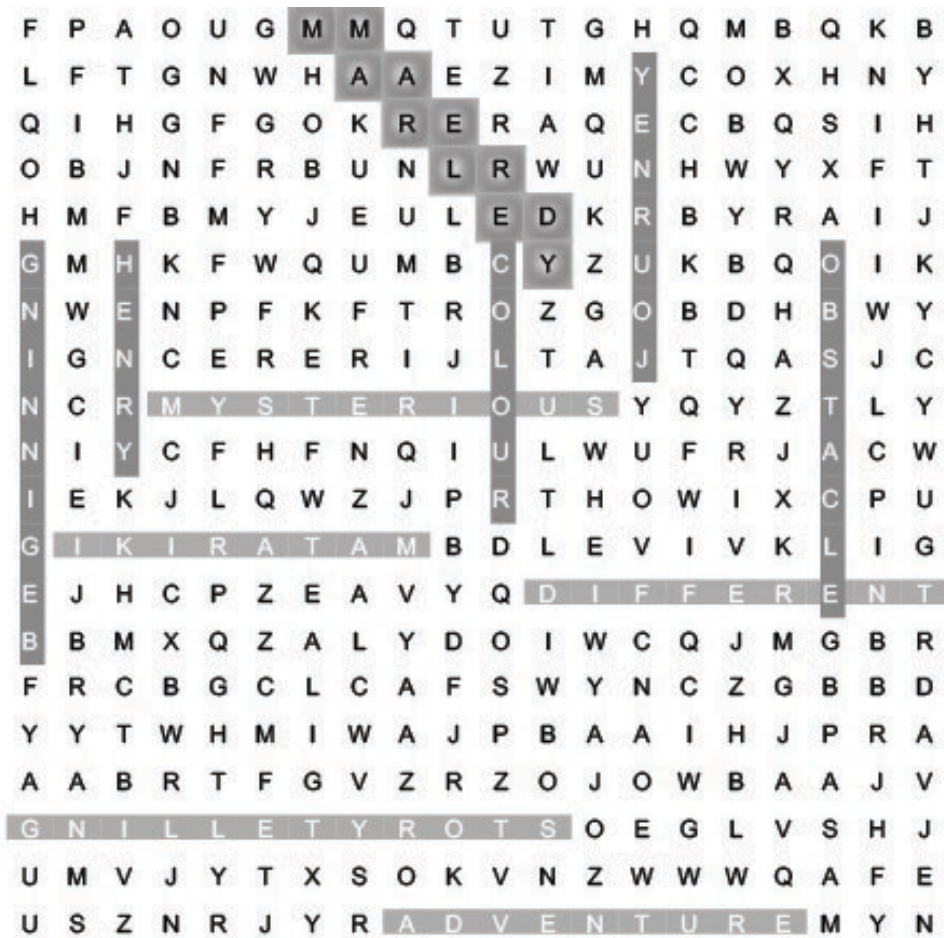
- Elaine is scared of going to the ____? (zoo)
- Marley's friend is called _____. (henry)
- Marley was _____ with her eyes open. (dreaming)

Down

- "Write your own _____". (story)
- Marley wanted to get to '_____ Ever After'. (happily)
- Story _____. (quest)

PUZZLE SOLUTIONS from PerformEducation.com

GENERAL WORD FIND SOLUTION



ADVENTURE
DIFFERENT
JOURNEY
MYSTERIOUS

BEGINNING
DREAM
MARLEY
OBSTACLE

COLOUR
HENRY
MATARIKI
STORYTELLING

GENERAL CROSSWORD SOLUTION

Horizontal

2. "Write your own _____". (story)
4. Marley was _____ with her eyes open. (dreaming)
6. Story _____. (quest)
9. In The Boy and the Elephant, Freya Blackwood uses _____ to tell the story. (illustrations)
11. Henry wanted to know Marley's _____ for sending him on a quest. (reason)

Vertical

1. "If you trust yourself then it is clear you are a _____". (warrior)
3. Marley learns that everyone's story is _____ and deserves to be heard. (important)
5. 'Happily Ever After' is not just an ending, it's also the _____ of a new story. (beginning)
7. Marley tells Henry 'The stars of the Matariki are like friends who can come with us on our _____'. (journey)
8. Marley wanted to get to '_____ Ever After'. (happily)
10. Marley realises that she needs to look and _____ more closely to what's going on around her. (listen)

BOOK WEEK IN SCHOOLS 2024 – WAY TOO COOL!

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

*Henry and Marley have been friends since they met at kindergarten, a long time ago now. They've been on adventures, shared their hopes and dreams and generally always looked out for each other. But recently something has changed. Henry has started avoiding Marley at school. He's too busy for their usual catch ups on the weekend. He's started dressing differently. In fact – he's not acting like Henry at all. It turns out Henry has started thinking he's **WAY TOO COOL** for any of that stuff. Marley must embark on an adventure to find out what has made Henry change and how, or even if, she can make things the way they used to be.*

Could the answers lie in the books they used to love to share?!

At its heart **WAY TOO COOL** is a celebration of the way books and the **BEST New Zealand Children's Books of 2024** can inspire every individual on their journey of **personal growth and development**. It is also a journey that leads your students, with the characters, through the twists and turns of mapping out a way to **solve their differences** using **empathy, kindness and a strong sense of humour**.

SCIENCE/STEM IN SCHOOLS 2024 – AI ACADEMY!

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

AI is the future of STEM!

It's never been more important to be knowledgeable on what makes AI accessible from coding to innovation to technology.

The more we know about how powerful AI can be, the more we can solve problems in everyday life. Becoming familiar with AI innovation in industry and science, as well as its (sometimes unintended) consequences, will make students better prepared for the advances in technology, and the ways in which STEM is leading our future study and career pathways.

Join the AI Academy where students will learn that:

- Coding is useful and powerful (an intern lands at his dream tech start-up)
- Innovation drives technology (two students at the school science fair)
- Technology advances our lives (tech is more than a game)
- How AI impacts our future (from medicine to mining to manufacturing)

SCHOOL: _____

SUBURB: _____

CONTACT NAME: _____

CONTACT EMAIL: _____

PREFERRED DATES 2024: 1) _____

2) _____ 3) _____

ESTIMATED NUMBER OF STUDENTS: _____

Reserve your 2024 date
NOW to receive a 10%
EARLY BIRD DISCOUNT

Tour Dates 2024

- Term 2: CHCH Mon 13th May – Fri 17th May
- Term 2: WELL Mon 20th May – Fri 24th May
- Term 2: AUUCK Mon 27th May – Fri 21st Jun
- Term 3: CHCH Mon 29th Jul – Fri 2nd Aug
- Term 3: WELL Mon 5th Aug – Fri 9th Aug
- Term 3: AUUCK Mon 12th Aug – Fri 23rd Aug

@performeducation

