

TEACHER RESOURCE PACK

Book Week in Schools 2020

AND THE WINNER IS...

By Craig Christie



 **perform!**
education
20 YEARS
IN 2020

 **perform!**
VIRTUAL
INCURSIONS

PERFORM EDUCATION VIRTUAL INCURSIONS

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FACILITATOR GUIDE

Welcome to the **Book Week in Schools Virtual Incursion** program **AND THE WINNER IS...**

Educating your students about reading and literacy, the program features a selection of the best New Zealand children's books of 2020.

Participating in this program is easy and integrates with the New Zealand Curriculum to seamlessly aid your teaching methods both at school and at home.

The Virtual Incursion program includes:

- A 45 minute live-on-film educational theatre performance
- Pre-performance Teacher Preparation video
- Post-performance Q&A videos
- Educational web portal with personalised school login for teachers and students
- Teacher Guide and Resource Pack
- Student digital games
- Student downloadable activities
- Online and downloadable music tracks
- Schedule your classrooms for a live-stream 'Meet the Actors & Creatives'

BEFORE THE DAY OF YOUR VIRTUAL INCURSION

1. Go to **PerformEducation.com**
2. On the homepage select the Virtual Incursions **LOGIN** button
3. Use your school password provided to access the educational web portal for **AND THE WINNER IS...**
4. Watch the 'Teacher Preparation' video – and share with all staff that will be assisting students to participate in this program
5. Review the 'Summary of New Zealand Books' in this Teacher Resource Pack that are featured in the performance. There are different books featured depending on the grade level/version of performance that your students will be viewing.
6. Discuss the program with your students, along with the featured books, and explain to students about the upcoming Virtual Performance.

ON THE DAY OF YOUR VIRTUAL INCURSION

1. Stick to your scheduled performance viewing times for each grade/classroom. This will provide you with a structure for the day and a focused learning environment for your students.
2. Make sure you provide all teachers/classrooms/students that will be logging in with our web portal details and your school password.
3. One hour before your scheduled start time, log yourself into our web portal using your school password to ensure you familiarize yourself with how to access the live-on-film performance.
4. As each individual classroom/group session is ready, the teacher/facilitator or student simply needs to log into our web portal, enter their name and the school password, and then play the performance video.
5. The live-on-film performance will run for approx. 45 minutes, including interactive segments. There is no need for the facilitator to pause at any time as there are timed 'pause zones' built into the running time of the performance.
6. However...as your access to the performance video is open for 7 days, you are able to structure your viewing/learning sessions. You may choose to spread the event over a few days. You could watch 25 minutes of the performance per day, and then break into a classroom activity found in this Teacher Pack. Alternatively, you may want to watch the entire performance in one session, and then on another day have students watch again as part of your review and further exploration of the books and content.
7. Make sure the facilitator is on hand to assist students at times where the 'pause zones' pop up on screen – a running guide is outlined for you below.
8. At the end of the performance your viewing can continue immediately, or on a separate day/time, with our post-performance Q&A recordings - available all year long to view and discuss.

FACILITATOR GUIDE

How do we view the Virtual Incursion?

The Virtual Incursion is accessed through our website educational portal. All you will need is a screen big enough for everyone to see and an internet connection. You should check in with your school IT department to discuss what will work best.

The live-on-film performance can be watched in individual classrooms, the school hall, library, multipurpose room, or even have students log in and view from home!

You may also want to prepare instructions for any students who may be remote learning and need the portal website and school password in advance to login at home.

If you are viewing at school, you could use:

- Individual classroom interactive whiteboards
- Projector connected to a computer
- A large TV connected to a computer
- Individual students on their laptops

Then for each classroom/group that is viewing you will need a teacher/facilitator to guide your students with very simple-to-follow steps outlined in this Facilitator Guide.

What is the Live-On-Film performance?

AND THE WINNER IS... is a 45 minute live-on-film educational theatre performance from Perform Education and performed by two professional actors.

AND THE WINNER IS... features a selection of the best NZ 2020 Children's Books, **encouraging students to engage with reading in an active and energetic manner**, reinforcing the idea of **inclusiveness** and **celebration of endeavour** rather than competitive results. Along the way, students are invited to consider that **true winners aren't necessarily the fastest of strongest but the ones who stand up to be counted when the going gets tough**.

The live-on-film performance includes a customized junior, general or senior version of the performance to cater the program for classes/grades to suit:

- JUNIOR VERSION: Grades 0-3
- GENERAL VERSION: All grades, or, any mixed levels across the primary range 0-8
- SENIOR VERSION: Only when grades 5 and above i.e. 5&6, 7&8

AFTER YOUR VIRTUAL INCURSION

1. Have all teachers, staff and facilitators go to PerformTeachers.com, click on the name of this program, and evaluate the program – they will then go in a draw to **WIN \$200** for their classroom!
2. Then jump back onto PerformEducation.com
3. Log into this Virtual Incursion program using the same password you used to view the performance
4. Utilise the year-round educational resources including digital games, activities and videos for your students
5. Take the opportunity to schedule a live-stream 'Meet the Actors & Creatives' session and have students chat directly with our team.
6. Now schedule a date for 2021 – with options once again for **LIVE** and **VIRTUAL** incursions!

MANY THANKS FOR YOUR ASSISTANCE AND SUPPORT!

FACILITATOR GUIDE

PERFORMANCE ‘RUNNING GUIDE’

Outlined in order below are student interaction segments where teacher assistance is helpful. There’s nothing you need to prepare – it’s easy-to-follow while viewing.

