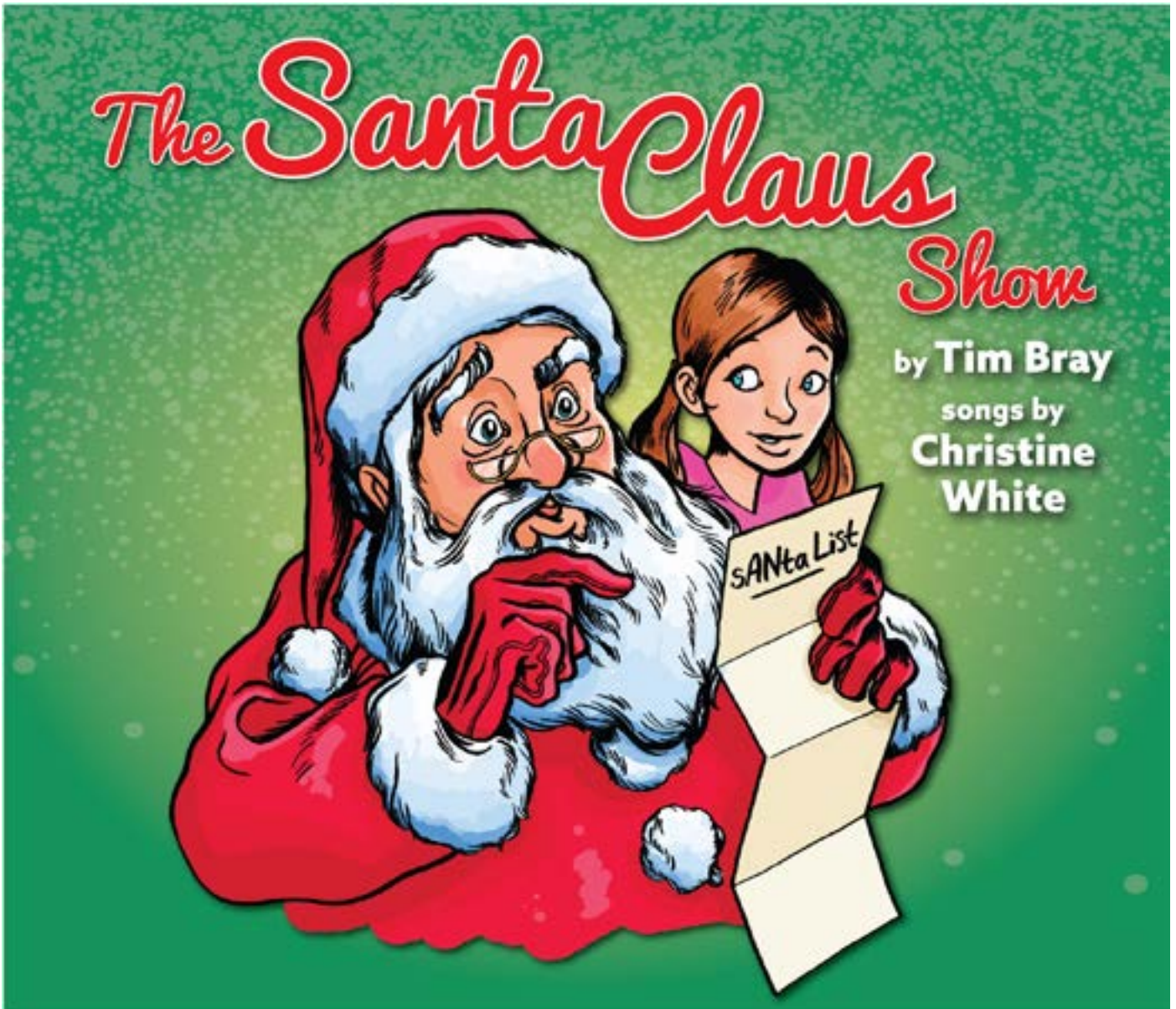


**TIM BRAY PRODUCTIONS**  
Administered by The Operating Theatre Trust  
Studio 14, Lake House Arts Centre  
37 Fred Thomas Drive, Takapuna  
Auckland 0622, New Zealand  
PO Box 46-104, Herne Bay, Auckland 1147  
P 09 486 2261  
E info@tbp.org.nz  
W www.timbrayproductions.org.nz

