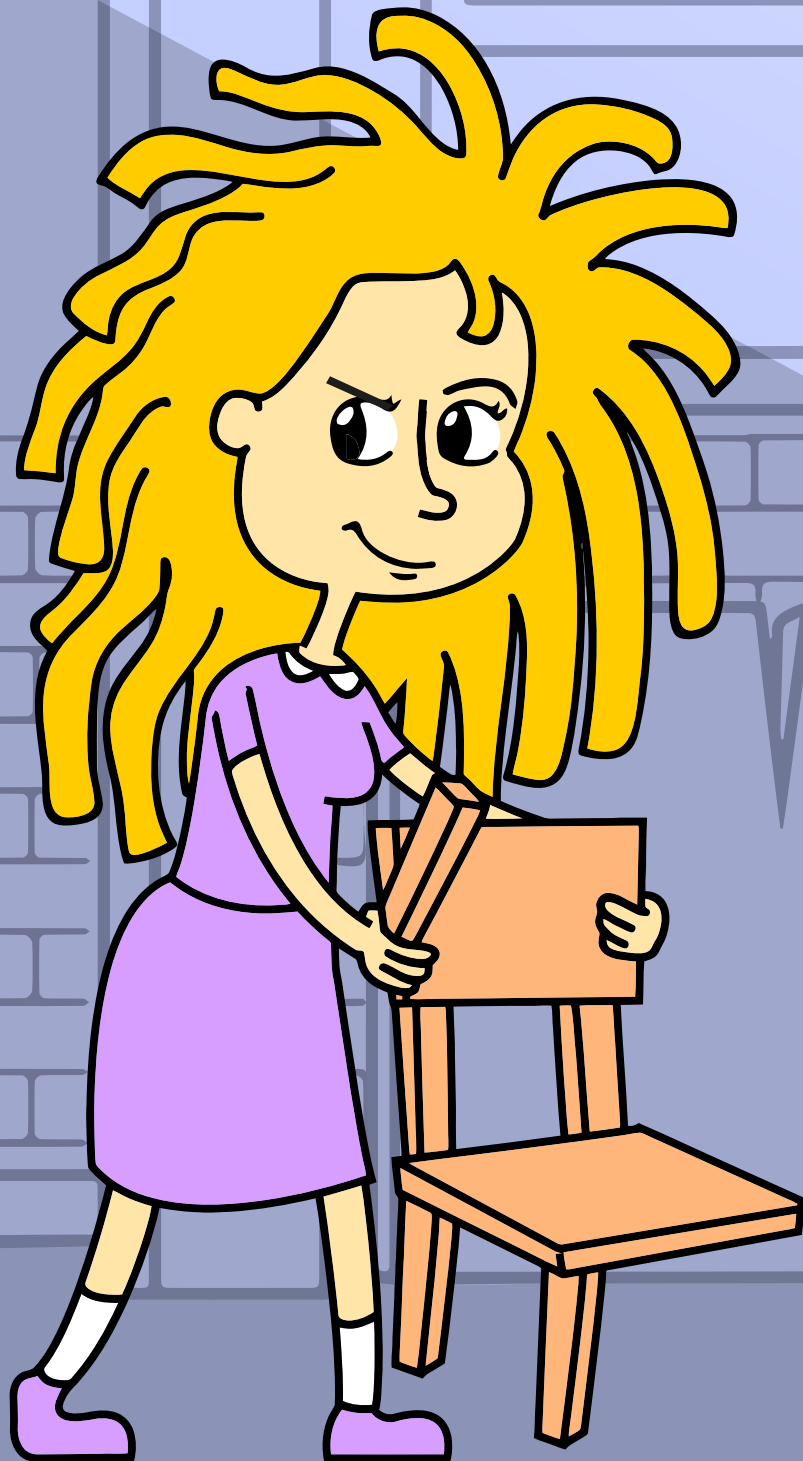


# Teaching Resources

compiled by  
Alyssa O'Connor



Educational  
inspirational,  
extremely entertaining  
theatre





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This resource is designed to be used by you as you plan lessons for your class, leading up to and following the attendance of our performance of **Puss in Boots: Pet Detective** at your school.

These are some ideas of how you can incorporate the themes of this play into various learning areas (English, Drama, Art, PE, Health and Science). Please adopt and adapt the suggestions given how ever you see fit to meet the needs of your students.