- Pick a student from Team Jonno to make a rhyme with the word “cat” **(no timer on screen)**
- Pick a student from Team Claire to make a different rhyme with the word “cat” **(no timer on screen)**
- Both teams continue the rhyming challenge by calling out more words that rhyme with “cat”. Each team should take turns calling out, starting with team Jonno **(20 second timer on screen)**
- Team Jonno to make as many rhymes as possible with the word “back” **(20 second timer on screen)**
- Team Claire follows, rhyming with the word “tall” **(20 second timer on screen)**
- Pick three competitors from Team Jonno to compete in standing triple jump **(no timer on screen)**
- Pick three competitors from Team Claire to compete in standing triple jump **(no timer on screen)**
- Pick three competitors from each team to stand wherever has space, to prepare for the “hop, skip, jump” challenge **(20 second timer on screen)**
- Competitors get time to practise the challenge **(60 second timer on screen)**
- Competitors compete **(2 minute timer on screen)**



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, theatre and sketch comedy into schools and has been operating in New Zealand for fifteen 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 an annual **Book Week** educational program as well as **Science & STEM** sketch based performances. The annual **Book Week in Schools** program features a selection of the best current **New Zealand children's books**. The program promotes literacy and reading by inspiring students with the limitless fun and possibilities offered by books. Each production also deals with specific **personal development** issues such as Self-Esteem, Bullying, Anger Management and Co-operation.

The performances, which take place within schools, are **highly interactive** and feature action packed narratives, appealing, identifiable characters, loads of **comedy**, irresistible **songs** and high energy **dancing** that captivate and engage all audiences from ages 5 to 12 years old (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 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

A NOTE FROM THE WRITER

Some years ago I wrote a show for the Olympics that were to be celebrated in London and the focus was exactly that – celebration of achievement and of endeavour. Eight years on I am revisiting this topic but with a different theme in mind. The language of competition has spilled over into all manner of endeavour in recent times and people are referred to as ‘winners’ and ‘losers’ in many different contexts.

In this year’s production, with the assistance of some excellent new books created for young people, I wanted to explore the idea that winning is not as important as celebrating effort and achievement. In particular, through the character of Jonno, I wanted to look at what consequences may occur when the fact of winning becomes more important than how you achieve the win.

In recent times, we see examples everywhere where being the loudest or most aggressive wins an argument rather than the use of reason, common sense and the capacity to listen to other points of view. It’s time to challenge that perspective and show children that there is a vast difference between opinion and fact.

In this year’s production we still seek to celebrate the Olympic ideals and history but also explore ways to learn from differences of opinion, and that our heroes, especially in the current circumstances the world finds itself in, are not necessarily the fastest or strongest but the ones who stand up to be counted when the going gets tough.

- Craig Christie





SYNOPSIS

The educational musical **And The Winner Is...** begins with two friends, Jonno and Claire, preparing to share an announcement with the audience as to what they have decided is the best book of the year, which is all well and good until the moment comes each has chosen a different book. This leads to an argument in which Jonno attempts to assert his book is the best because HE thinks it is and HE wants to win. When Claire asks him to explain further, he starts to consider another situation when he wanted to be the winner in a classroom activity of the previous term...

The topic was the Olympics and the class had been charged with trying to find something that reflected the topic and bring it in to show the class. Jonno is determined that what he has to show the class will be the best thing and demeans Claire in his attempt, in this situation at least, to be the winner. Claire tries to explain that, from her perspective, there is no competition and it's all about sharing ideas but Jonno won't back down. He challenges Claire to show everyone what she has brought first and she produces a box of old medals that her Dad found at a car boot sale. It turns out they are Olympic medals but not the type everyone today is used to. There were medals for architecture and tug of war and even painting. Jonno simply translates this into finding something obscure that he might be able to win an Olympic gold medal for. Claire responds by saying if he wants to win then she will provide some opposition and gets the entire audience involved in forming two teams to compete.

They draw a medal from the box Claire has brought which is for poetry, and so the two teams compete for poetry gold using the book Mophead

by Auckland's previous Poet Laureate Selina Tusitala March, for inspiration.

The second competition they compete in is the standing triple jump in which members from each team compete. Jonno then wants to compete as well but is beaten by Claire which leads him to stop the competition and move onto presenting his Olympic object which he is certain will prove to be the best and make him the winner. Jonno talks of who he thinks is New Zealand's greatest ever Olympian – Mahe Drysdale – and then produces an oar which he tells everyone Drysdale used to win Olympic rowing gold. Claire agrees it's a very impressive object until she notices a tag on the oar – it's obviously new and Jonno has brought it to school pretending it's Drysdale's oar. He diverts attention and rushes out.

Back to the current situation of which book is the best, Claire tries to impress upon Jonno that, just because he has a strong opinion on something, it doesn't necessarily mean it's correct or true. Claire entreats him to listen to other people's thoughts and ideas as well as proclaiming his own. Jonno agrees to co-operate in an activity in which they will let the books speak for themselves. The lead characters out of the books appear together and in their interaction can see elements of each other's story that really impresses them. Claire and Jonno return and each appears to have changed their minds about which book is the best. They decide to announce their decision and, in a surprise twist, proclaim the book Mophead to be their favourite. They finish by impressing upon the audience that it's absolutely fine to have a difference of opinion as long as you're prepared to listen to each other.



FEATURED BOOKS

From Craig Christie, the writer of **AND THE WINNER IS...**

Every year considerable time and thought is given to the selection of which New Zealand children's books we will feature in the Book Week program visiting schools all across the north and south of New Zealand. We consult with NZ teachers, school curriculum experts and NZ 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 program 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 range, has enabled us to introduce books that more specifically apply to each of the different age groups.

It was a particularly fine year for New Zealand Children's Books which enabled me to make the following selection from a diverse and engaging range of possibilities.