# Teachers' Resource Guide



Prepared by Rosemary Tisdall, Children's Literature Consultant, Getting Kids into Books



ROSEMARY TISDALL

P	09 521 1311	M	021 840 898
E	ROSEMARYTISDALL@ME.COM		
W	WWW.ROSEMARYTISDALL.COM		

GETTING KIDS INTO BOOKS



# TEACHERS' RESOURCE GUIDE Part 1

## *The Santa Claus Show*

by Tim Bray,

Prepared by Rosemary Tisdall,

Children's Literature Consultant (*Getting Kids Into Books*)

Please feel free to use these questions as a guide to enhance the experience of attending the theatre production of *The Santa Claus Show* by Tim Bray Productions.

The questions and activities are guides only and should be selected or adapted for the age level of your class.

It is suggested that parts of this kit be used before the school comes to see the show, to prepare the children. Many of the activities will, of course, be ideal follow-ups after viewing the show.

These ideas will spark more of your own – this Guide is certainly not definitive!

Christmas is always regarded as a fun time of the year. Many of the activities suggested may not be relevant or appropriate for some children if they do not experience Christmas in the same way for cultural, religious or financial reasons. Please be aware of these things, and select carefully from the activities suggested below.



(Curriculum Guide)

**ENGLISH**

Listening, Reading, and Viewing - Level One (1) and Two (2)

**Processes and strategies**

*Students will:*

- (1) Acquire and begin to use sources of information, processes and strategies to identify, form, and express ideas.
- (2) Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.

**Purposes and audiences**

- (1) Recognise that texts are shaped for different purposes and audiences.
- (2) Show some understanding of how texts are shaped for different purposes and audiences.

**Ideas**

- (1) Recognise and identify ideas within and across texts.
- (2) Show some understanding of ideas within, across, and beyond texts.

**Language features**

- (1) Recognise and begin to understand how language features are used for effect within and across texts.
- (2) Show some understanding of how language features are used for effect within and across texts.

**Structure**

- (1) Recognise and begin to understand text structures.
- (2) Show some understanding of text structures.

Speaking, Writing, and Presenting - Level One (1) and Two (2)

**Processes and strategies**

*Students will:*

- (1) Acquire and begin to use sources of information, processes and strategies to identify, form, and express ideas.
- (2) Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.

**Purposes and audiences**

- (1) Recognise how to shape texts for a purpose and an audience.
- (2) Show some understanding of how to shape texts for different purposes and audiences.

**Ideas**

- (1) Form and express ideas on a range of topics.
- (2) Select, form, and express ideas on a range of topics.

**Language features**

- (1) Use language features, showing some recognition of their effects.
- (2) Use language features appropriately, showing some understanding of their effects.

**Structure**

- (1) Organise texts, using simple structures.
- (2) Organise texts, using a range of structures.

- 1) Read as many Christmas stories as you can. Choose your favourite one and illustrate your favourite scene. Write a caption.
- 2) Create a storyboard of your favourite story, telling the story in small sequences. Use speech bubbles if you like. Or make a movie on the computer.
- 3) Find some Christmas stories that are written by a New Zealand or Australian author. Some examples are:

*The Christmas Looky Book* by Donovan Bixley  
*Strawberries for Christmas* by Rebecca Bayer  
*Jungle Bells* sung by Anika Moa  
*The Naughtiest Reindeer at the Zoo* by Nicki Greenberg  
*Reindeer's Christmas Surprise* by Ursula Dubosarsky  
*Marmaduke Duck and the Christmas Calamity* by Juliette MacIver  
*The Best of Christmas Twisty Tales* ed by Peter Friend  
*A Pukeko in a Ponga Tree* by Kingi M. Ihaka  
*The Mysterious Magical Shop* by Elizabeth Pulford  
*Slinky Malinky's Christmas Crackers* by Lynley Dodd  
*Piggity-Wiggity Jiggity-Jig and the Christmas Baby* by Diana Neild  
*Grandma McGarvey's Christmas* by Jenny Hessell  
*A Kiwi Night before Christmas* by Yvonne Morrison  
*A Kiwi Jingle Bells* by Yvonne Morrison  
*Nanny Mihi's Christmas* by Melanie Drewery  
*A Christmas Caravan* by Jennifer Beck  
*Pavlova and Presents* by John Parker  
*Santa's Kiwi Holiday* by Maria Farrer  
*Three Surprises for Hemi* by Ron Bacon  
*Two Cans of Corned Beef and A Manulele in a Mango Tree* by Sarona Aiono-Iosefa  
*The Little Drummer Boy* by Bruce Whatley  
*Kiwi Christmas Carol* by Chris Gurney

Notice how these books differ from most Christmas books published in the Northern Hemisphere (most of those depict Christmas in winter). Why is this? Compare clothing, weather, food, scenery etc. Make lists of words used in the stories to show the seasonal difference, including observations made from studying the pictures.

- 4) Ask the children to think about Christmas in their home. Do they have a traditional way of doing things (is it always the same)? Make a diary of the two or three days leading up to Christmas and after, in your own home. If some children have no regular routines, they can use their imaginations.
- 5) Write a list of questions you would like to ask the Principal, Deputy Principal, Senior Teacher, Office lady, groundsman, or .... about how they celebrate Christmas, and their favourite memories of childhood Christmases. Interview them, using a sound or video recorder eg ipad. Edit and present to the class.
- 6) Depending on where your grandparent(s) live, write/email/phone or visit them and ask them to tell you about how Christmas is different now compared to when they were children.

(Curriculum Guide)

## **SOCIAL SCIENCES**

### Level One

#### *Students will:*

- 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.

### Level Two

#### *Students will:*

- Understand how cultural practices reflect and express people's customs, traditions, and values.
- Understand how time and change affect people's lives.
- Understand how places influence people and people influence places.
- Understand how people make significant contributions to New Zealand's society.
- Understand how the status of Maori as tangata whenua is significant for communities in New Zealand

- 7) Divide the class into groups; select a different country for each group. Find out about Christmas in that country and produce a chart or PowerPoint that shows how Christmas is celebrated. For example, Holland, Germany, Czech Republic, USA, Russia. This website might help get you started: [www.santas.net/aroundtheworld.htm](http://www.santas.net/aroundtheworld.htm) (if the link doesn't work, type in "Santa's net" into the search engine).

Either – each group creates a New Zealand comparative - or a separate group researches New Zealand and produces a display. Consider the Maori and Pacific Island celebrations too.

- 8) Survey the class or school to learn which countries are represented within the school community. Ask your class mates to present a three minute talk about Christmas in their family/culture/country.
- 9) As a class, discuss what are traditional aspects of Christmas. Divide a page in half. On the left, write the tradition. On the right, explain its origins. This website may help: [www.whychristmas.com](http://www.whychristmas.com). For example:
- Why do we decorate Christmas trees?
  - Why do we give presents?
  - Why do we pull Christmas crackers?
  - Why do we sing Christmas Carols?
  - Why do we eat turkey?
  - Why do we have Christmas cake?
  - Why do we hang up stockings?
  - Why do we open 'windows' on advent calendars?
  - What are the 'Twelve Days of Christmas'?
  - Why do we eat Christmas Pudding? (plum pudding)
  - Why is Holly significant?
  - Why do we kiss under the mistletoe?
- 10) Who is Santa Claus? Create a picture display using speech bubbles that show his origins, what names he is known by, what significance he has in different countries, the clothes he wears, etc.