Don't hesitate to contact us if you would like to know anything more about the play – we are here to help you get as much out of the play as you can!

The NZ Playhouse team

**0800 894 500**

**[resources@newzealandplayhouse.co.nz](mailto:resources@newzealandplayhouse.co.nz)**

Did you know...

You can download and print more copies of this resource and posters for the show at [www.nzplayhouse.co.nz/resources](http://www.nzplayhouse.co.nz/resources)

## Year 1-4

The following Achievement Objectives have been taken from Levels 1 & 2 of the NZ Curriculum.

### Literacy

Achievement Objective: Form and express ideas on a range of topics.

Key Competency: Using language, symbols, and texts

### Learning Activity: Writing

Students use the following template to write about their favourite part(s) of the show.

My favourite part of the show was...

I liked this part because...

It looked like this...

## Literacy

**Achievement Objective:** Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.

**Key Competency:** Using language, symbols and texts

## Learning Activity: Writing character descriptions

- Students choose a character from the play (Goldilocks, Puss in Boots, Justin Baby-Bearber, Hansel, Gretel, Princess Petunia, The King, Papa Bear).
- Model an example of a character description together using the following template to generate ideas. Then, write a short one paragraph description (you might want to brainstorm some adjectives together that could be used to describe the various characters).
- Students can then complete their own templates and short descriptions of their chosen characters.
- You could use this to lead into students creating their own characters!

See the following link for sample character descriptions:

[http://www.readwritethink.org/files/resources/lesson\\_images/lesson1125/sample.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson1125/sample.pdf)

**Character Name:**

**Appearance** – What do they look like?

**Characteristics** – What kind of person are they?

**Actions** – What are some of the things they do in the play?

## Art

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

**Key Competency:** Managing self

### Learning Activity: Design an album cover

Students design an album cover for Justin Bieber's latest album (which includes new hit single "Porridge").

- Provide some examples of album covers and discuss the following:
  - Layout
  - Colours
  - Space
  - Album Title
  - Fonts
- Optional: Design the back cover as well, including coming up with some additional song titles.





