

BOOK WEEK IN SCHOOLS 2021
TEACHER RESOURCE PACK

BIGGER, BETTER, BRIGHTER!

by Craig Christie

CBCA THEME:
"Old Worlds, New Worlds,
Other Worlds"

LIVE IN
SCHOOLS + LIVE
STREAMED

CBCA
BOOK WEEK
2021

Touring Schools in Association With



THE CHILDREN'S
BOOK COUNCIL
OF AUSTRALIA

SINCE 1945 — YOUR CONNECTION TO STORY

PERFORMEDUCATION.COM



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LIVE-IN-SCHOOL PERFORMANCE

TEACHER STEP-BY STEP GUIDE

BEFORE THE PERFORMANCE:

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

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

STUDENT NUMBERS: Please prepare IN ADVANCE the number of students attending so you can inform our Team Leader at the conclusion of the performance.

ON THE DAY OF THE PERFORMANCE:

SAFETY: Please ensure your school venue is clean and clear for the safety and wellbeing of both your students and the performers. To ensure we provide a COVIDsafe incursion to your school, our performers have been trained with appropriate procedures, and they are ready and able to attend to any school specific procedures you may require.

TABLE REQUEST: The performance will require one table of medium size. Please pre-set a table in the performance venue at least 40 minutes before the scheduled performance start time.

PERFORMER ARRIVAL TIME: Performers will arrive approximately 30 minutes before the scheduled performance start time. Please make sure the venue is clear to ensure we can setup and start on time.

START TIME: Please ensure students are lined up outside the performance venue 5 minutes before the commencement of the show to guarantee a prompt start. We are not able to work within your school bell times if the performance cannot start on time.

PAYMENT: A tax 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 details on pricing terms and conditions. If you require a copy, call our office on 1300 652 470.

PERFORMANCE SPACE REQUIREMENTS: The performers will arrange the student audience into two long groups facing each other with an aisle in between the groups in which to perform. This aisle needs to be approximately 3 metres wide by 6 metres long, with power access nearby.

Please note: a small or medium sized room such as a multipurpose room or small hall is more effective acoustically and atmospherically than a large space such as a gym. Please make the performance area available at least 30 minutes prior to the commencement of the show so that the performers can prepare the space to start on time.

TEACHER PRESENCE: We request teacher presence and support for the performers at all times during the performance.

AFTER THE PERFORMANCE:

STUDENT NUMBERS: Please provide the total number of students that have attended the performance to our Team Leader before they depart your school.

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

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

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

RESERVE A 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!**

MANY THANKS FOR YOUR ASSISTANCE AND SUPPORT!

LIVESTREAM PERFORMANCE TEACHER STEP-BY STEP GUIDE

BEFORE THE LIVESTREAM:

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

FEATURED BOOKS: We recommend students are familiar with the CBCA shortlisted 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.

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

ON THE DAY OF THE LIVESTREAM:

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

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

PAYMENT: A tax 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 details on pricing terms and conditions. If you require a copy, call our office on 1300 652 470.

AFTER THE LIVESTREAM:

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

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

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

LIVESTREAM RECORDING: You will receive a recording of your school's Livestream performance - so share with staff and students to watch again year-round.

RESERVE A 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!**

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 educational producers operating across New Zealand, Australia, and the USA.

The company specialises in touring curriculum aligned, educational musicals, theatre and sketch comedy into schools and has been operating in Australia for twenty one 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 Australia, we tour an annual **CBCA Book Week** program as the official in-school partner of The Children's Book Council of Australia. The annual **Book Week in Schools** program features a selection of The CBCA Shortlisted Books. The program promotes literacy and reading by inspiring students with the limitless fun and possibilities offered by books and reading.

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

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

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

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

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

Writing this year's show has come at a time that the world is so startlingly different to how it was eighteen months ago. We have all endured lockdowns, endless reports on global consequences of the Covid pandemic and an insidious sense of trepidation and uncertainty about what tomorrow has in store. These universal experiences cannot be ignored and so in creating a show celebrating CBCA Book Week 2021, I decided to address these changes but in a manner that, while not patronising, still provides a sense of optimism and celebrates the things that help us through these difficult times.

The CBCA Book Week 2021 theme **Old Worlds, New Worlds, Other Worlds** provided me with an exciting and broad concept through which I could explore some of the feelings and situation that we have all been experiencing since the beginning of last year. The old, new and other worlds we explore in **Bigger, Better, Brighter** are the past, present and future – places we think we know and understand but now have changed and require further exploration. At the heart of this exploration is trying to identify what has changed and what we have lost in recent times and while there are significant side issues the quest is ultimately to rediscover hope. It's a story as old as humanity itself, summed up perhaps in the story of Pandora's Box from the Ancient Greek myths in which all manner of horrors are unleashed upon the world but at the very end, to help us endure and overcome, Hope is released and that provides humanity with the ability to contend with the darkness.

I'm sure it's a universal experience, particularly in the depths of lockdown or when watching how terrible the cost of the pandemic has been in other countries around the world that we have wondered 'will this ever end?' The answer is 'yes of course it will' and it is through encouraging and shining a light on hope that we all are able to endure and ultimately thrive.