- 11) Locate the North Pole on a map. Learn what you can about this place. What animals live there, who are the famous explorers of this region, who lives there (apart from Santa!!), how do they survive, what landmarks are there, etc?
- 12) Discuss the religious significance of Christmas. If the majority of the class uphold these beliefs, study the Christian Bible story in depth. If it is not appropriate, read a story based on the birth of Jesus. Make a class Nativity Scene.

Thinking, Participation and contributing, Relating to Others

(Curriculum Guide)
<p><b>TECHNOLOGY</b></p> <p>Technological Practice - Planning for practice</p> <p><u>Level One</u></p> <p><i>Students will:</i></p> <p>Outline a general plan to support the development of an outcome, identifying appropriate steps and resources.</p> <p>Technological Knowledge - Technological modelling</p> <p>Understand that functional models are used to represent reality and test design concepts and that prototypes are used to test technological outcomes.</p> <p>Technological Knowledge - Technological modelling</p> <p><u>Level Two</u></p> <p><i>Students will:</i></p> <p>Understand that functional models are used to explore, test, and evaluate design concepts for potential outcomes and that prototyping is used to test a technological outcome for fitness of purpose.</p>

- 13) Ask who attends the Santa Parade in Auckland, or their local suburb. Discuss what they see and enjoy. Invite the children to design their own float. What theme would it have? What costumes would the people on board wear? Maybe they could make a model of it using papier maché and have a mini class parade.

Relating to others, Using language, symbols and texts, Participation and contributing, Managing self

(Curriculum Guide)
<p><b>THE ARTS</b></p> <p><u>Level One</u></p> <p>Music – Sound Arts</p> <p>Developing Ideas</p> <p><i>Students will:</i></p> <p>Explore ways to represent sound and musical ideas.</p> <p>Visual Arts</p> <p>Developing Ideas</p> <p><i>Students will:</i></p> <p>Investigate visual ideas in response to a variety of motivations, observation, and imagination.</p> <p>Drama</p> <p>Communicating and Interpreting</p> <p><i>Students will:</i></p> <p>Share drama through informal presentation and respond to ways in which drama tells stories and conveys ideas in their own and others’ work.</p> <p><u>Level Two</u></p> <p>Music – Sound Arts</p> <p>Developing Ideas</p> <p><i>Students will:</i></p> <p>Improvise, explore, and express musical ideas, drawing on personal experience, listening, and imagination.</p>

Explore ways to represent sound and musical ideas.

Visual Arts

Developing Ideas

*Students will:*

Investigate and develop visual ideas in response to a variety of motivations, observation, and imagination.

Drama

Communicating and Interpreting

*Students will:*

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

- 14) Read *A Christmas Caravan* by Jennifer Beck (NZ author), illustrated by Robyn Belton. The students can draw their house and decorate it, either how they do it at Christmas, or how they'd like it to look! Or make some decorations as a class activity using recycled materials as in the story.
- 15) Find out if anyone decorates their house for Christmas – or has been able to visit the streets where houses are known for being decorated with pretty lights. For example, Franklin Road in Ponsonby, Golflands near Howick, Karaka.
- 16) Design and make Christmas cards for your family and friends. Use a New Zealand theme.
- 17) What are Christmas Carols? Sing some of the class's favourites. Use musical instruments to accompany. Try to find out the backgrounds of some of the carols – who wrote them, when, why?
- 18) Act out the Nativity Scene.

### Thinking, Managing self, Participation and contributing, Relating to Others

#### (Curriculum Guide)

**HEALTH** - Relationships with Other People

##### Level One

Relationships

*Students will:*

Explore and share ideas about relationships with other people.

Identity, sensitivity, and respect

*Students will:*

Demonstrate respect through sharing and co-operation in groups.