Here are our selections for each of version of **AND THE WINNER IS...**

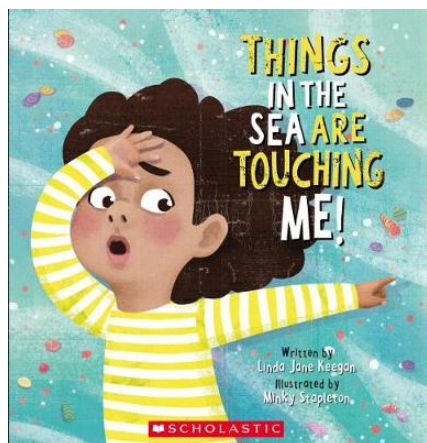
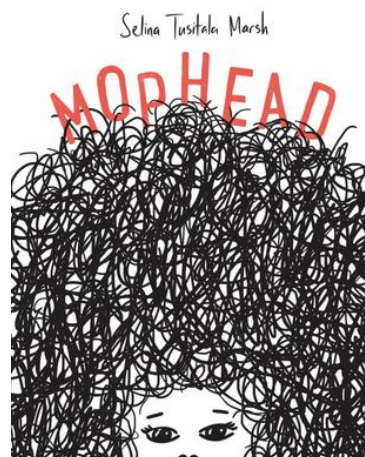
JUNIOR VERSION	GENERAL VERSION	SENIOR VERSION
Grades 0-3	Grades 0-8, OR mixed year levels	Grades 5 & above
MOPHEAD	MOPHEAD	MOPHEAD
THINGS IN THE SEA ARE TOUCHING ME	DINOSAUR HUNTER	BULLSEYE BELLA
THE BOYS IN THE WAKA AMA	SONG OF THE RIVER	SONG OF THE RIVER

FEATURED BOOK DETAILS

MOPHEAD

*Written by Selina Tusitala Marsh
(Junior, General and Senior Version)*

A beautifully designed book full of humour and warmth but with a profound story to tell. It's almost surprising to discover that, apart from being a wonderful fiction, it is an autobiography of New Zealand's previous Poet Laureate Selina Tusitala Marsh, which serves to increase the impact of its story of triumph over adversity and the importance of community, self esteem and embracing one's differences.



THINGS IN THE SEA ARE TOUCHING ME

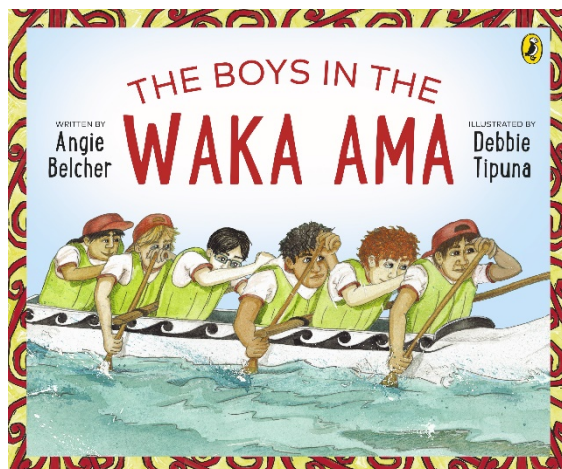
*Written by Linda Jane Keegan
Illustrated by Minky Stapleton
(Junior Version)*

In a story that we can all relate to, we are invited to join the main character on a visit to the beach with her two Mums. As the girl ventures into the sea she encounters things under the water that she can feel but not see, and her immediate response is one of alarm until in each instance it is pointed out that the things that are frightening her are quite harmless. She gains confidence and courage as she ventures further, but there is a humorous twist at the end that shows anyone can be alarmed by the unexpected. (Available in both English and Maori versions)

THE BOYS IN THE WAKA AMA

*Written by Angie Belcher
Illustrated by Debbie Tipuna
(Junior Version)*

Told in a familiar, rollicking, rhyming style, this book is a celebration of traditional culture that is nevertheless totally inclusive. We learn about a team of boys who are involved in a rowing competition. The sense of occasion grows as we see the boys start the day bringing their waka out and setting it upon the water. Aided by chants and endeavour, they enter into a race that reaches an exciting conclusion. A story of tradition and cooperation, the boys combine their efforts to achieve an outcome that deserves a final celebration.



FEATURED BOOK DETAILS

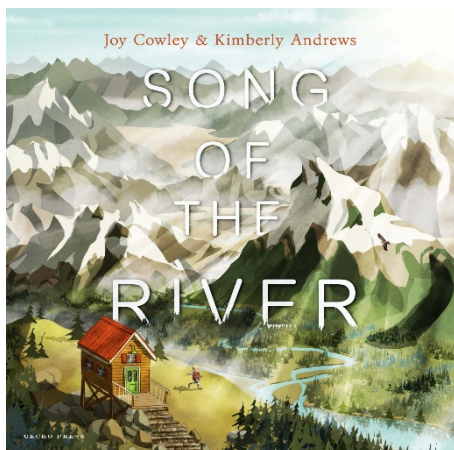
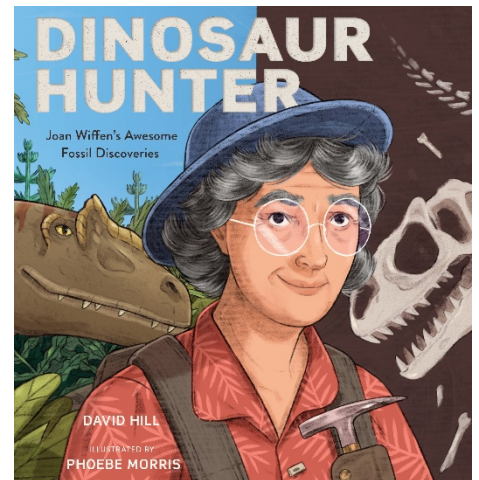
DINOSAUR HUNTER

Written by David Hill

Illustrated by Phoebe Morris

(General Version)

New Zealand has its very own dinosaurs? Who knew? Well in fact nobody would have were it not for the determination and effort of Joan Wiffen, an amateur palaeontologist whose determination and vision resulted in her being the person responsible for discovering and identifying the first dinosaur fossils found in New Zealand in 1975. Joan went on to identify a number of other fossils and became a world expert in the field. The clear and evocative illustrations combine with the text to bring the woman and her discoveries vividly to life.



