

JUMP TO IT!



STORYLINES FESTIVAL 2011

Teacher Activity Pack

Contents:

- About the Company
- Teacher instructions
- Selection of activities suitable for either before or after the performance including details of the Post Book Award Shortlisted Books as featured in *JUMP TO IT!*
- Performance review form for your students – can also be completed online at our website
- *JUMP TO IT!* Word Search and Crossword



ABOUT THE COMPANY

Perform! Educational Musicals is a multi award-winning theatrical producer and one of the largest touring theatre companies throughout Australia and New Zealand.

The company specialises in touring educational musicals for schools and has been operating in Australia for over ten years. In that time we have toured to over 150,000 students annually in schools across five states. In all, the company and its writers have toured our specialty educational musicals to **over one million students** across several countries including Australia, New Zealand, Singapore, the United Kingdom, the United States of America and Papua New Guinea.

In New Zealand we tour an annual Book Week musical in association with the **NZ Storylines Festival**. These productions feature a selection of the finalist books from the **NZ POST BOOK AWARDS for Children & Young Adults**. They promote 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 performances, which take place within primary schools, are **highly interactive** for the students and feature action packed narratives, appealing, identifiable characters, loads of **comedy**, irresistible **songs** and high energy **dancing** that captivate and engage all audiences from ages 5 to 12 years (as well as their teachers). Question time at the conclusion of the performance reinforces the learning outcomes, and this specially designed Teacher Activity Pack available prior to the performance offers a comprehensive selection of classroom exercises for both before and after the show. We also mail out a free CD of the music in the production which is also a great tool to be utilised by the music department.

The Writer/Composer – Craig Christie www.craigchristie.com

Craig Christie is an award-winning writer, composer and qualified teacher. His unique Book Week musicals have played to over one million students throughout New Zealand, Australia, UK, USA and Asia. As a composer Craig has also created a number of commercial musicals including ***Eurobeat*** – ***Almost Eurovision*** which opened on the London West End in 2008. He also travels extensively around the world to lecture and run workshops in drama in education, community theatre and creative writing.

To find out more about *Perform! Educational Musicals* or to contact the company, please log onto our website at www.performmusicals.com



TEACHER INSTRUCTIONS

- **ACTIVITY PACK:** Please copy and distribute to all relevant teachers **PRIOR** to the performance.
- **TABLE REQUEST:** The performance will require one table of medium size. Please preset a table in the performance space at least 30 minutes before the show.
- **PERFORMER ARRIVAL TIME:** Performers will arrive approximately 30 minutes before the scheduled performance start time.
- **STUDENT NUMBERS:** Please know **IN ADVANCE** the number of students attending and inform our Team Leader at the conclusion of the performance.
- **START TIME:** Please ensure students are lined up outside the performance space 5 minutes before the commencement of the show to guarantee a prompt start. We are not able to work within your school bell times if the performance cannot start on time.
- **PERFORMANCE SPACE REQUIREMENTS:** The performers will arrange the audience into two long groups facing each other with an aisle down the centre in which to perform. This aisle needs to be approximately 3 metres wide by 6 metres long, with power point 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.
- **SAFETY:** Please ensure the space is clean and clear for the safety and wellbeing of both your students and the performers.
- **CBC SHORTLISTED BOOKS** We recommend students are familiar with the four CBC shortlisted books we feature in the show. You will find the titles and story summaries included in this pack.
- **TEACHER PRESENCE:** We request teacher presence and support for the performers at all times during the show.
- **PRICE:** \$4.50 per student (Your school may have already paid a deposit which will be deducted from the final invoice).
- **MINIMUM NUMBER OF STUDENTS:** 140 students are required per performance otherwise a flat fee of \$660 (+GST) applies per performance.
- **PAYMENT OF BALANCE:** A tax invoice for the balance will be forwarded to you the day *after* the performance, so please **do not prepare a cheque on the day**. We have instructed the performers not to handle any money or financial issues. These should all be directed to our office.



TEACHER INFORMATION AND ACTIVITIES

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- Key Learning Areas
- Themes
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- Activities & Discussion topics based upon Featured CBC Books
- Activities and Discussion topics based upon Performance and Themes
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KEY LEARNING AREAS

- Literacy/English
- The Arts (Music, Drama, Dance)
- H & PE

THEMES

- Books and reading are invaluable tools for learning, adventure and fun.
- Books and reading can offer bridges of understanding that help us solve problems and understand ourselves and others.
- Obsession can create imbalance in our lives.
- Digital games and books have much in common but also some significant differences.
- Values: teamwork, resilience, courage and facing fears.

SYNOPSIS

The musical ***JUMP TO IT*** endeavours to take audiences 'Across the Story Bridge' as part of celebrations for 2011 Storylines Festival. The idea of a bridge being something that can transport us across obstacles to get to a destination is one which is explored throughout the show as our central character Claire finds that she needs all the help she can get if she is ever to arrive safely back to where her journey began.

The story begins in Claire's room where she is playing a new game on her game console in her room. It is something that she has become obsessed with and as a result is not paying proper attention to other things in her life – school, friends, her family. At the end of a school day she is visited by her friend Oliver who has come around to help her with some school work - a book assignment - that she has fallen behind with. Oliver ends up very frustrated as Claire's attention is constantly straying back to the game. In the ensuing argument Claire is magically transported out of her room and into the game itself. Unable to let Oliver know what has happened Claire decides she has to play the game from inside to get to the end and hopefully find her way back. Unbeknownst to her a bag of books that Oliver brought to help with the school assignment has been transported into the game as well but the results of this don't become apparent until much later.

JUMP TO IT!

Moving forward into the game Claire encounters a boy named Finnigan who behaves in a mystifying manner. He tells her she shouldn't be there as she is not part of his story and to go away. Before Claire can ask for advice or suggestions on how to go back Finnigan leaves her to face the first obstacle of the game – crossing the Shimmering Stream. Without the game control she is unable to get across the stream until she is greeted by John, a friendly gentleman who cheers her up and also assists her by helping create a bridge that she can use to cross the stream. Once safely across the stream John disappears and Claire continues into the game.

The next obstacle Claire must face is the Mighty Mountain. Once again help comes from an unexpected source – Farmer Palmer who shows and entertains Claire with his story of Marmaduke the Marmalade Duck and how they celebrated at a party. The celebration is a fun distraction for Claire but in the end it is the mysterious Finnigan who gets Claire past the Mighty Mountain. Back on track the next obstacle is the most fearsome as it is one that Claire has never been able to penetrate even from outside the game with the controls in her hand – the Fearsome Forest. Fearing the worst she is helped through this most difficult obstacle by Farmer McPhee who helps her dispel the fear and gloom before leaving Claire to deal with what awaits her at the other side of the Fearsome Forest.

Once again Claire meets Finnigan who this time explains his perspective on what is happening. He is trying to get to the end of his story but other things keep arriving that aren't a part of how his book is meant to work. As Finnigan explains about how people can make anything happen using their imagination they are interrupted by a powerful, electronic voice from the Game itself demanding to know how they had penetrated to the heart of the game when it has been programmed to keep people going in circles forever. Finnigan is not intimidated and demands to know how the programme got mixed up in his book. The Game says that books are banned in the game as imagination and ideas are its enemy. That is when Claire understands for the first time that all the characters that have helped her throughout the adventure must be from the books that were transported into the game with her. Empowered by the knowledge that books are her ally against the game, Claire and Finnigan are able to banish the Game and Claire is able to imagine herself back to her room where the whole adventure began. Once back she is surprised to find that Oliver hasn't gone home but is still in the house looking for her and that almost no real time has passed while she was in the game. Having defeated the game with the help of books and her imagination Claire is able to focus on other things and is ready to finish her assignment and look forward to school the next day.

FEATURED CBC SHORTLISTED BOOKS

We recommend students are familiar with the following books prior to the performance.

FEATURED BOOKS

The books featured in varying degrees are taken from the 2011 NZ Post Children's Book Awards Picture Book and Younger Reader categories.

FINNIGAN AND THE PIRATES by Sherryl Jordan

Wildbloode the Wicked is the fiercest, most ferocious pirate in all the seven seas. All she wants is for her nephew to follow in her footsteps. But Finnigan's not interested in piratical pillaging. All he wants to do...is dance! This humorous and engaging book turns gender stereotypes upside down and also shows that following your dream may help more than just yourself.

HOLLY CHIPS by Anna Gowan

A thoroughly engaging short novel about an eccentric but loveable main character who cannot tell a lie, no matter how small. When she and her mother move to a new neighbourhood she sets about setting things to rights while at the same time attempting to thwart the plots and plans of the unscrupulous Barry Buckshot who has a terrible intention for the street.

PERFORM! EDUCATIONAL MUSICALS

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MARMADUKE DUCK AND THE MARMALADE JAM by Juliette MacIver

Illustrated by Sarah Davis.

A rollicking, rhyming picture book that tells the tale of Marmaduke Duck who has made up a delicious pot of marmalade jam that every other creature wants to share in until Farmer Palmer's llama eats the entire pot. Fortunately Farmer Palmer prevails upon everyone to make up for the llama's unseemly greed by having all the creatures contribute to a party for Marmaduke.

THE MOON and FARMER McPHEE by Margaret Mahy. Illustrated by David Elliot.

A beautiful, haunting and joyous take of the farmer who is too lost in the day to day drudgery of his life to appreciate the beauty that surrounds him until his farmyard animals decide that he needs to be shown. By the light of the moon they sing and frisk and gambol, eventually forcing Farmer McGee to notice how beautiful the moonlit world around him is and to join them in their joyous celebration.

ACTIVITIES & DISCUSSION TOPICS BASED ON FEATURED BOOKS

FINNIGAN AND THE PIRATES

- Create a story explaining how Finnigan's Aunt became Wildbloode the Wicked.
- There are illustrations of members of Wildblood's crew throughout the book but we only get to hear the names of a two of them – One Eyed Oscar and Gunner Gobsmart. Make up names for some of the other pirates on the ship.
- Finnigan attempts some desperate plans to get himself off the ship and onto dry land where he can follow his dream of being a dancer. What are some other plans he may have tried had the ship not been wrecked on the cannibal island?
- There is a terrific design of Wildbloode's pirate ship at the end of the book. Using that as a model design a ship of your own.
- The pirate ship is wrecked on an island that is populated by ferocious dancing cannibals. What other adventure may have taken place if they were shipwrecked on a different island?
- Create some other pirate fashions for Wildbloode and her crew.

HOLLIE CHIPS

- Draw a picture of the following characters as they are described at the beginning of the book and at the end – Ethel Bainbridge, Phillipa Topsy and John Johns
- Draw a map of Puriti Road showing where all the characters from the book live.
- Mrs Chips becomes a very successful baker by the end of the book. Create a cook book using recipes provided by members of the class – perhaps even taking turns at bringing examples of their recipe to share.
- Draw up a list of all the ways Hollie keeps her mum out of the way while she implements her plans for the street.

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- Hollie brings out a special talent in the main characters of the book – even her own mother. What special talent does each character show by the end of the story.
- How does Barry Bucksud attempt to deceive characters at various times in the book?

MARMADUKE DUCK AND THE MARMALADE JAM

- Read the book out aloud with the class creating the various sound effects of the creatures of the story
- Research and collate recipes for grapefruit marmalade (and other jams and marmalades as well) Perhaps the class can have a tasting day trying out all different jams and marmalades and see which one is voted the nicest
- What other creatures may have joined the story? Create some extra lines and rhymes for the book featuring different creatures.
- Create an attractively designed menu of all the dishes prepared for the party thrown by Farmer Palmer. Perhaps you can add an item you would like to bring if you were invited along.

THE MOON AND FARMER MCPHEE

- Why does Farmer McPhee frown instead of frisk at the start of the book?
- In small groups create the racket that the farm animals made to stir Farmer McPhee up and bring him outside so he can appreciate the wonder of the moonlight.
- Compare how things appear to Farmer McPhee before he becomes aware of the magic of the silvery moonlight and afterwards. Draw pictures of other scenes by darkness and by magic moonlight.
- Draw a picture of how Farmer McPhee would look after his night frolicking with the animals by moonlight
- What things stop Farmer McPhee from noticing the ‘wild wonder of the world around him’. What things stop you from being happy and noticing all the wonder around you in your life?

THEMATIC ACTIVITIES & DISCUSSION

- Do a survey on the class of the number of students who own game consoles or electronic games of any type. What are popular models? What are popular games? How much time do students spend playing games?
- Has anyone in the class ever got in trouble because they were playing games when they ought to have been doing something else?

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- In the show the Game says that imagination and ideas are its enemy. Why would a electronic game think that?
- Why does the Game ban books?
- In the heart of the Game there is ‘nothing’ and Finnigan talks about it being a blank space that is waiting to be written on. What do you think that means?
- In which jobs and pastimes do you think it is important to be creative and imaginative? (This is a trick topic as really these are important qualities to bring to any job or undertaking)
- Sometimes when asked to write a story people complain of not having any ideas. Create an ‘ideas box’ for the classroom in which people contribute thoughts about what might be good things to write or draw about. These do not have to be written down. It might be a picture cut from a magazine or a piece of music or a photograph that is an idea you may contribute.
- What advice might you give someone who is getting in trouble for spending too much time playing games or on the computer?
- Imagine that Claire had taken a book of your choosing into the game. What character might come to life in the game and how might that character be able to help Claire?
- In the show Claire is especially scared when she is in the forest. What other things that may be frightening could be part of the game and why e.g. remember last year’s show Jungle Bungle when Claire and Oliver were lost in the jungle?
- Consider the word ‘obsession’. Claire is obsessed with the game at the start of the play. Do you know of anyone with an obsession? What are some obsessions you have heard about and how did it affect the person who was obsessed and those around them?
- The famous scientist Albert Einstein once said ‘Imagination is more important than knowledge’. What does that mean? Does it relate to the story of **Jump To It**?

GENERAL ACTIVITIES & DISCUSSION

- Although you have seen **JUMP TO IT** 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.
- Imagine if **JUMP TO IT** was already a book. Design a cover for the book and include a short summary on the back ‘cover’ that might encourage someone who didn’t know the play to read the book.
- Here’s a fun way to recap on the play. In groups of three choose a favourite moment 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.
- In the show during the song ‘Step 1234’ Farmer Palmer teaches everyone a dance that has four different steps. Try making up four new steps and dancing to the song using them.
- Have you ever been lost? How did it happen and how did you feel? Write a story about being lost and not being able to find your way home

JUMP TO IT!

- Design a new poster for **JUMP TO IT** or, if it had been made into a movie, design a movie poster or DVD cover.
- What is your favourite song from **JUMP TO IT**? Create your own moves to the song or even make a music video for the song.
- Write a review of **JUMP TO IT**. If you would like to send your reviews into the office we can promise the class will get a response!
- Write a story about being transported into a game, perhaps your own favourite game or one you know of. What adventures might take place?
- Claire has to overcome the Shimmering Stream, the Mighty Mountain and the Fearsome Forest to get to the middle of the game. What are some other obstacles that she may have come across and how might she have overcome them?
- At the end of the play Claire takes a vote as to which book she should use in her school assignment. Have each class compile a list of their favourite books. Collect results from other classes in the school and see how they compare.
- Who is your favourite character from a book? Draw a picture, write a story or act out a scene which shows you meeting them.

MUSIC ACTIVITIES

1. Step 1234 has a percussion break in the middle where everyone gets to dance the four steps they have been chosen. This can also be an opportunity for students to play their own percussion instruments. You can pause the track to lengthen the percussion break. Perhaps you may like to extend the exercise with some students playing a percussion break while the rest of the class dances the four steps they have learned from the song independent of the track.
2. While a backing track for every song has been provided the song Trees may be one that would be particularly fine for a school choir to rehearse and perform at an assembly.
3. The song Falling Into Place is about cooperation and finding a positive solution to a situation. Set students the challenge of writing new lyrics to the four line bridge sections of the song, which are structured as two rhyming couplets, and presenting them to the class
4. The first track on the CD 'Game On' is an instrumental. Use this as a stimulus in getting students to move about the room in a way that the music suggests or create freeze frames of images that come to mind listening to the track. It might also be used as a stimulus for creating some drawings or paintings or for writing a story.

JUMP TO IT!

Reviews mailed to the following address will all receive a reply!

Perform! Educational Musicals
83 Westminster Street
St Albans Christchurch 8014
NEW ZEALAND

Student reviews can also be completed online on our website by going to
<http://www.performmusicals.com/Feedback/Student/>

Teachers can also provide feedback online on our website by going to
<http://www.performmusicals.com/Feedback/Teacher/index.php>

If any of your students would like to write to us or find out more details about our company please visit:

Perform! Educational Musicals www.performmusicals.com

Teachers can also provide feedback on our website by going to <http://www.performmusicals.com/Feedback/Teacher/>

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JUMP TO IT!

STUDENT REVIEW

YOU CAN ALSO COMPLETE THIS ONLINE AT OUR WEBSITE
WWW.PERFORMMUSICALS.COM

By.....

Of.....Primary 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!

JUMP TO IT!

Jump To It! Wordsearch

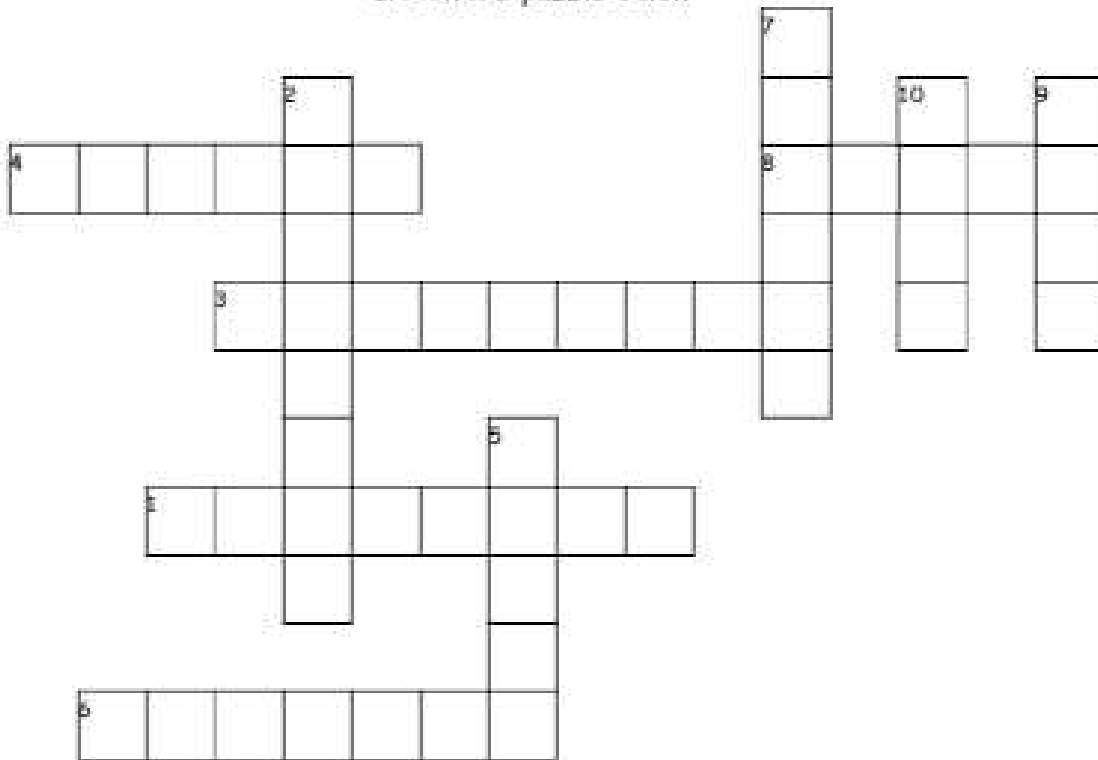
O Z P I M O K G E P V S L B L
A J C L A I R E D Y D H D E Z
Y U C Q R E Z M O S P I N N F
R K N K M V M I F T B P W U J
N U E Q A K H E D A N C E E J
A B U I L D I N G C R K K Q H
I L X O A M P U Z N X M B J U
D W J H D L I M G O Q X E K Y
V Q M F E B R I B A H V J R Z
F E A S T O A N K E M I X H G
Q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

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- | | | |
|----------|------------|-------------|
| • CLARE | • OLIVER | • MARMALADE |
| • DANCE | • PIRATE | • GAME |
| • HOLLIE | • SHIP | • FARMER |
| • MOON | • BUILDING | • FEAST |
-

JUMP TO IT!

Jump To It! Crossword

Using your knowledge of the books and characters featured in Jump To It! complete the crossword puzzle below



Across:

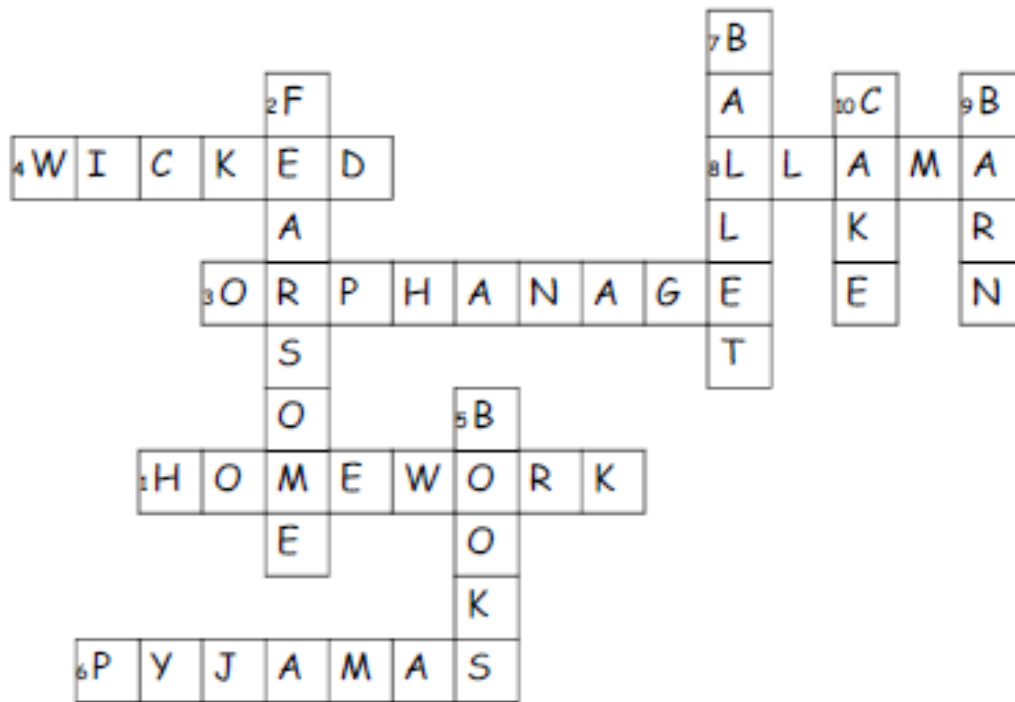
1. Oliver goes to Claire's house to help her with her _____
3. In Hollie Chips, Barry Bucksud pretends he is building an _____
4. In Finnigan and the pirates, Wildebloode is known as Wildebloode the _____
6. What sort of clothes does the farmer wear in Marmaduke Duck and the Marmalade Jam?
8. This animal eats up Marmaduke's Marmalade Jam

Down:

2. Farmer McPhee helps Claire to escape the _____ Forest
5. What was in Oliver's Bag?
7. What type of dancing does Finnigan do?
9. When the animals wake farmer McPhee in the book, he sends them to the _____
10. Hollie Chips and her mum bake one of these for John

JUMP TO IT!

Jump To It! Crossword KEY



Across:

1. Oliver goes to Claire's house to help her with her ____ (HOMEWORK)
3. In Hollie Chips, Barry Bucksud pretends he is building an ____ (ORPHANAGE)
4. In Finnigan and the pirates, Wildebloode is known as Wildbloode the ____ (WICKED)
6. What sort of clothes does the farmer wear in Marmaduke Duck and the Marmalade Jam? (PYJAMAS)
8. This animal eats up Marmaduke's Marmalade Jam (LLAMA)

Down:

2. Farmer McPhee helps Claire to escape the ____ Forest (FEARSOME)
5. What was in Oliver's Bag? (BOOKS)
7. What type of dancing does Finnigan do? (BALLET)
9. When the animals wake farmer McPhee in the book, he sends them to the ____ (BARN)
10. Hollie Chips and her mum bake one of these for John (CAKE)