Interpersonal skills

*Students will:*

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

##### Level Two

Relationships

*Students will:*

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

Identity, sensitivity, and respect

*Students will:*

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

- 19) Christmas is supposed to be a celebration of birth/life, and therefore a happy event. Christmas is a symbol of Hope. It is not always so for everyone: global problems such as a country at war, experiencing famine, a natural disaster or at a more immediate level, such as family break ups. Discuss these thoughts, maybe using the De Bono Thinking Hats.  
Ask the children to consider other children in the world who may not have a happy time at Christmas. How can its message of Peace and Goodwill be realised?

This discussion can be rounded off after you have seen the show - by reflecting on the character Alana and her philosophy. What does the character, Kelly, learn? What would happen if every child followed Alana's example and gave away a Christmas present to another child who had none? What about sharing with a child of a completely different culture (or religion) eg. Muslim or Jewish children, or immigrant children

**The following ideas will be particularly useful after you have seen the show. I suggest you, the teacher, reads them through beforehand, so you know what to look out for:**

Using Language, Skills and Texts, Thinking

ENGLISH	Listening, Reading and Viewing	Speaking, Writing and Presenting
Level One	<p><b>Processes and Strategies</b> Students will: Acquire and begin to use sources of information, processes, and strategies to identify, form and express ideas. Recognise that texts are shaped for different purposes and audiences.</p> <p><b>Ideas</b> Recognise and identify ideas within and across texts.</p> <p><b>Language features</b> Recognise and begin to understand how language features are used for effect within and across texts.</p> <p><b>Structure</b> Recognise and begin to understand text structures.</p>	<p><b>Processes and Strategies</b> Students will: Select and use sources of information, processes and strategies with some confidence to identify, form and express ideas.</p> <p><b>Purposes and audiences</b> Show some understanding of how texts are shaped for different purposes and audiences.</p> <p><b>Ideas</b> Show some understanding of ideas within, across, and beyond texts.</p> <p><b>Language features</b> Show some understanding of how language features are used for effect within and across texts.</p> <p><b>Structure</b> Show some understanding of text structures.</p>
Level Two	<p><b>Processes and Strategies</b> Students will: Acquire and begin to use sources of information, processes, and strategies to identify, form and express ideas. Recognise how to shape texts for a purpose and an audience.</p> <p><b>Ideas</b> Form and express ideas on a range of topics.</p> <p><b>Language features</b> Use language features, showing some recognition of their effects.</p> <p><b>Structure</b> Organise texts, using simple structures.</p>	<p><b>Processes and Strategies</b> Students will: Select and use sources of information, processes and strategies with some confidence to identify, form and express ideas.</p> <p><b>Purposes and audiences</b> Show some understanding of how to shape texts for different purposes and audiences.</p> <p><b>Ideas</b> Select, form, and express ideas on a range of topics.</p> <p><b>Language features</b> Use language features appropriately, showing some understanding of their effects.</p> <p><b>Structure</b> Organise texts, using a range of structures.</p>

20) Write a letter to Santa, just as Alana and Kelly did. Include your list! Share it with your friend before posting it, to Santa Claus, c/- the North Pole.



- 21) Imagine if Elfie chose you to visit the North Pole with him on Christmas Eve! Write a story about your visit (it can be different from Kelly's visit). How did you get there? What did you see? What did you do? What was Santa like? Did you sleep there? Who else did you see there?
- 22) Write a text message (or letter or email) to Elfie or Twitty and Twiddly. You could: thank him for your visit to the North Pole, or ask if you can come next year, or suggest a new toy idea for the Elves.
- 23) Elfie has a funny way of talking; using rhyme. Make up a conversation as if you were Elfie, describing what he thought about your school's visit to *The Santa Claus Show*.
- 24) Elfie talks about the 'magic' of Christmas. List some examples that show this magic.
- 25) Imagination is a key ingredient in fiction and drama – why is this? Write a list of ideas that showed the audience needed to use their imagination.
- 26) Write a letter or email to Tim Bray telling him what you enjoyed about the show or make a comment you observed - c/o Tim Bray Productions, PO Box 46-104, Herne Bay, Auckland, 1147 or timbray@tbp.org.nz
- 27) You might like to write a letter of thanks to one or more of the sponsors of the production, *The Santa Claus Show*, telling them what you most enjoyed about the show. The sponsors are listed on the programme. Send it c/o Tim Bray Productions.