SONG OF THE RIVER

Written by Joy Cowley

Illustrations by Kimberly Andrews

(General and Senior Version)

A beautiful book that has grown from a short text written by national treasure Joy Cowley twenty five years ago. It has been brought to life stunningly by the illustrations of Kimberly Andrews to tell the story of a boy who lives in the mountains with his grandfather and dreams of seeing the sea. One day he finds a trickle of water in a forest and follows it until it joins other trickles to form a creek which continues onwards. It leads the boy on a journey of discovery and imagination until he realises his dream.

BULLSEYE BELLA

Written by James T Guthrie

(Senior Version)

An absolute cracker of a story! Bella is a girl who lives with her Mum and little brother and loves playing darts in her garage. When financial challenges threaten to impact her family, Bella, encouraged by her little brother but unbeknownst to her Mum, enters a darts competition at the local pub. What ensues is a rollicking tale filled with humour, thrills and drama in a narrative that makes the book impossible to put down until the final and utterly satisfying climax. This is the sort of writing that will engage even the most resistant reader and the characters are all thoroughly engaging with heroic efforts on the part of many and a villain who ranks amongst the most dastardly. It's no wonder that this book is in development as a major motion picture!





AFTER THE PERFORMANCE QUESTIONS AND ACTIVITIES

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

THEMATIC

- Have you ever discovered something? An old toy at the back of the cupboard, something at your Grandparents' house or an object in the garden? Draw a picture or write a story about what you discovered. Share with the class.
- Host a class Olympic Games event. Make up brand new and/or untried competition activities. Form teams and enjoy!
- What are the most popular Olympic Games events in your class? Take a survey and create a chart to show which events are most popular.
- Design a brand new flag for a country of your choice.
- Choose a topic about which the class will have different opinions e.g. favourite team, favourite recording artist, favourite movie. Get each student to prepare a case for their opinion and then divide their argument into two columns – those things that are 'feelings' and those that are 'facts'.
- Take a class poll of favourite books, films, teams, sports, television shows and/or superheroes. Present it as a chart of 'Class Opinions'. How does your class list compare with other classes?
- Have a series of rhyme-offs in class, seeing how many rhymes students can find for various words. They might like to use that as a springboard for writing their own rhyming verses.

THEMATIC

- How do you think those medals from long ago ended up in a box at a jumble sale? Write a story about how it happened.
- Jonno's attempt to be declared the winner of the best Olympic bit of memorabilia falls apart because he attempts to cheat. Write a story about another person in which their attempt to cheat falls apart.
- Can you think of other examples of people cheating or lying to win at something? Why do you think some people would do this?
- Jonno states at one stage in the story that he wants to be a winner. What reasons might a person have for wanting to be a winner? What are the benefits of being a winner? What are the challenges that face someone in becoming, and also once they have *become*, a winner?
- Can you discover some famous people who early in their lives were never considered to be 'winners' and who went on to achieve great things? e.g. Albert Einstein
- People do get very involved in competition and really caring about who wins or loses – you only need to look at rugby fans to see that. Why do you think people get so involved in the outcome of a competition? What advice might you give someone who feels sad or angry when who they are supporting doesn't win?
- Have you heard the saying 'winning isn't everything'? What does it mean?. What would happen if people only competed in something if they knew they were going to win?
- On normal sports day, create one or two events that have less to do with physical prowess so that students who have less aptitude for physical activities have a chance to excel and contribute to a winning team.