Themes of optimism, tenacity, engaging your imagination to project a positive outcome and sharing our fears to lessen the burden are inherent in the story of **Bigger, Better, Brighter** and constantly reinforced as our lead character Marley embarks upon her quest to discover what it is she has lost.

Craig Christie



SYNOPSIS



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

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

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

But she doesn't. Although she feels a bit better Marley still feels that something is missing and challenges the Storyteller to continue with the story. He then announces Chapter Two – Looking Around, thinking that if what she lost wasn't to be found yesterday then it still must be somewhere around in Today. Today is the weekend and Marley quickly tires of searching and decides to just watch the tele although she can't settle on watching anything for any length of time. He viewing is interrupted by the arrival of her friend Henry who has called in to check on her after noting that she wasn't feeling herself yesterday. He tries to cheer her up by suggesting they check out some of the new dances on Tik Tok. Marley watches a bit but drifts off so Henry decides they should try and make up their own. Once again Marley begins with some enthusiasm but she quickly tires of it. Increasingly frustrated Henry asks about a book that she was reading. She hands

it over to him saying she got about halfway through it but couldn't be bothered finishing it and goes out to get something to eat leaving Henry with the book. As Henry reads the book he is helped by a character from the story who points out that Marley apparently has lost Interest in things and so when she returns he is excited to announce he believes he has found what she is missing.

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

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



FEATURED BOOKS



From Craig Christie, the writer of **BIGGER, BETTER, BRIGHTER!**

One again I am reminded in making these selections and reading through the wonderful array of books that have been short listed by the CBCA for the 2021 awards how very lucky we are to have books of such quality in theme and artistry being produced in Australia. Even the most apparently simple picture books create opportunities to explore visual literacy and all books regardless of the level they are pitched at are thematically rich and reward student and adult alike when looked at closely and shared in the classroom and more widely

The books I have selected are used as a catalyst to excite discussion and debate as well as illustrating aspects of the story of Marley in *Bigger, Better, Brighter*. Though they may be varied in content and style they are all excellent examples of storytelling. As usual I have taken into account the accessibility and relevance of the selected texts and referred to booksellers, reviewers and teachers to inform the final selection.

Here is our selection for the 3 versions of **BIGGER, BETTER, BRIGHTER!**

JUNIOR VERSION	GENERAL VERSION	SENIOR VERSION
Grades P-2	Mixed year levels	Grades 5 & above
HOW TO MAKE A BIRD	HOW TO MAKE A BIRD	HOW TO MAKE A BIRD
ELLIE'S DRAGON	ELLIE'S DRAGON	WORSE THINGS
NORTON AND THE BEAR	STRANGERS ON COUNTRY	STRANGERS ON COUNTRY

HOW TO MAKE A BIRD

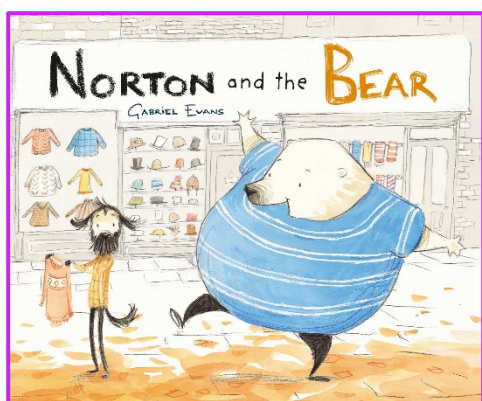
*Written by Meg McKinlay & Matt Ottley
(Junior, General & Senior Versions)*

The book selected to appear in all versions of the show – Junior, General and Senior, is the beautiful **How To Make A Bird** by Meg McKinlay with illustrations by Matt Ottley. While the book on a literal level is about the process of shaping a bird and launching that bird into flight, the narrative offers a quiet and moving metaphor of the creative process. With perfectly matched text and artwork, it's a book that rewards constant revisits with its ethereal and expansive illustrations and poetic narration



NORTON AND THE BEAR

*Written by Gabriel Evans
(Junior Version)*

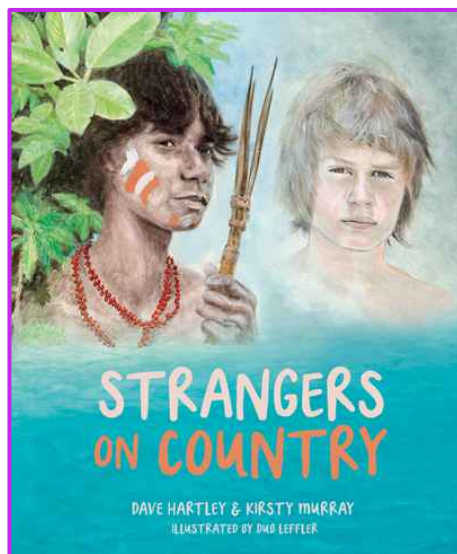


The next book selected was **Norton and the Bear** by Gabriel Evans. Is imitation the sincerest form of flattery? Or is it just annoying. This is an endearing story about the contradictory need to be different, yet to belong. Gabriel Evans has taken this theme and created two lovable relatable characters who struggle with the push pull of this dichotomy until they realise they are inherently unique on the inside. A colourful, charming and entertaining book.