Thinking, Participating and Contributing, Relating to Others, Managing Self

<b>THE ARTS</b>	Drama
<b>Level One and Two</b>	<p><b>Understanding the Arts in Context</b> Students will: Demonstrate an awareness /identify and describe how drama serves a variety of purposes in their lives and in their communities</p> <p><b>Developing Practical Knowledge</b> Students will: Explore/and use the elements of role, focus, action, tension, time, and space through dramatic play</p> <p><b>Developing Ideas</b> Students will: Contribute and develop/sustain ideas in drama, using personal experience and imagination</p> <p><b>Communicating and Interpreting</b> Students will: Share drama through informal presentation and respond to ways in which drama tells stories and conveys ideas in their own and others' work</p>
	Visual Arts
<b>Level One and Two</b>	<p><b>Developing Ideas</b> Students will: Investigate visual ideas in response to a variety of motivations, observation and imagination.</p>

- 28) Lighting is used in the play to create different effects eg at the beginning of a scene, or focussing on a particular character, or highlighting an area on stage. Try to think of specific examples in the show where the lighting was used for effect. Describe what you saw.
- 29) Discuss what a 'set' is and how it is designed to create the different scenes in the story, on stage.
- 30) The people on the stage are called actors. They represent different characters, including Santa Claus. You may be lucky enough to meet the actors after the show. Ask them questions about their role; what would you like to know?
- 31) At the beginning of the show, Alana and Kelly act out a play about the birth of Jesus from the Innkeeper's point of view, ie a play within a play. (Discuss how this works as some in the class may have been confused). In small groups, write a short play of your own version of the Nativity story (Jesus being born) from the point of view of Mary, or Joseph or the Donkey or ...?
- 32) Think about flying Kelly to the North Pole, the Toy Shop, the Elves, or Rudolph flying. In a book, these things are left to the reader's imagination; how has the Producer (Tim Bray) transferred his ideas onto the stage? Does he use real toys? How do the characters 'fly'?
- 33) You may have been given a programme. What is it for? What did you learn from it?
- 34) Design your own programme for the show.
- 35) How was sound used in different ways?
- 36) At the end of the show, the actors come out on stage and take a bow. Why do they do this? (to be acknowledged by the audience). How can an audience show if they really like particular aspects of a show?
- 37) After their bow, the actors point to the musician close to the stage and up behind the audience. Why do they do this? (They are wanting the audience to acknowledge, with them, the work of the Sound and Lighting Technicians, the 'behind the scenes' people).
- 38) What is a Box Office? (where bookings are made and tickets bought)

Thinking, Relating to Others, Participating and Contributing, Managing Self

<b>HEALTH</b>	<b>Relationships with Other People</b>
<b>Level One</b>	<p><b>Relationships</b> Students will: Explore and share ideas about relationships with other people.</p> <p><b>Identity, sensitivity, and respect</b> Students will: Demonstrate respect through sharing and co-operation in groups.</p> <p><b>Interpersonal skills</b> Students will: Express their own ideas, needs, wants, and feelings clearly and listen to those of other people.</p> <p><b>Personal growth and development</b> Students will: Describe feelings and ask questions about their health, growth, development, and personal needs and wants.</p>
<b>Level Two</b>	<p><b>Relationships</b> Students will:</p>

	Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups <b>Identity, sensitivity, and respect</b> Students will: Describe how individuals and groups share characteristics and are also unique. <b>Interpersonal skills</b> Students will: Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them. <b>Personal growth and development</b> Students will: Describe their stages of growth and their development needs and demonstrate increasing responsibility for self-care.
--	---