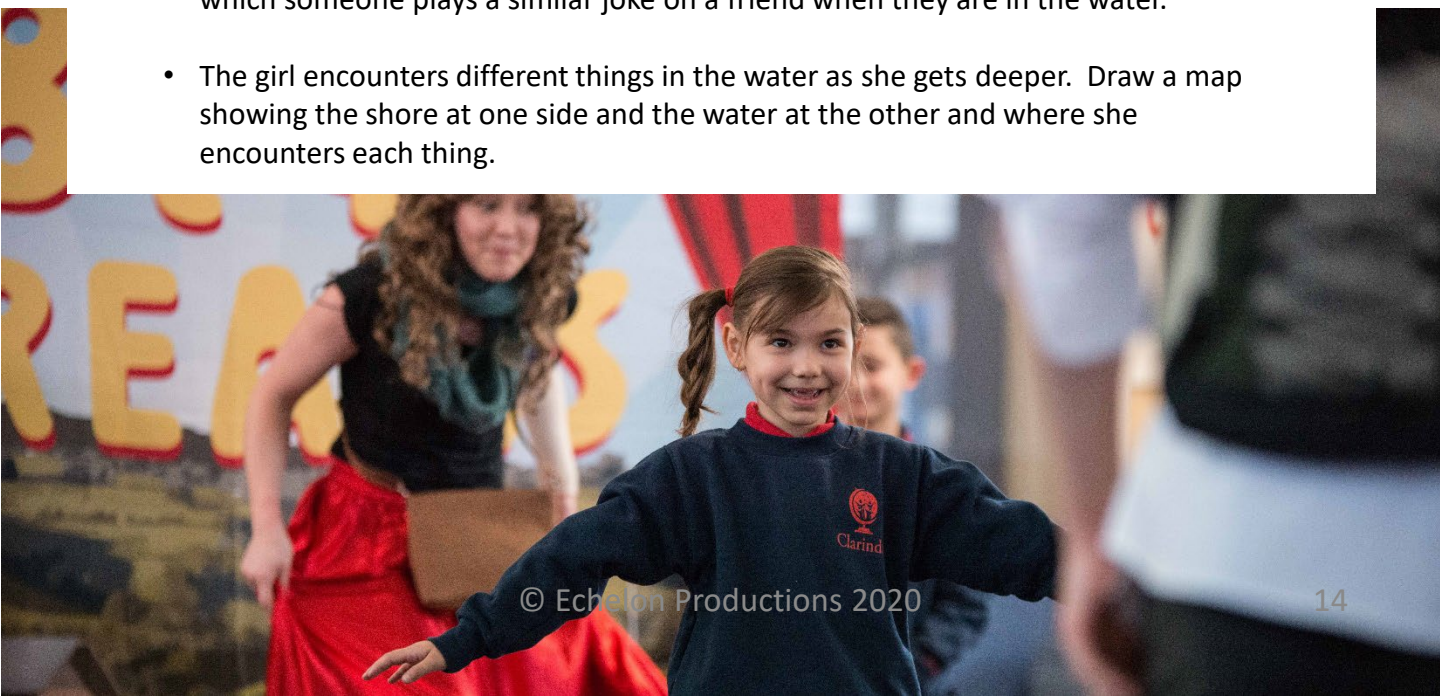


MOPHEAD

- Research the poetry of Selina Tusitala Marsh. Read out your personal favourite to the rest of the class.
- What examples of prejudice does Selina come up against as presented in her life story?
- What incident inspires Selina to embrace her differences rather than try to conform?
- Why did Selina want to be like the other students at her school when she was younger?
- Create a list of all the amazing achievements that Selina tells us about in *Mophead*.
- Look at the list of books about 'other wild women' that Selina illustrates. Choose one of the names and find out what you can about them.

THINGS IN THE SEA ARE TOUCHING ME

- Have the class practise the cry 'Golly oh gee. Something in sea is touching me'. Read the story out loud and have the class join in every time the girl cries out.
- Is there anything you used to be frightened of that you found out was harmless? Draw an illustration of your experience.
- One of the girl's Mums plays a joke on her other Mum. Make up a short story in which someone plays a similar joke on a friend when they are in the water.
- The girl encounters different things in the water as she gets deeper. Draw a map showing the shore at one side and the water at the other and where she encounters each thing.



SONG OF THE RIVER

- List all the animals you can find in the illustrations.
- Looking at the animals shown in the forests in this book's illustrations, do you think that it is set in New Zealand? Where might it be set?
- How does the landscape change in the story as Cam gets closer to the sea?
- Look at a map of New Zealand and see if you can find a location which might follow the same type of journey that Cam takes in the story.
- How might the song that Cam hears change in different locations?
- How do you interpret the last conversation between Cam and his Grandfather when Cam says 'I saw the sea' and his grandfather replies 'One day we will go there'?

BULLSEYE BELLA

- What are the symptoms of nervousness that Bella suffers from when competing? Do you ever suffer from similar symptoms when anxious or stressed? What strategies do you use?
- Write a story describing an experience in which you've felt nervous. What strategies do you use and what is the outcome?
- Find out what you can about the rules of a proper game of darts.
- Research current Darts Championships in New Zealand and internationally.
- *Bullseye Bella* is a great story of the 'underdog' triumphing against the odds. What other stories can you think of that have a similar theme? Write a newspaper article describing the story or create your own.
- We learn that Bella's little brother who prefers to be called Blackbeard the pirate goes to a different school. What do we learn about this school and why he attends it?
- Bullseye Bella is being made into a movie. Who would you cast in the roles of the main characters from the story?



BOYS IN THE WAKA AMA

- Practise and perform some of the chants used by the boys as they row and race.
- Look at each of the boys in the rowing team. Make a guess as to where they or their parents may have originated.
- Read the book out loud and have the class join in with all the chants.
- Find out what you can about the traditional Polynesian sport of outrigger canoe racing.
- There is a national calendar of events for Waka Ama racing in New Zealand. Find out what you can about them. Maybe even go and watch a local race.

DINOSAUR HUNTER

- Do you have a favourite dinosaur? Draw a picture of it and share with the class.
- Do some research and see how many New Zealand dinosaurs are listed thanks to the work of Joan Wiffen.
- How are dinosaur fossils formed?
- What are the steps of discovering and processing fossils as outlined in the book?
- Looking at Joan's early life, do you think things would have been different for her if she was born in recent times?
- Describe from the point of view of Joan, her husband Pont or a member of their family or friends, a typical day hunting for fossils in the Mangahouanga Stream.

GENERAL ACTIVITIES

- Write a review of **AND THE WINNER IS...** If you would like to send your reviews into the office we can promise the class will get a response!
- Create a collection of gold medals with suggestions by the class so that each student gets a gold medal for something particular about them – anything from a gold medal for smiling to being a school champion runner and everything else in between. Create an awards ceremony in which each student is presented with their medal.
- Most people have some object which can be considered a treasure regardless of whether or not it has any cash value. These treasures are usually a link to a person, a time or an event of days gone by. Create a list of treasures that people in the class or someone in their family owns and explain why each one is important. If it's not too precious or fragile perhaps some students may like to bring their treasure into the class in much the same way that Claire brought a box of medals to school.
- Make **AND THE WINNER IS...** into a story book. Put it into your own words and design illustrations.
- Design a book cover for **AND THE WINNER IS...** Include a short summary on the back.
- We often hear about all manner of treasures turning up in unexpected places (as the Antiques Roadshow constantly reminds us). Write a story about finding a treasure of some description at a car boot sale and what happens as a result.
- In the show, during the song *My Team*, students are taught a chant and some movements that go with it. Try inventing some new movements to go with the chant you learn in the song or even try creating some new chants as well and new movements.
- Write a story about a sports day that has some unexpected outcomes.
- We often hear about all manner of treasures turning up in unexpected places (as the Antiques Roadshow constantly reminds us). Write a story about finding a treasure of some description at a car boot sale and what happens as a result.

MUSIC AND MOVEMENT ACTIVITIES

- The first song in the score of the show, *Turn The Page*, has clear parts for both Claire and Jonno. Divide the class in half and each side sings the appropriate parts separately, coming together for a rousing chorus.
- Pick a song (or a section of a song) from the show and create a music video. Share with the class.
- Play Olympic charades, where one or two people at a time stand in front of the class and mime an Olympic sport. The audience has to guess what it is. When it's your turn to mime, think about what muscles and movements are used in the various activities like running, shot put, javelin and rowing.
- In the Mahe Drysdale song, there is a definite rhythm that reflects a rowing action. Try various ways of creating a movement piece to the song that uses a rowing action.
- Find out as many team theme songs from sports locally and around the world. There are some particularly famous ones e.g. *You'll Never Walk Alone* for the Liverpool Football Club. Perhaps even learn a couple and sing them in class.





CURRICULUM CONTENT

LEARNING AREAS:

- English
- The Arts (Dance, Drama, Music)
- Health and Physical Education
- Social Sciences

THEMES:

- Celebrating effort, achievement and collaboration rather than winning
- Managing success and challenges
- Listening to and learning from different opinions
- Real winners are everyday people who help others in need
- Books and reading are a fun way to experience new things
- Opinion versus fact
- Olympics

CURRICULUM CONTENT

ACHIEVEMENT OBJECTIVES:

LEVEL ONE

ENGLISH

Listening, Reading and Viewing

Processes and Strategies: Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas.

Purposes and Audiences: Recognise that texts are shaped for different purposes and audiences.

Ideas: Recognise and identify ideas within and across texts.

Language Features: Recognise and begin to understand how language features are used for effect within and across texts.

Structure: Recognise and begin to understand text structures.

THE ARTS

DANCE

Understanding dance in context

- Demonstrate an awareness of dance in their lives and in their communities.

Communicating and interpreting

- Share dance movement through informal presentation and share their thoughts and feelings in response to their own and others' dances.

DRAMA

Understanding drama in context

- Demonstrate an awareness that drama serves a variety of purposes in their lives and in their communities.

Communicating and interpreting

- Share drama through informal presentation and respond to ways in which drama tells stories and conveys ideas in their own and others' work.

MUSIC – SOUND ARTS

Understanding music – Sound arts in context

- Explore and share ideas about music from a range of sound environments and recognise that music serves a variety of purposes and functions in their lives and in their communities.

Developing practical knowledge

- Explore how sound is made, as they listen and respond to the elements of music: beat, rhythm, pitch, tempo, dynamics, and tone colour.

Communicating and interpreting

- Respond to live and recorded music.

HEALTH AND PHYSICAL EDUCATION

Personal health and physical development

A1 Personal growth and development

- Describe feelings and ask questions about their health, growth, development, and personal needs and wants.

CURRICULUM CONTENT

A2 Regular physical activity

- Participate in creative and regular physical activities and identify enjoyable experiences.

A4 Personal identity

- Describe themselves in relation to a range of contexts.

Movement concepts and motor skills – B

B1 Movement skills; B3 Science and technology

- Develop a wide range of movement skills, using a variety of equipment and play environments.

B2 Positive attitudes; B4 Challenges and social and cultural factors

Participate in a range of games and activities and identify the factors that make participation safe and enjoyable.

Relationships with other people – C

C1 Relationships

- Explore and share ideas about relationships with other people.

C2 Identity, sensitivity, and respect

- Demonstrate respect through sharing and cooperation in groups.

C3 Interpersonal skills

- Express their own ideas, needs, wants, and feelings clearly and listen to those of other people.

Healthy communities and environments – D

D3 Rights, responsibilities, and laws; D4 People and the environment

- Take individual and collective action to contribute to environments that can be enjoyed by all.

SOCIAL SCIENCES

Social studies

- Understand how belonging to groups is important for people.
- Understand that people have different roles and responsibilities as part of their participation in groups.
- Understand how the past is important to people.
- Understand how places in New Zealand are significant for individuals and groups.
- Understand how the cultures of people in New Zealand are expressed in their daily lives.



CURRICULUM CONTENT

LEVEL TWO

ENGLISH

Listening, Reading and Viewing

- Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.
- Show some understanding of how texts are shaped for different purposes and audiences.
- Show some understanding of ideas within, across, and beyond texts.
- Show some understanding of how language features are used for effect within and across texts.
- Show some understanding of text structures.

THE ARTS

DANCE

Understanding dance in context

- Identify and describe dance in their lives and in their communities.

Communicating and interpreting

- Share dance movement through informal presentation and identify the use of the elements of dance.

DRAMA

Understanding drama in context

- Identify and describe how drama serves a variety of purposes in their lives and in their communities.

Communicating and interpreting

- Share drama through informal presentation and respond to elements of drama in their own and others' work.

MUSIC – SOUND ARTS

Understanding music – Sound arts in context

- Explore and share ideas about music from a range of sound environments and recognise that music serves a variety of purposes and functions in their lives and in their communities.

Developing practical knowledge

- Explore and identify how sound is made and changed, as they listen and respond to the elements of music and structural devices.

Communicating and interpreting

- Respond to live and recorded music.

CURRICULUM CONTENT

HEALTH AND PHYSICAL EDUCATION

Personal health and physical development – A

A2 Regular physical activity

- Experience creative, regular, and enjoyable physical activities and describe the benefits to well-being.

A4 Personal identity

- Identify personal qualities that contribute to a sense of self-worth.

Movement concepts and motor skills – B

B1 Movement skills

- Practise movement skills and demonstrate the ability to link them in order to perform movement sequences.

B2 Positive attitudes

- Participate in and create a variety of games and activities and discuss the enjoyment that these activities can bring to them and others.

B4 Challenges and social and cultural factors

- Develop and apply rules and practices in games and activities to promote fair, safe, and culturally appropriate participation for all.

Relationships with other people – C

C1 Relationships

- Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.