STRANGERS ON COUNTRY

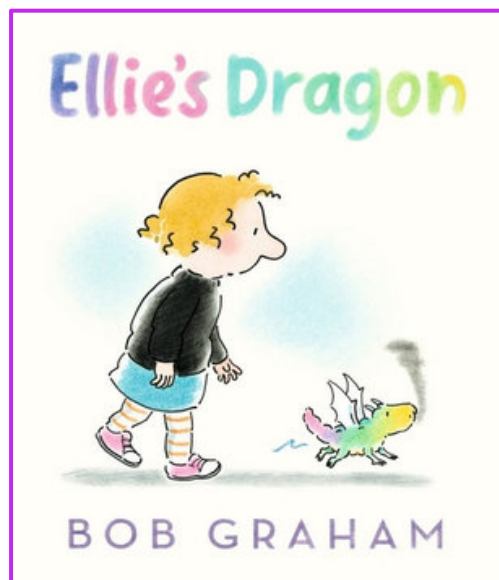
*Written by Dave Hartley & Kirsty Murray
(General & Senior Versions)*

Although I have never selected a books from the Eve Pownall Information Book category before I was immediately drawn to **Strangers On Country** by David Hartley and Kirsty Murray with illustrations by Dub Lefler because of the strong narrative style employed to present the information about early contact between Europeans and Australian's indigenous populations. Too often Australian history is told only from the point of view of the Europeans who sailed here from across the world. Based on historical records each story in this book is told through two historical fiction narratives. The first is from the point of view of an Indigenous person who befriends the stranger in their land. The second is from the point of view of the castaway or convict who is given refuge. At the end of each chapter, there is a section of facts and information. Terrific design and fascinating content makes this a real winner and an invaluable teaching tool as well.

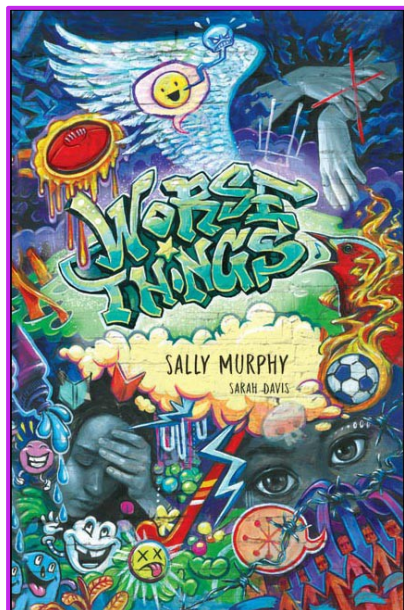


ELLIE'S DRAGON

*Written by Bob Graham
(Junior & General Version)*



There is no question that every time a new Bob Graham book appears on the short list then I am compelled to incorporate it into a show. **Ellie's Dragon** is no exception as he explores the joys of imagination and friendship in this touching story. With his signature gentle wit and warm, whimsically detailed illustrations, Bob Graham captures the bond between girl and dragon, as well as the changes that come with time's passage. A wistful, quietly thought-provoking tribute to the friends who appear when we need them most, even if it's just for a little while, this book is accessible to the very young but has increasing significance and poignancy to older students and indeed their parents and teachers!



WORSE THINGS

*Written by Sally Murphy & Sarah Davis
(Senior Version)*

The final book selected for this year and for the Senior version of the show is **Worse Things** by Sally Murphy. This delightful and emotionally engaging verse novel tells the story of its three separate but increasingly connected characters with wit and charm. The simplicity of a verse novel can be deceptive. What appears to be a few easy-to-read lines on a page, is a very careful blend of the exact word, emotion, and moment. It can also be a wonderful way for readers to experience the complexity and depth of character of a novel, without full pages of text, which can be intimidating for the more reluctant reader.

After reading the wonderful array of shortlisted books by the CBCA for 2021 and selecting those that will feature in **Bigger, Better, Brighter** I am once again reminded how incredibly lucky we are to have books of such quality in theme and artistry being produced in Australia. Even the most apparently simple picture books create opportunities to explore visual literacy. 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 beyond.

Craig Christie





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 then 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

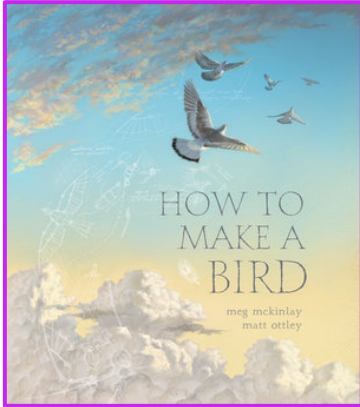
- Create a list of games, fashions, celebrities that were popular 5, 10, 20 years ago and see how many are still popular today
- Describe how a person may feel if they have lost hope. Create a list of ideas that may help that person feel more hopeful
- What are the reasons that someone may lose their enthusiasm for something – a sport, a pastime, a favourite food. What can be done to re-ignite a person's enthusiasm?
- Are there things in your life that you used to be interested in but no longer are? What are the reasons someone may lose interest in something?
- What are the things that may make a person worried about the future? Can you sort them into two lists – things that are real and things that are imagined? What things can be done to make people less worried about the future.
- Write a story about a person/yourself in which something that made them worried about the future turns out not to be a problem at all.