- 39) Who was your favourite character? Why? Pretend you are that character and write a diary of the week before Christmas describing what you do and how you feel.
- 40) Kelly thinks Christmas is about getting as many presents as she can. What a paragraph or poem describing what Christmas means to you.
- 41) Give each class member a white balloon (if finances prohibit this, make some out of cardboard). Ask each child to write a short sentence, or phrase, that describes for them the significance of the white balloon for Alana. Display as a big bunch of balloons in the classroom.
- 42) Santa asks Kelly, "I wonder why you were picked" to visit the North Pole. Discuss in small groups why you think she was chosen.
- 43) Why was Santa sad this year? How did Kelly and Alana help resolve the problem for Santa? Discuss as a class.

**Key Competencies: Thinking, Relating to Others, Participating and Contributing, Managing Self**

<b>MATHEMATICS</b>	<b>Statistics</b>
<b>Level One</b>	<b>Statistical investigation</b> Students will: Conduct investigations using the statistical enquiry cycle: posing and answering questions; gathering, sorting and counting, and displaying category data; discussing the results.
<b>Level Two</b>	<b>Statistical investigation</b> Students will: Conduct investigations using the statistical enquiry cycle: posing and answering questions; gathering, sorting, and displaying category and whole-number data; communicating findings based on the data.

- 44) Ask your class which toy they liked the best in Santa's Workshop and why. Make a graph (pie, line or bar graph) that clearly shows the class range of preferences.

<b>SOCIAL SCIENCES</b>	
<b>Level One</b>	Students will gain knowledge, skills, and experience to: Understand how the past is important to people.
<b>Level Two</b>	Students will gain knowledge, skills, and experience to: Understand how cultural practices reflect and express people's customs, traditions, and values.

45) In the play, *The Santa Claus Show*, Kelly puts out some food and drink for Santa on Christmas Eve, and hangs up her pillowcase, before her dad says goodnight. Read the story, *The Night before Christmas* by Clement Clark Moore (Elfie recites the first few lines when he arrives at Kelly's bedside). Ask if anyone has this story read to them on Christmas Eve at home. Discuss what special things different class members do on Christmas Eve.

The School Season is kindly sponsored by The PumpHouse Theatre



**ROSEMARY TISDALL**

P	09 521 1311	M	021 840 898
E	ROSEMARYTISDALL@ME.COM		
W	WWW.ROSEMARYTISDALL.COM		

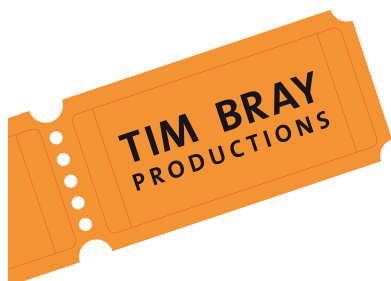
**GETTING KIDS INTO BOOKS**

Getting Kids into Books offers Author and Illustrator visits to schools to encourage literacy and reading across the spectrum of children’s literature.

Rosemary Tisdall is a Children’s Literature Consultant. She has a teaching diploma with a BA in Education, and a broad knowledge of and passion for children’s literature. She works part-time as a Librarian at National Library, Services to Schools, and also runs a business organising author and illustrator visits to schools.

She is a Trustee of the Storylines Children’s Literature Charitable Trust and Painted Stories (Te Tai Tamariki) an organisation which aims to preserve and archive New Zealand children’s book illustrations.

Rosemary is also the Chairperson of The Operating Theatre Trust (trading as Tim Bray Productions) and suggests many of the titles for their productions.



**TIM BRAY PRODUCTIONS**  
Administered by The Operating Theatre Trust  
Studio 14, Lake House Arts Centre  
37 Fred Thomas Drive, Takapuna  
Auckland 0622, New Zealand  
PO Box 46-104, Herne Bay, Auckland 1147  
P 09 486 2261  
E info@tbp.org.nz  
W www.timbrayproductions.org.nz

Auckland’s leading theatre for children

### *The Santa Claus Show ‘17*

and our theatre company are supported by:

