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Teachers' Resource Guide

— THE — **SANTA CLAUS** **SHOW** by TIM BRAY



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



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GETTING KIDS INTO BOOKS



TEACHERS' RESOURCE GUIDE

The Santa Claus Show '22

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 Theatre Company.

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, personal or financial reasons. I'm sure you are mindful already of this so 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 books that are written by a New Zealand or Australian author. Some examples are:

The Fairies' Night Before Christmas by Sarina Dickson
Cat and Dog Eat Christmas by Jonathan Bentley
The Fairies and the Cloakmaker by Chris Gurney
A Pukeko in a Ponga Tree by Kingi M. Ihaka
Christmas in Summer by Suzy Cato and Itty Bitty Beats
Two Cans of Corned Beef and A Manulele in a Mango Tree by Sarona Aiono-Iosefa
The Christmas Looky Book by Donovan Bixley
Strawberries for Christmas by Rebecca Bayer
Nanny Mihi's Christmas by Melanie Drewery
Jungle Bells sung by Anika Moea
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
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 Hessel
A Kiwi Day before Christmas by Yvonne Morrison
A Kiwi Night before Christmas by Yvonne Morrison
A Kiwi Jingle Bells by Yvonne Morrison
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
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 differences, including observations made from studying the pictures.

- 4) Read an abridged version of the Classic, *A Christmas Carol* by Charles Dickens (depending on the age of the class). It's an old story now (published 1843). Discuss the themes of attitude/ kindness/ greed etc and differences of Christmas, then and now.
- 5) 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, and after, Christmas in your own home. If some children have no regular routines, they can use their imaginations.
- 6) 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.

- 7) Depending on where your grandparent(s) live, write/email/phone/FaceTime or visit them and ask them to tell you about how Christmas is different now compared to when they were children.

Thinking, Using language, symbols and texts, Participation and contributing, Relating to Others

(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

- 8) 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.whychristmas.com
Or 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 Māori and Pacific Island celebrations too.

- 9) Survey the class or school to learn which countries are represented within the school community. Ask your classmates to present a three-minute talk about Christmas in their family/culture/country.

- 10) As a class, discuss what are traditional aspects of Christmas. Use the websites suggested in number 8 to help.

Divide a page in half. On the left, write the tradition. On the right, explain its origins.

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 different formats are there? (some children may only have experienced the ones with chocolate inside).