THEMATIC

- People choose a sports team/ person or music/movie star to follow and maintain their support no matter what happens. What are the things that make a person maintain their interest in something even if it is challenging?
- In a way every person writes their own story about their life. What are things you can do for yourself and for others to help them towards a 'happily ever after' ending?
- Can you think of other books and other characters who might have helped Marley find her enthusiasm/interest/hope? Write a scene in which Marley meets that character.
- Create a classroom 'hope chest' in which every member of the class contributes something good they hope will happen in the future.
- Research the story of Pandora's Box from Greek mythology. How might that relate to particularly the last section of Bigger, Better, Brighter?
- If someone is stuck in a black hole what are some of the things you can fill it with to help them escape it?

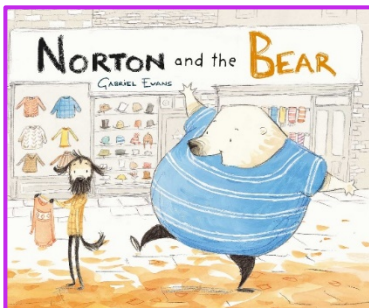


HOW TO MAKE A BIRD



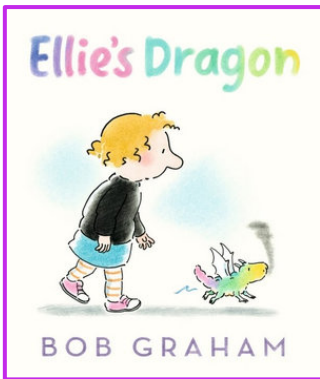
- Describe the inside of the amazing house the girl lives in and compare it to the outside. What are the main differences you can see between the colours of the inside and the outside?
- Draw or write your own instructions on how to make a bird
- Describe how the girl might have gone about finding or acquiring the materials she uses for making the bird
- Why might the girl have wanted to make a bird only to release it into the sky?
- Write or illustrate instructions on how to make a different creature e.g. how to make a mouse, a lion, a horse.
- Imagine living in the house that the girl lives in. Write about what other activities might happen in that house when the girl is not occupied with creating something.
- Can you suggest a song or a piece of music that would make a suitable soundtrack for this book?

NORTON AND THE BEAR



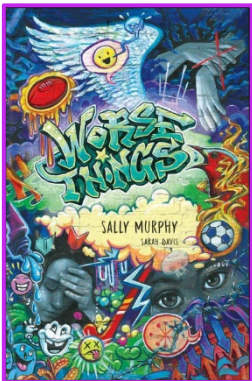
- Create some other outfits for Norton remembering he likes to have a style that is 'exceptionally unique'.
- Where might you go shopping to find an 'exceptionally unique' outfit?
- Have a Norton fashion parade
- Why might Norton want to be dressed differently to everybody else? Why would the Bear want to wear clothes that are the same as Norton's?
- Look back at fashions over the years. What sort of clothes did your parents or grandparents wear that you think look funny now?
- What makes people choose the clothes they wear?
- What are your favourite clothes and why do you like them?

ELLIE'S DRAGON



- Although the dragon is invisible to adults find evidence looking through the book that children can see Scratch quite clearly
- Why do you think Scratch begins to fade as Ellie grows older?
- How does Ellie's room change as she gets older?
- People have many different ideas of what a dragon looks like. Draw your own dragon and give it a name
- Think about what things have changed as you have gotten older. What are things you liked a year ago/ before you started school/when you were as young as you can remember that you are no longer as interested in
- What are some things that, no matter how old you get, you think you will always enjoy or want to keep
- Tell the story from Scratch's point of view – how things change and how he feels about it

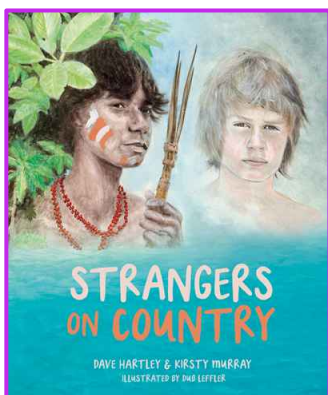
WORSE THINGS



- Describe each of the main characters from the book
- Describe the home environment of each of the main characters
- Describe the relationships each main character has with a significant adult in their life e.g. Jolene and her dad, Amed and his Aunt.
- Taking on the role of either Blake, Jolene or Amed, write a diary entry of a particular day or event depicted in the book.
- Discuss the theme of friendship as it is explored in Worse Things. Contrast and compare two of the friendships that are presented in the book
- Explore ways of communicating your feelings and thoughts to a person who doesn't speak the same language as you
- Choose an event that you've attended recently and try to express your memories of it in a few short sentences using images and feelings rather than describing it in detail



STRANGERS ON COUNTRY



- There are a number of other characters mentioned in the stories presented in this book. Try recounting some incidents from the perspective of these other characters such as the sailors who discover the individuals who had been living on land with the indigenous people
- There is a lot of information in these stories about the types of food the indigenous people ate. Create a list of them. Have you ever tried any of these?
- How did the indigenous people react to their first experiences of meeting Europeans who arrived in their country?
- Create a list of words describing how the indigenous people acted towards the European people they first met. Create a similar list to how the Europeans acted towards the indigenous people. What differences are there between these two lists?
- Imagine you are one of the Europeans whose story is told in this book. Write a script and present it to the class as if you were that person describing your experience to people in the city once you returned from Country.
- See if you can research what the locations of these stories would look like if you went there today. How have they changed from the time the actual stories took place?