C2 Identity, sensitivity, and respect

- Describe how individuals and groups share characteristics and are also unique.

C3 Interpersonal skills

- Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.

Healthy communities and environments – D

D1 Societal attitudes and values

- Explore how people's attitudes, values, and actions contribute to healthy physical and social environments.



CURRICULUM CONTENT

D3 Rights, responsibilities, and laws; D4 People and the environment

- Contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools, and local environments.

SOCIAL SCIENCES

Social studies

- Understand that people have social, cultural, and economic roles, rights, and responsibilities.
 - Understand how cultural practices reflect and express people's customs, traditions, and values.
 - Understand how places influence people and people influence places.
 - Understand how people make significant contributions to New Zealand's society.
-

LEVEL THREE

ENGLISH

Listening, Reading and Viewing

- Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas.
- Show a developing understanding of how texts are shaped for different purposes and audiences.
- Show a developing understanding of ideas within, across, and beyond texts.
- Show a developing understanding of how language features are used for effect within and across texts.
- Show a developing understanding of text structures.

THE ARTS

DANCE

Understanding dance in context

- Explore and describe dances from a variety of cultures.

Communicating and interpreting

- Use the elements of dance to describe dance movements and respond to dances from a variety of cultures.

DRAMA

Understanding drama in context

- Investigate the functions and purposes of drama in cultural and historical contexts.

Communicating and interpreting

- Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies combine to create meaning in their own and others' work.

MUSIC – SOUND ARTS

Understanding music – Sound arts in context

- Identify and describe the characteristics of music associated with a range of sound environments, in relation to historical, social, and cultural contexts.
- Explore ideas about how music serves a variety of purposes and functions in their lives and in their communities.

CURRICULUM CONTENT

A4 Personal identity

- Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth.

Movement concepts and motor skills – B

B1 Movement skills

- Develop more complex movement sequences and strategies in a range of situations.

B4 Challenges and social and cultural factors

- Participate in cooperative and competitive activities and describe how cooperation and competition can affect people's behaviour and the quality of the experience.

Relationships with other people – C

C1 Relationships

- Identify and compare ways of establishing relationships and managing changing relationships.

C2 Identity, sensitivity, and respect

- Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.

C3 Interpersonal skills

- Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these.

LEVEL FOUR

ENGLISH

Listening, Reading and Viewing

- Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.
- Show an increasing understanding of how texts are shaped for different purposes and audiences.



CURRICULUM CONTENT

Developing practical knowledge

- Explore and identify how sound is made and changed, as they listen and respond to music and apply knowledge of the elements of music, structural devices, and technologies.

Communicating and interpreting

- Respond to and reflect on live and recorded music.

HEALTH AND PHYSICAL EDUCATION

Personal health and physical development – A

A1 Personal growth and development

- Identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes.

A2 Regular physical activity

- Maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of well-being.
- Show an increasing understanding of ideas within, across, and beyond texts.
- Show an increasing understanding of how language features are used for effect within and across texts.
- Show an increasing understanding of text structures.

THE ARTS

DANCE

Understanding dance in context

- Explore and describe how dance is used for different purposes in a variety of cultures and contexts.

Communicating and interpreting

- Describe and record how the purpose of selected dances is expressed through the movement.

Drama

DRAMA

Understanding drama in context

- Investigate the functions, purposes, and technologies of drama in cultural and historical contexts.

Communicating and interpreting

- Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies create meaning in their own and others' work.

MUSIC – SOUND ARTS

Understanding music – Sound arts in context

- Identify and describe the characteristics of music associated with a range of sound environments, in relation to historical, social, and cultural contexts.
- Explore ideas about how music serves a variety of purposes and functions in their lives and in their communities.

Communicating and interpreting

- Reflect on the expressive qualities of their own and others' music, both live and recorded.

CURRICULUM CONTENT

HEALTH AND PHYSICAL EDUCATION

Personal health and physical development – A

A4 Personal identity

- Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth.

Movement concepts and motor skills – B

B1 Movement skills

- Demonstrate consistency and control of movement in a range of situations.

B2 Positive attitudes

- Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities.

Relationships with other people – C

C3 Interpersonal skills

- Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.

Healthy communities and environments – D

D1 Societal attitudes and values

- Investigate and describe lifestyle factors and media influences that contribute to the well-being of people in New Zealand.

D3 Rights, responsibilities, and laws; D4 People and the environment

- Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.

SOCIAL SCIENCES

Social studies

- Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.
- Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.



2021 BOOKING FORM

BOOK WEEK IN SCHOOLS 2021 – BiGDREAMS

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

Right from when he was very young Henry has had ideas of who he'd like to be and where he'd like to go. The world always seems full of opportunities. The problem is that he keeps on encountering someone who has become an obstacle to achieving any of his ambitions – the Dreamsnatcher, who can appear at any moment – at school, at home, from the pages of books, magazines or through the television or computer screen. Henry has to contend with the Dreamsnatcher almost on a daily basis but when he finds out that he isn't the only person having this problem, he and his new friend Lou become determined to do something about it!

Watch a selection of the **BEST New Zealand Children's Books of 2021** come to life. This heartfelt and inspiring in-school production looks at different episodes in each character's journey where they learn not to be discouraged by negative messages in order to follow their heart's desire. Filled with humour, suspense and featuring student interaction throughout, this educational musical adventure encourages your students to pursue their ambitions. If you're going to dream, let them be **Big Dreams!**

SCIENCE/STEM IN SCHOOLS 2021 – THE MARINE TEAM

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

The Marine Team is a 40 minute, live-in-school performance that consists of two professional actor/educators with two goals. The first goal is to highlight what is **ocean sustainability, how oceans impact our planet, solutions that generate healthy oceans and how YOU can help embrace innovative ocean technology**. The second goal is to make your students **laugh so hard that they forget they're learning!**

LEARNING AREAS: Science, Technologies, Maths, English, The Arts

GENERAL CAPABILITIES: Literacy, Numeracy, Critical and Creative Thinking, Ethical Understanding

THEMES: Marine Science, Innovative Technologies, Environmental Science, Sustainability

The in-school program is a series of improvised comedy sketches between characters in all sorts of hilarious situations. Taking suggestions from the audience, the actors engage students to help create the show they see, forming a customized performance with each presentation.

SCHOOL: _____

SUBURB: _____

CONTACT NAME: _____

CONTACT EMAIL: _____

PREFERRED DATES 2021: 1) _____

2) _____ 3) _____

ESTIMATED NUMBER OF STUDENTS: _____

**Reserve your 2021 date
NOW to receive a 10%
early bird discount**

LIVE Tour Dates 2021

- Term 2: CHCH Mon 17th May – Fri 21st May
- Term 2: WELL Mon 24th May – Fri 28th May
- Term 2: AUCK Mon 31st May – Fri 25th Jun
- Term 3: CHCH Mon 2nd Aug – Fri 6th Aug
- Term 3: WELL Mon 9th Aug – Fri 13th Aug
- Term 3: AUCK Mon 16th Aug – Fri 27th Aug



Ph: 0800 775 770

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PUZZLE SOLUTIONS

JUNIOR WORD FIND SOLUTION

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

WINNER	HERO	MOPHEAD
OLYMPICS	LISTEN	BOOKS
WAKAAMA	TEAM	MEDALS

JUNIOR CROSSWORD SOLUTION

DOWN

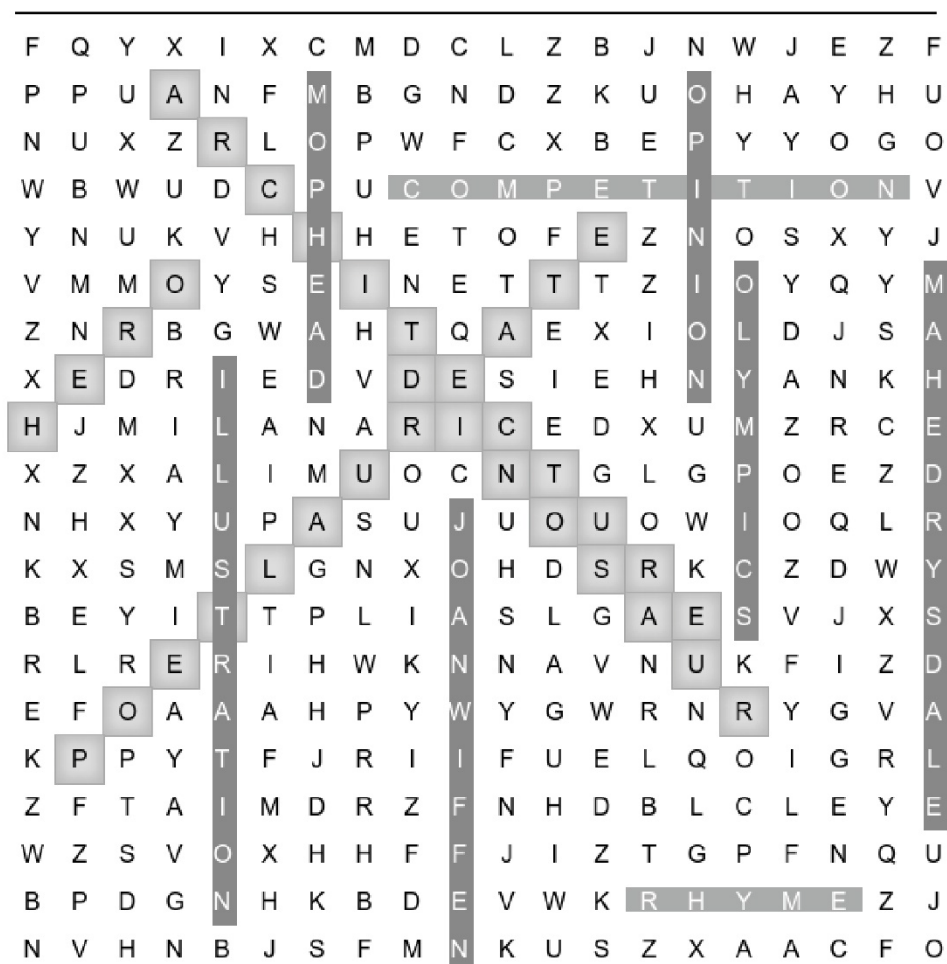
1. And The _____ Is! (**Winner**)
2. If you win a race in the Olympics you earn a _____ medal (**gold**)
3. Claire brought these for show and tell (**medals**)
5. Things in the _____ Are Touching Me (**Sea**)

ACROSS

4. A good thing to do if you disagree with someone (**listen**)
6. Famous NZ rowing champion is Mahe _____ (**Drysdale**)

PUZZLE SOLUTIONS

GENERAL WORD FIND SOLUTION



OPINION
MOPHEAD
DINOSAUR
HERO

MAHE DRYSDALE
RHYME
POET LAUREATE
COMPETITION

OLYMPICS
JOAN WIFFEN
ILLUSTRATION
ARCHITECTURE

GENERAL CROSSWORD SOLUTION

HORIZONTAL

2. When people teased Selina Tusitala Marsh about her big hair they called her _____ (**Mophead**)
5. Joan Wiffen found fossils of these in New Zealand (**dinosaurs**)
6. A good thing to do if you disagree with someone (**listen**)
7. A Poet _____ is appointed to write poetry for special events (**Laureate**)
8. Another word for a point of view (**opinion**)

VERTICAL

1. Famous NZ Olympic rowing champion (**Mahe Drysdale**)
3. Real winners are people who _____ others (**help**)
4. Olympic gold medal for poetry in 1948 was won by _____ (**Finland**)