



TIM BRAY THEATRE COMPANY

Administered by The Operating Theatre Trust

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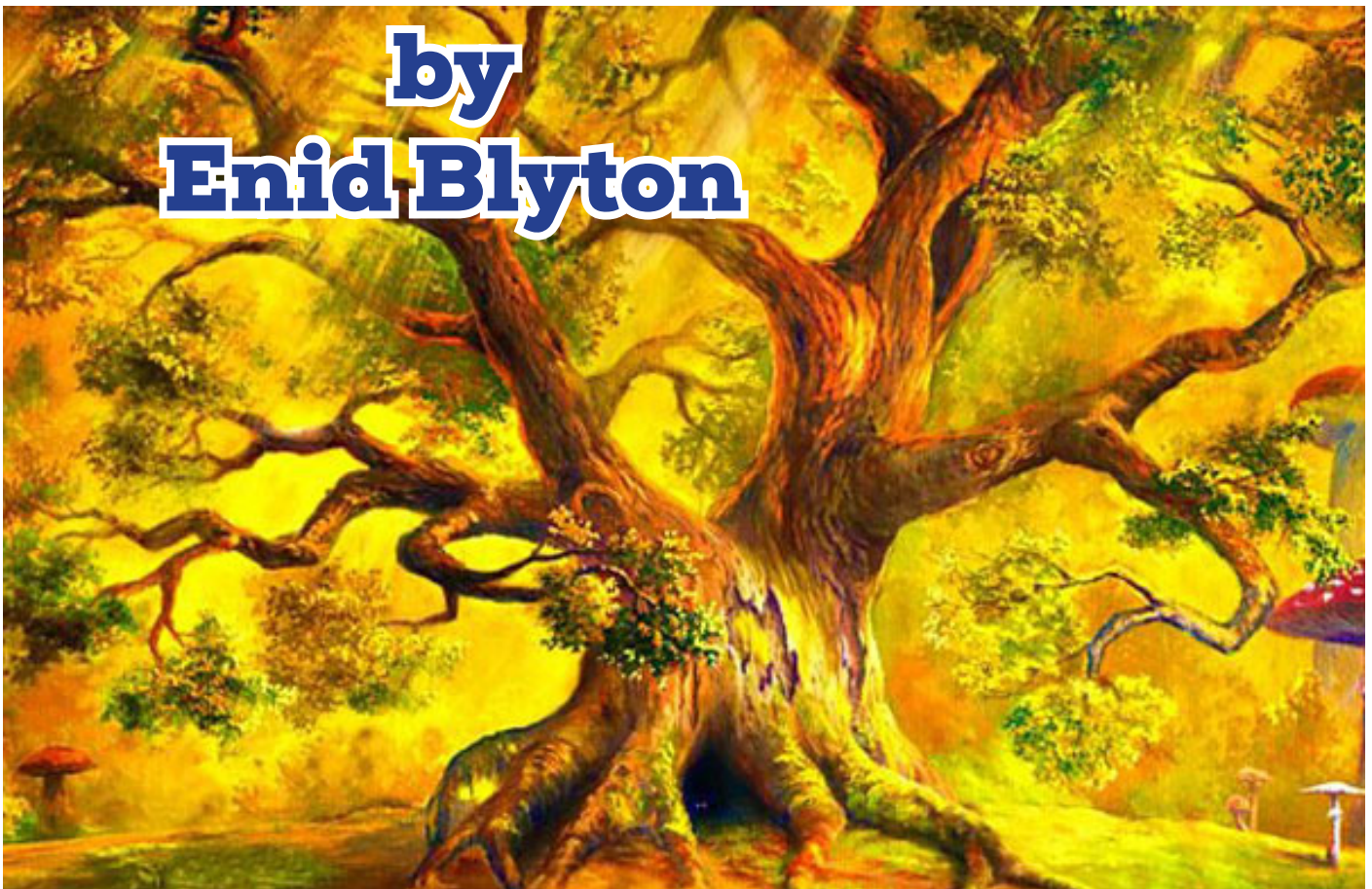
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Teachers' Resource Guide (Part 1)

The Magic Faraway Tree



by
Enid Blyton

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



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GETTING KIDS INTO BOOKS



TEACHERS' RESOURCE GUIDE

The Magic Faraway Tree (Part 1)

By Enid Blyton

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 Magic Faraway Tree* by Tim Bray Theatre Company, June 2020.

The questions and activities are guides only and should be selected or adapted for the age level of your class. Always check website links for yourself first for relevance, suitability and accuracy. Mine are simply suggestions.

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!

ENGLISH

Key Competencies: Using language, symbols and texts, Thinking, Participation and contributing

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

INTRODUCTION:

There are three main stories in this series, and parts of each one will feature in the show by Tim Bray Theatre Company. This Guide will mainly focus on the first book, *The Enchanted Wood*, but some questions will refer to the other two books, *The Magic Faraway Tree* and *The Folk of the Faraway Tree* as the themes are similar across the series. You will not need to have read all three for the Guide to be useful. Another title, *Up the Faraway Tree* was published a few years later, but this is not included here.

However, I strongly encourage you to at least read to the class, *The Enchanted Wood* before coming to the show.

The Guide will have activities based around themes from the books rather than following the story in chronological order, but I will try and refer to the relevant chapter(s) where possible.

ENGLISH

Key Competencies: Using language, symbols and texts, Thinking, Participation and contributing, Managing Self

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

1. Read the book(s) aloud to the class.
2. Enid Blyton wrote over 700 books for children. You might like to read (or encourage the children to read for their own enjoyment) other stories/ books by Enid Blyton, including *The Wishing Chair*, *The Secret Seven*, *The Naughtiest Girl in the School*, *Noddy*, *Hurrah for the Circus*, and a range of books with stand-alone stories, for example, *The Wizard's Umbrella*, *The O'Clock Tales*, *The Magic Snowbird and Other Stories*.
3. Find out what you can about this prolific, famous and sometimes contentious author. Here are some websites that might help:

<https://www.enidblytonociety.co.uk/index.php>

https://kids.kiddle.co/Enid_Blyton

4. Enid Blyton was born in 1897. *The Enchanted Wood* was first published in 1939, 81 years ago! Still popular and still published after all this time, over 600 million copies of her work, and translated into 90 languages. Find out if there are other authors who have been as prolific and as well-liked. Discuss what you think makes her books and stories so popular across the generations.
5. Did your parents/ grandparents read books by Enid Blyton? Find out what their favourites were and why they liked them. Is there a common title(s) among the class's families?
6. Over the years as society changed, subtle changes were made to Enid Blyton's stories. For example, in earlier versions of *The Enchanted Wood* series the children's names were Jo, Bessie and Fanny – later became Joe, Beth and Frannie; and Dame Slap (who uses corporal punishment) was changed to Dame Snap. You may like to explore reasons behind these changes depending on the ages of the students, and explore some of the reasons why Enid Blyton's writing created controversy at times.
7. What is a 'wood'? Do we have woods in New Zealand?
<https://www.woodlandtrust.org.uk/blog/2018/03/difference-between-wood-and-forest/>
<https://teara.govt.nz/en/the-new-zealand-bush/print>
8. What was it that made the children understand it to be an 'enchanted' wood?
9. There is some wonderful onomatopoeia in chapter 10, (*The Enchanted Wood*). Read other stories with this language feature, for example, New Zealand author, Sally Sutton's various picture books, *Roadworks*, *Construction*, *Demolition*. Write some onomatopoeia of your own.
10. Various foods are discussed throughout the stories, most of them imaginatively made up. Write recipes for Well-I-Never Rolls, Toffee (Beth makes), Toffee Shock, Lemonade, Pop Cakes, Google Buns. Make up your own food for afternoon tea with your friends.
11. Saucepan Man often mis-hears things. With a partner, have a 'silly' conversation one of you being Saucepan Man, who mishears what is said.
12. Play Telephone Whispers.