GENERAL ACTIVITIES

- Although you have seen BIGGER, BETTER, BRIGHTER 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 BIGGER, BETTER, BRIGHTER 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.
- Write a story about something else that is lost and what is needed to find it.
- Think about a favourite fairy tale and choose a moment where a character stops the story and challenges the storyteller about the direction the story is taking e.g. Snow White decides not to take a bite of the poisoned apple or Cinderella decides she will stay at the ball after midnight and tell the story of what happens,
- Write a review of BIGGER, BETTER, BRIGHTER. If you would like to send your reviews to us at PERFORM EDUCATION, we can promise the class will get a response!
- A fun activity is to choose a person to be a storyteller and have several other classmates act out the story as it is being told. Members of the class can suggest titles for the story – they can be as funny or silly as you like e.g. The Wig Made From Spaghetti or My Pet Warthog. Perform it for the class.
- Write a story about something that was lost and then found in a most unexpected place or in an unexpected way
- Imagine you could travel back to yesterday even for a short time. Is there anything you would do differently or any change you would make?

MUSIC AND MOVEMENT ACTIVITIES

- In the songs Do It (There is nothing like, like a new beginning to make everyone feel like they are winning) and All The Way To Nowhere (Hold on, tough it out, don't let go, stay with it) there are chants which everyone can join in on. Try inventing some new movements to go with the chant you learn in the song or even try creating some new chants as well as new movements.
- Try creating a music video of any of the songs from the show. Perhaps you may even be able to actually video it and show others.
- Try moving in ways that reflect an emotion. How do you move when you are excited? Happy? Scared? Sad?
- At the end of It's Gone the boy and girl sing different parts. Trying splitting the class into two and singing the two parts together.





AUSTRALIAN CURRICULUM CONTENT

AUSTRALIAN CURRICULUM CONNECTIONS

LEARNING AREAS	English, Health and Physical Education, The Arts (Drama, Music, Dance), Humanities & Social Sciences.
GENERAL CAPABILITIES	Literacy, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding, Intercultural Understanding.
THEMES	Self Esteem, Resilience, the Power of the Positive, Books and Reading

ENGLISH

LANGUAGE

Sub-strand: Language variation and change

Year Level:	Curriculum Content Descriptions:
Year 2	<ul style="list-style-type: none"> Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)
Year 3	<ul style="list-style-type: none"> Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)

CURRICULUM CONTENT

LANGUAGE

Sub-strand: Language for interaction

Year Level:	Curriculum Content Descriptions:
Foundation	<ul style="list-style-type: none"> Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)
Year 1	<ul style="list-style-type: none"> Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444) Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)
Year 2	<ul style="list-style-type: none"> Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461)
Year 3	<ul style="list-style-type: none"> Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476)
Year 5	<ul style="list-style-type: none"> Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)

LANGUAGE

Sub-strand: Text structure and organisation

Year Level:	Curriculum Content Descriptions
Foundation	<ul style="list-style-type: none"> Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)
Year 1	<ul style="list-style-type: none"> Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)
Year 2	<ul style="list-style-type: none"> Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)
Year 3	<ul style="list-style-type: none"> Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)
Year 4	<ul style="list-style-type: none"> Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose, and the intended audience (ACELA1490)
Year 5	<ul style="list-style-type: none"> Understand how texts vary in purpose, structure, and topic as well as the degree of formality (ACELA1504)
Year 6	<ul style="list-style-type: none"> Understand how authors often innovate on text structures and play with language features to achieve a particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)

CURRICULUM CONTENT

LANGUAGE

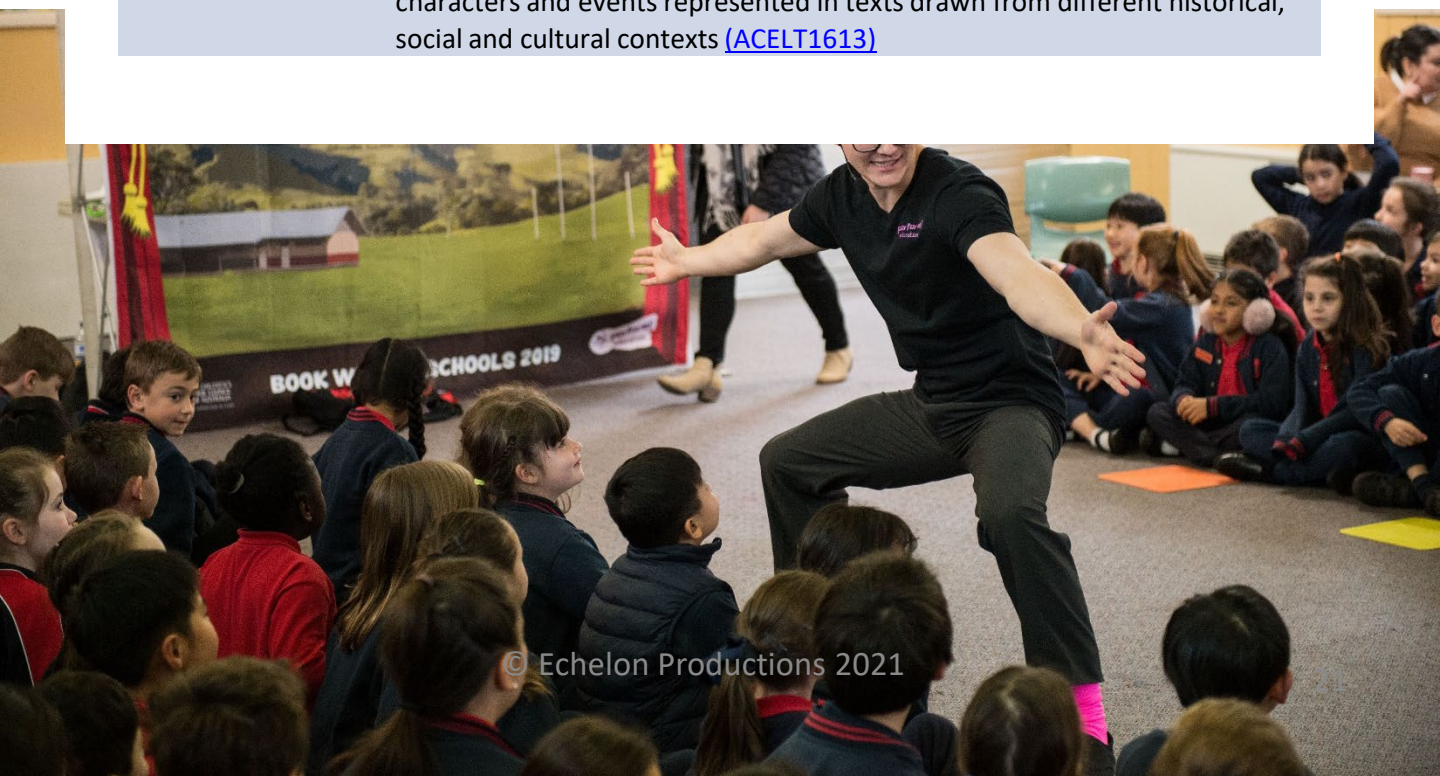
Sub-strand: Expressing and developing ideas

Year Level	Curriculum Content Descriptions
Foundation	<ul style="list-style-type: none">Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)
Year 1	<ul style="list-style-type: none">Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)
Year 2	<ul style="list-style-type: none">Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)
Year 3	<ul style="list-style-type: none">Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements, and film segments (ACELA1483)
Year 4	<ul style="list-style-type: none">Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496)

LITERATURE

Sub-strand: Literature and context

Year Level	Curriculum Content Descriptions
Foundation	<ul style="list-style-type: none">Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)
Year 2	<ul style="list-style-type: none">Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)
Year 6	<ul style="list-style-type: none">Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)



CURRICULUM CONTENT

LITERATURE

Sub-strand: Responding to literature

Year Level	Curriculum Content Descriptions
Foundation	<ul style="list-style-type: none"> Respond to texts, identifying favourite stories, authors, and illustrators (ACELT1577) Share feelings and thoughts about the events and characters in texts (ACELT1783)
Year 1	<ul style="list-style-type: none"> Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582) Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)
Year 2	<ul style="list-style-type: none"> Compare opinions about characters, events and settings in and between texts (ACELT1589) Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)
Year 3	<ul style="list-style-type: none"> Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596) Develop criteria for establishing personal preferences for literature (ACELT1598)
Year 4	<ul style="list-style-type: none"> Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)
Year 5	<ul style="list-style-type: none"> Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)

LITERATURE

Sub-strand: Examining literature

Year Level	Curriculum Content Descriptions
Foundation	<ul style="list-style-type: none"> Identify some features of texts including events and characters and retell events from a text (ACELT1578) Replicate the rhythms and sound patterns in stories, rhymes, songs, and poems from a range of cultures (ACELT1579)
Year 1	<ul style="list-style-type: none"> Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)
Year 2	<ul style="list-style-type: none"> Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)

CURRICULUM CONTENT

LITERACY

Sub-strand: Texts in Context

Year Level	Curriculum Content Descriptions
Year 1	<ul style="list-style-type: none"> Respond to texts drawn from a range of cultures and experiences (ACELY1655)

LITERACY

Sub-strand: Interacting with others

Year Level	Curriculum Content Descriptions
Foundation	<ul style="list-style-type: none"> Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures, and eye contact (ACELY1784)
Year 1	<ul style="list-style-type: none"> Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information, and questions (ACELY1656) Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly, and using appropriate volume and pace (ACELY1788)
Year 2	<ul style="list-style-type: none"> Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666) Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789)
Year 3	<ul style="list-style-type: none"> Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792)
Year 4	<ul style="list-style-type: none"> Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)
Year 5	<ul style="list-style-type: none"> Use interaction skills, for example paraphrasing, questioning, and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)
Year 6	<ul style="list-style-type: none"> Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)

CURRICULUM CONTENT

LITERACY

Sub-strand: Interpreting, analysing and evaluation

Year Level	Curriculum Content Descriptions
Foundation	<ul style="list-style-type: none"> Use comprehension strategies to understand and discuss texts listened to, viewed, or read independently (ACELY1650)
Year 1	<ul style="list-style-type: none"> Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660)
Year 2	<ul style="list-style-type: none"> Identify the audience of imaginative, informative, and persuasive texts (ACELY1668) Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)
Year 3	<ul style="list-style-type: none"> Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)
Year 4	<ul style="list-style-type: none"> Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)
Year 5	<ul style="list-style-type: none"> Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming, and scanning (ACELY1702)
Year 6	<ul style="list-style-type: none"> Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)



CURRICULUM CONTENT

HEALTH AND PHYSICAL EDUCATION

PERSONAL, SOCIAL AND COMMUNITY HEALTH

Sub-strand: Being healthy, safe and active

Year Level	Curriculum Content Descriptions
Foundation	<ul style="list-style-type: none"> Identify personal strengths (ACPPS001) Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)
Years 1 and 2	<ul style="list-style-type: none"> Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015) Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem, or situation (ACPPS017)
Years 3 and 4	<ul style="list-style-type: none"> Explore how success, challenge and failure strengthen identities (ACPPS033) Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)
Years 5 and 6	<ul style="list-style-type: none"> Examine how identities are influenced by people and places (ACPPS051) Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)

PERSONAL, SOCIAL AND COMMUNITY HEALTH

Sub-strand: Communicating and interacting for health and wellbeing

Year Level	Curriculum Content Descriptions
Foundation	<ul style="list-style-type: none"> Practise personal and social skills to interact positively with others (ACPPS004) Identify and describe emotional responses people may experience in different situations (ACPPS005)
Years 1 and 2	<ul style="list-style-type: none"> Describe ways to include others to make them feel they belong (ACPPS019) Identify and practise emotional responses that account for own and others' feelings (ACPPS020)
Years 3 and 4	<ul style="list-style-type: none"> Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037) Investigate how emotional responses vary in depth and strength (ACPPS038)
Years 5 and 6	<ul style="list-style-type: none"> Practise skills to establish and manage relationships (ACPPS055) Examine the influence of emotional responses on behaviour and relationships (ACPPS056)

CURRICULUM CONTENT

PERSONAL, SOCIAL AND COMMUNITY HEALTH

Sub-strand: Contributing to healthy and active communities

Year Level	Curriculum Content Descriptions
Foundation	<ul style="list-style-type: none"> Identify actions that promote health, safety, and wellbeing (ACPPS006)
Years 1 and 2	<ul style="list-style-type: none"> Explore actions that help make the classroom a healthy, safe and active place (ACPPS022) Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPPS024)
Years 3 and 4	<ul style="list-style-type: none"> Research own heritage and cultural identities, and explore strategies to respect and value diversity (ACPPS042)
Years 5 and 6	<ul style="list-style-type: none"> Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058) Identify how valuing diversity positively influences the wellbeing of the community (ACPPS060)

THE ARTS

THE ARTS

Sub-strand: Drama

Year Level	Curriculum Content Descriptions
Foundation to Year 2	<ul style="list-style-type: none"> Explore role and dramatic action in dramatic play, improvisation and process drama (ACADRM027) Respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal and Torres Strait Islander Peoples (ACADRR030)
Years 3 and 4	<ul style="list-style-type: none"> Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama (ACADRM031) Identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal and Torres Strait Islander Peoples, using the elements of drama to make comparisons (ACADRR034)
Years 5 and 6	<ul style="list-style-type: none"> Explore dramatic action, empathy and space in improvisations, play building and scripted drama to develop characters and situations (ACADRM035) Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander drama (ACADRR038)

CURRICULUM CONTENT

THE ARTS	
Sub-strand: Music	
Year Level	Curriculum Content Descriptions
Foundation to Year 2	<ul style="list-style-type: none">Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion (ACAMUM080)Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR083)
Years 3 and 4	<ul style="list-style-type: none">Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns (ACAMUM084)Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR087)
Years 5 and 6	<ul style="list-style-type: none">Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088)Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music (ACAMUR091)



CURRICULUM CONTENT

THE ARTS Sub-strand: Dance

Year Level	Curriculum Content Descriptions
Foundation to Year 2	<ul style="list-style-type: none"> Explore, improvise and organise ideas to make dance sequences using the elements of dance (ACADAM001) Use fundamental movement skills to develop technical skills when practising dance sequences (ACADAM002) Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples (ACADAR004)
Years 3 and 4	<ul style="list-style-type: none"> Practise technical skills safely in fundamental movements (ACADAM006) Perform dances using expressive skills to communicate ideas, including telling cultural or community stories (ACADAM007) Identify how the elements of dance and production elements express ideas in dance they make, perform and experience as audience, including exploration of Aboriginal and Torres Strait Islander dance (ACADAR008)
Years 5 and 6	<ul style="list-style-type: none"> Explore movement and choreographic devices using the elements of dance to choreograph dances that communicate meaning (ACADAM009) Develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination (ACADAM010) Perform dance using expressive skills to communicate a choreographer's ideas, including performing dances of cultural groups in the community (ACADAM011) Explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander dance (ACADAR012)

PERFORM & THE CBCA

"We are proud to be partnering with an organisation that brings quality educational productions into Primary Schools, exploring The CBCA Children's Book Week themes and promoting literature and the joy of reading in an interactive, fun and engaging way,"

- CBCA Chair, Professor Margot Hillel OAM.

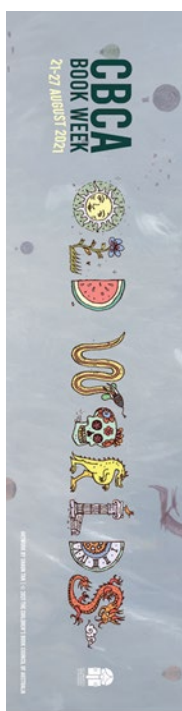
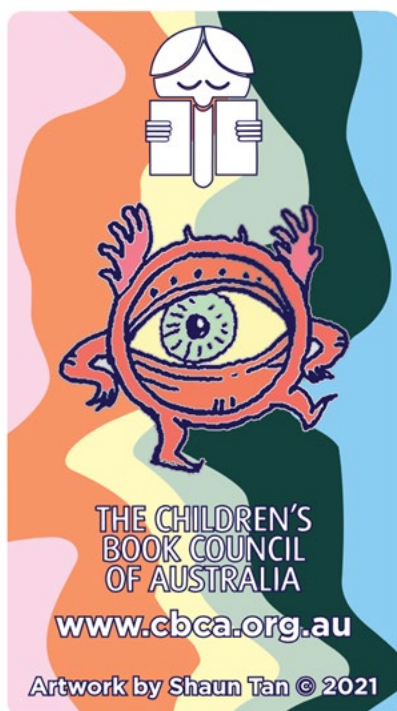
Established in 1945, The Children's Book Council of Australia (CBCA) is a not for profit, volunteer run organisation which aims to engage the community with literature for young Australians. The CBCA presents annual awards to books of literary merit, for outstanding contribution to Australian children's literature.

Each year, across Australia, the CBCA brings children and books together celebrating CBCA Book Week. Throughout the year, the CBCA works in partnership with authors, illustrators, publishers, booksellers and other organisations in the children's book world to bring words, images and stories into the hearts and minds of children and adults.

The Children's Book Council of Australia and Perform! Education have partnered to achieve this mutual goal. If you would like to learn more about the CBCA, you can check out their website at www.cbca.org.au

While you're there, check out their wonderful selection of CBCA Book Week merchandise. There are posters, bunting, stickers and more! Perfect for decorating your library's and classrooms for when CBCA Book Week arrives.

Go to **store.cbca.org.au** to check out what's on offer and place your order!



2022 BOOKING FORM

CBCA BOOK WEEK IN SCHOOLS 2022

STORY QUEST!

Primary Grades (Junior and Senior Primary versions available)

CBCA Book Week 2022 Theme to be announced soon...

I've been dreaming....

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

Join Marley on her new adventure as part of the CBCA Book Week 2022 celebrations. Students will be immersed in the storytelling and interacting with some of the best Children's books of the past year as we introduce a selection of the CBCA short listed titles into an engaging, original narrative filled with music and adventure.

SCHOOL: _____

SUBURB: _____

CONTACT NAME: _____

CONTACT EMAIL: _____

PREFERRED DATES 2021: 1) _____

2) _____ 3) _____

ESTIMATED NUMBER OF STUDENTS: _____

**Reserve your 2022 date
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early bird discount**

**LIVE & LIVESTREAM
Tour Dates 2022**

- Term 3: Mon 1st Aug – Fri 9th Sep, 2022
- CBCA Book Week 2022:
Sat 20th Aug – Sat 27th Aug, 2022

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book@performededucation.com

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PUZZLE SOLUTIONS

JUNIOR WORD FIND SOLUTION

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

JUNIOR CROSSWORD SOLUTION

Across

2. Ellie named her dragon _____.
(Scratch)
5. Bigger, Better, _____! (Brighter)
6. What was Marley missing in the end?
(Hope)

Down

1. One day Marley woke up to find something was _____.! (missing)
3. Marley's friend's name is _____.
(Henry)
4. _____ helped Marley find her enthusiasm! (Norton)

PUZZLE SOLUTIONS

GENERAL WORD FIND SOLUTION

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

GENERAL CROSSWORD SOLUTION

Horizontal

3. And they all lived _____ ever after! (**happily**)
6. Marley was worried about looking ahead to _____. (**tomorrow**)
8. Anco from Strangers On Country helped Marley find her _____. (**enthusiasm**)
10. Mr Garnish's Granny always said, "Healthy body, healthy ____"! (**mind**)
11. "Hang on, _____ it out, don't let go, stay with it" (**tough**)
12. Marley's story in Tomorrow was full of _____. (**holes**)

Vertical

1. What was Marley missing in the end? (**Hope**)
2. Anco from Strangers On Country was stranded on a beach after being _____. (**Shipwrecked**)
4. Scratch faded away because Ellie lost _____. (**interest**)
5. Bigger, Better, _____! (**Brighter**)
7. One day Marley woke up to find something was _____. (**missing**)
9. Ellie named her dragon _____. (**Scratch**)