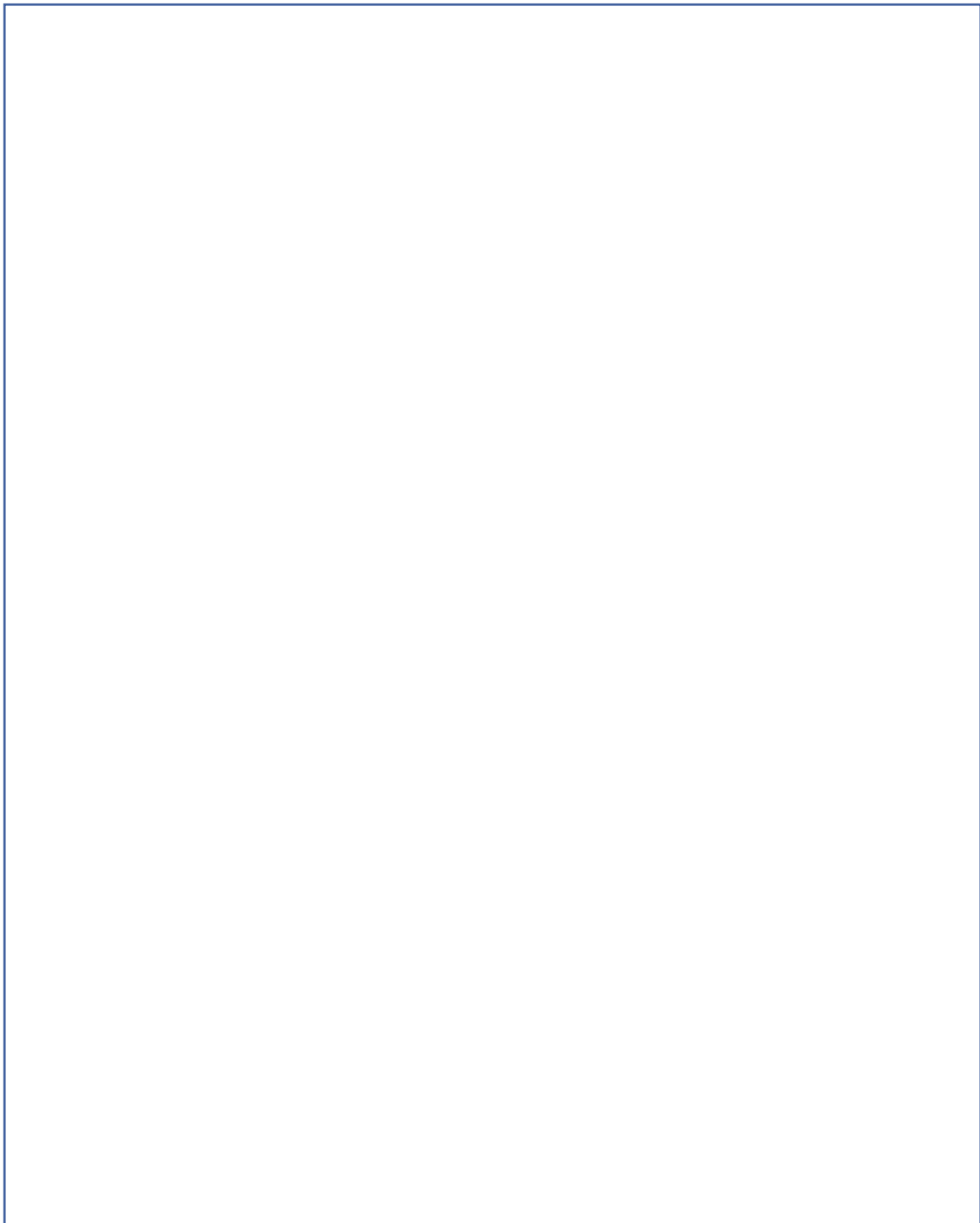
## Art

**Achievement Objective:** Investigate visual ideas in response to a variety of motivations, observation, and imagination.

**Key Competency:** Thinking

### Learning Activity: Design a new pair of boots for Puss.

**Explain:** As a reward for saving Justin Baby-Bearber, the King has ordered Puss a new pair of boots and you get to design them! Make sure you think about the colours, materials and other details that will best suit a feline detective!



## Health

**Achievement Objective:** Identify personal qualities that contribute to a sense of self-worth.

**Key Competency:** Managing self

### Learning Activity: Personal Identity

The characters in "Puss in Boots: Pet Detective" all had different strengths and personal qualities that helped them achieve their goals. Everyone should know and recognise their own strengths!

1. Have students come up with some for each character in the play and record on the board.

Some examples:

Goldilocks	Perseverant, strong, brave
Puss	Clever, observant, logical
Justin Baby-Bearer	Ambitious, talented, remorseful

2. Give students a piece of coloured paper each and have them trace around their hand on the paper, then write their name in the middle. Ask them to come up with some of their own strengths and personal qualities and write them inside the hand outline.\* If anyone is struggling, tell them they could ask a buddy to help them come up with something. (The teacher should also model an example first, and roam around the room during the activity to help prompt students.)

3. Go around the class and have each student share one of their strengths/ personal qualities. You might like to stick all the hands on the classroom wall so that everyone can be reminded of their awesomeness.

*\*If they need it, give the students a list of words they can choose from.*

## Drama

**Achievement Objective:** Initiate and develop ideas with others to create drama.

**Key Competency:** Participating and contributing

### Learning Activity: Freeze frames

This is a great short activity or warm up idea, using freeze frames to establish a scene from the play!

- Have students stand in a circle, outside or in an open classroom space.
- Choose a student to start – they will stand in the centre of the circle and use their body to create a character or object from the play and then freeze in position. They must tell the others what they are. For example, they could be Puss in Boots or they could be the cage he's trapped in!
- One by one the other students join in and build up the scene until everyone is included. Encourage them to be creative – someone could even be the bread crumbs or a tree!

Repeat with other scenes from the play. You might like to have a go at creating scenes from other fairy tales as well e.g. the ball scene from Cinderella.

## More Activities – Be a Detective!

### Fingerprint Art

Discuss briefly how everyone's fingerprints have a unique pattern and can be used by real detectives to help solve real mysteries and crimes. Let's see what ours look like!

• Materials:

- Ink
- Paper
- Coloured pencils (or other drawing utensils)

• Instructions:

1. Press one of your fingers onto an ink pad.
2. Gently and slowly roll your finger onto a blank piece of paper.
3. Try different fingers.
4. Look at your prints. What is similar about them? What is different? (optional: use a magnifying glass to have a closer look).
5. Turn your fingerprints into art! You could create a fingerprint art display for the classroom wall (or send some to us, we'd love to see!)



### Spot the Difference

Puss in Boots uses his powers of observation to help solve the mystery of Justin Baby-Bearber's kidnapping! Use this activity to practice students' observational skills.

1. Arrange students into two lines facing each other and instruct each to carefully examine the person directly opposite them. Explain that in one minute their partner will change something about themselves and they will have to try and spot the difference.
2. Allow about a minute for observation and then ask students to turn in the opposite direction while their partners make a small but visible change to their appearance eg. untie a shoelace, tuck in shirt, roll up a sleeve, remove glasses, tuck hair behind ears.
3. Instruct students to face inwards again and silently observe their partner to spot the difference. Allow a short time before students have to state the change they identified.

### Guess who?

Students become detectives and must uncover the identity of fellow classmates.

- Give each student a piece of card and ask them to record four things ("clues") about themselves. At the bottom of their cards, they should sign secret code names.
- Gather up the cards and then hand them out randomly. Challenge everyone to find the student who matches the clues on his or her card. Students move from classmate to classmate asking questions based on the clues to learn the identity of the person on their card.

Activities adapted from:

[www.whodunnitunit.weebly.com/](http://www.whodunnitunit.weebly.com/) and [www.realclassroomideas.com](http://www.realclassroomideas.com)

## Year 5-8

The following Achievement Objectives have been taken from Level 3 of the NZ Curriculum. They are intended as a guide and these activities could easily be adapted to suit corresponding Level 2 or 4 AO's. Many of them could be adapted for younger students as well.

### Literacy

**Achievement Objective:**  
Select, form, and communicate ideas on a range of topics.  
**Key Competency:** Thinking

## Learning Activity: Write a review

Provide students with a range of movie reviews to read. Included is an example review of the movie "The Jungle Book" (2016).

1. As a class discuss aspects of the sample review(s) – key elements, structure etc.
2. Go through the following template together – discuss each of these terms and share examples from "Puss in Boots: Pet Detective."
  - Plot / script
  - Acting
  - Music
  - Sound effects
  - Set
  - Costumes
3. Have students fill in the review planning template which they will use to help write their own reviews of the play.
4. Go over the general structure of a review together before writing (refer back to the examples to demonstrate).
  - Title of the review
  - Introduction (including the title of what is being reviewed)
  - Plot summary
  - Analysis (your thoughts – what you did / didn't like)
  - Conclusion / evaluation
5. Get writing – draft, publish, share! (You may like to model an example first and / or use a template to help students structure their reviews.)
6. A more comprehensive lesson plan for review writing and more templates are available here:  
<http://www.smalltowncritic.com/downloads/>

You could post your reviews to:

**New Zealand Playhouse**  
**PO Box 19907**  
**Christchurch 8241**  
**New Zealand**

We would love to hear their thoughts!

Use this template to help you plan your review

<b>Acting</b>	<b>Set</b>
<b>Music</b>	<b>Costumes</b>
<b>Plot / Script</b>	<b>Sound Effects</b>



### Review Example

The Jungle Book  
By Tre'ana Hickson, KIDS FIRST! Film Critic, age 12

After analyzing this film, I really appreciated it because it is family oriented and explores the relationship of a young man. This film made me wonder if something happened to my parents who would take care of me. I love the fact that the animated jungle animals look so real and talk like human beings. This film blends adventure, drama, fantasy and family in an entertaining story. I enjoyed this film because of the way it takes a classic story and turns it into something amazing. Director Jon Favreau's fantastic adaptation of the story and his devotion to the animals cherish exceeded my expectations. The special effects and 3D portrayal of all the animals are breathtakingly awesome.

The story follows the man-cub Mowgli (Neel Sethi) who departs the jungle after a threat from the tiger, Shere Khan (Idris Elba). The panther Bagheera (Ben Kingsley) serves as his protector and keeps him out of harms way until Baloo the Bear (Bill Murray) comes on board and joins the team. Mowgli embarks on a journey of self-discovery and meets creatures along the way who don't have his best interests at heart. The film shows his innocence and you have to respect and honor him.

I loved the scene when Baloo the Bear and Mowgli go to the lake with Mowgli sitting on Baloo's stomach as they float down the river. I really adored this moment because it is hilarious and it reminded me of a special time I spent with my friends in the pool. A bond is formed that you knew could not be broken.

The message of this film is do not ever hold a grudge against someone because of something that happened in the past. Try to make amends because life is too short and precious. Live each moment to the fullest. That is what Mowgli realizes and does. You should always give someone a chance to fit in.

I recommend this film for ages 7 to 18 because they will definitely be entertained. I give it 5 out of 5 Stars because it is child friendly, hilarious, exciting and enjoyable it even though some terrifying moments exist.

Review from [www.kidsfirst.org](http://www.kidsfirst.org)

## Literacy

**Achievement Objective:** Organise texts, using a range of appropriate structures.

**Key Competency:** Using language, symbols and texts

### Learning Activity: Narrative Writing

In "Puss in Boots: Pet Detective," Puss and Goldilocks must solve the mystery of who kidnapped Justin Baby-Bearber. Explore the mystery genre and have students write their own mystery narratives using pictures from "The Mysteries of Harris Burdick" by Chris Van Allsburg or other pictures of your choice for inspiration.

1. Read a selection of short mystery stories / picture books with the students.

See <http://www.nancykeane.com/rl/595.htm> for ideas or have a look online for examples of mysteries written by students inspired by the Harris Burdick pictures!

2. Review the common elements / characteristics of a mystery narrative. Brainstorm examples from the stories you have just read as well as "Puss in Boots: Pet Detective" and other books or movies students have read or seen.

#### Some Ideas

- Focus is on a crime or a puzzle that needs solving
- Often the protagonist is a detective
- Other characters are suspects
- Use suspense to draw readers in
- Clues and motives are examined

You may find this handout useful:

[www.readwritethink.org/files/resources/lesson\\_images/lesson865/elements.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson865/elements.pdf)

3. Discuss the structure of a narrative. Use "Puss in Boots: Pet Detective" as an example and discuss the following:

- characters
- setting
- plot
- problem
- solution

4. Students choose one of the Harris Burdick pictures (or other image) to use as inspiration for writing their own mystery narrative.

5. Use hamburger templates to plan stories – model one together first, then students can complete their own.

6. Students use their plans to help them write their mystery stories.

*You could create your own class book of Mysteries!*

For more ideas / resources, see:

[www.readwritethink.org/classroom-resources/lesson-plans/what-mystery-exploring-identifying-865.html](http://www.readwritethink.org/classroom-resources/lesson-plans/what-mystery-exploring-identifying-865.html)

and

[www.scholastic.com/teachers/lesson-plan/making-mystery](http://www.scholastic.com/teachers/lesson-plan/making-mystery)

## Literacy

**Achievement Objective:** Organise texts, using a range of appropriate structures.

**Key Competency:** Using language, symbols and texts

## Learning Activity: Write a newspaper article

Have students write their own newspaper article about the events of the play (the kidnapping of Justin Baby-Bearber, his rescue by Goldilocks and Puss in Boots).

### Activity One

1. Divide students into groups of four and give each group an article. (Provide age appropriate articles from a recent newspaper.)
2. Each group will find and record the who, what, where, when, why and how of their news story.
3. Discuss the specific features of a newspaper article with the class. See what the students can come up with by reading through their articles.
4. Give each group a copy of the "key features of a newspaper" handout and get them to identify each feature in their article.

### Activity Two

1. Give each student a planning sheet to plan their own article based on the events of the play.
2. Students each write their own articles being sure to include all the key features discussed previously.
3. Proof read / edit articles.
4. Publish articles!

You could also go more in depth and make a whole unit out of this!

See: [www.nzcurriculum.tki.org.nz/Curriculum-resources/Education-for-Enterprise/Resources/Extra-extra-read-all-about-it](http://www.nzcurriculum.tki.org.nz/Curriculum-resources/Education-for-Enterprise/Resources/Extra-extra-read-all-about-it)

#### Key Features of a Newspaper Article

**Headline** – usually only four or five words. It tries to attract the interest of the reader by telling them what the story is about, in a short and interesting way.

**By-line** – who wrote the article.

**Introduction / lead** – It will set the scene and summarise the main points of the article: who, what, when, where.

**Body** – provides more detail about the event, in particular it answers the questions how and why.

**Quotes** – sometimes articles will include what a person (like an eye-witness or an expert) has said. These will be in speech marks.

**Facts** – articles are made up of true statements about what happened, rather than opinions.

**Photograph and caption** – often articles have a photograph, and a sentence explaining the photograph.

**Planning Sheet**

<b>What</b> happened?
<b>Who</b> was involved?
<b>Where</b> did it happen?
<b>When</b> did it happen?
<b>Why</b> did it happen?
<b>How</b> did it happen?

## More Literacy Ideas

- Write instructions on how to make porridge
- Write a letter from one character in the play to another – e.g. an apology from Princess Petunia to Justin Baby-Bearber or from Goldilocks to Puss in Boots saying thank you.
- Write a recount of the story
- Write an alternative ending for the story
- Read the original Puss in Boots fairy tale by Charles Perrault
- Create a film poster for a movie adaptation of “Puss in Boots: Pet Detective.”



## Drama

**Achievement Objective:** Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies combine to create meaning in their own and others' work.

**Key Competency:** Relating to others

### Learning Activity: Hot Seating

Hot seating is a great drama technique used to explore characterisation and see things from other people's points of view.

Students will take turns at role-playing some of the characters from "Puss in Boots: Pet Detective." Explain that when they are in the hot-seat it means they are no longer acting as themselves, but the chosen character from the story, and they must answer questions how they would answer them.

- One student sits in a chair and answers questions from the audience in character. Depending on age / confidence, they could be encouraged to take on a voice and physicality for the character (the teacher might like to have a go first to demonstrate).
- The student in character is responsible for choosing who asks the next question. Allowing students in the audience to develop their question-asking skills is equally important as giving students a turn in role. Audience members should put their hands up to ask.
- Some questions could be asked by the teacher first, to model the process (see below for some examples).
- Depending on numbers and students' confidence, this could be done as a class or in smaller groups.



Did I mention  
how much I like  
porridge?

#### Question examples

What are your likes / dislikes?

What have you learned from your experiences?

What motivates or inspires you?

How would your best friend describe you?

## Drama

**Achievement Objective:** Develop and sustain ideas in drama, based on personal experience and imagination.

**Key Competency:** Relating to others

### Learning Activity: News presentation (role play)

1. Briefly discuss and record the purpose, structure, style etc of a news presentation. View some short news clips on YouTube to generate ideas.
2. Split the class into groups of six. Each group should assign one person to act as a news presenter and the rest will play the various characters in the play. Explain that they will each write, direct, and present their own 2 minute news presentation about the events in Puss in Boots: Pet Detective.
3. Each group will create a story board and write a short script in which the news presenter explains the events of the play, and interviews the characters about their experiences. They should come up with a few questions to ask each of the characters involved.
4. Before rehearsals begin, have students workshop their characters. Have all the news presenters from each group meet (and all the Baby Bears etc) and brainstorm their particular character. E.g. how would they stand, move, speak? They can use their own knowledge as well as referring back to the characterisation in the play. See here for some great character development games:  
[www.dramatoolkit.co.uk/drama-games/category/character](http://www.dramatoolkit.co.uk/drama-games/category/character)
5. Students will then rehearse and present their news stories. If you have the time and resources, you could have each group dress up in character when they present to the rest of the class. Each presentation could be filmed as well like a real news presentation! from other fairy tales as well e.g. The ball scene from Cinderella.

*Other curriculum links: Literacy (writing and oral language), Social Sciences (identity, culture and organisation).*



Breaking news! Baby bear has been found and his kidnappers apprehended thanks to Puss in Boots and Goldilocks!

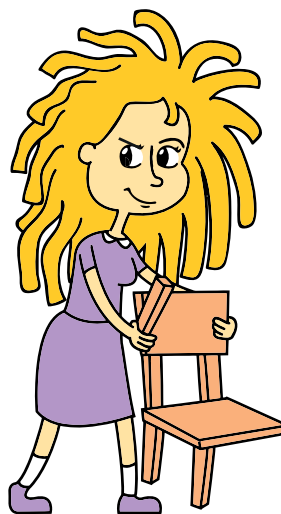
## Physical Education

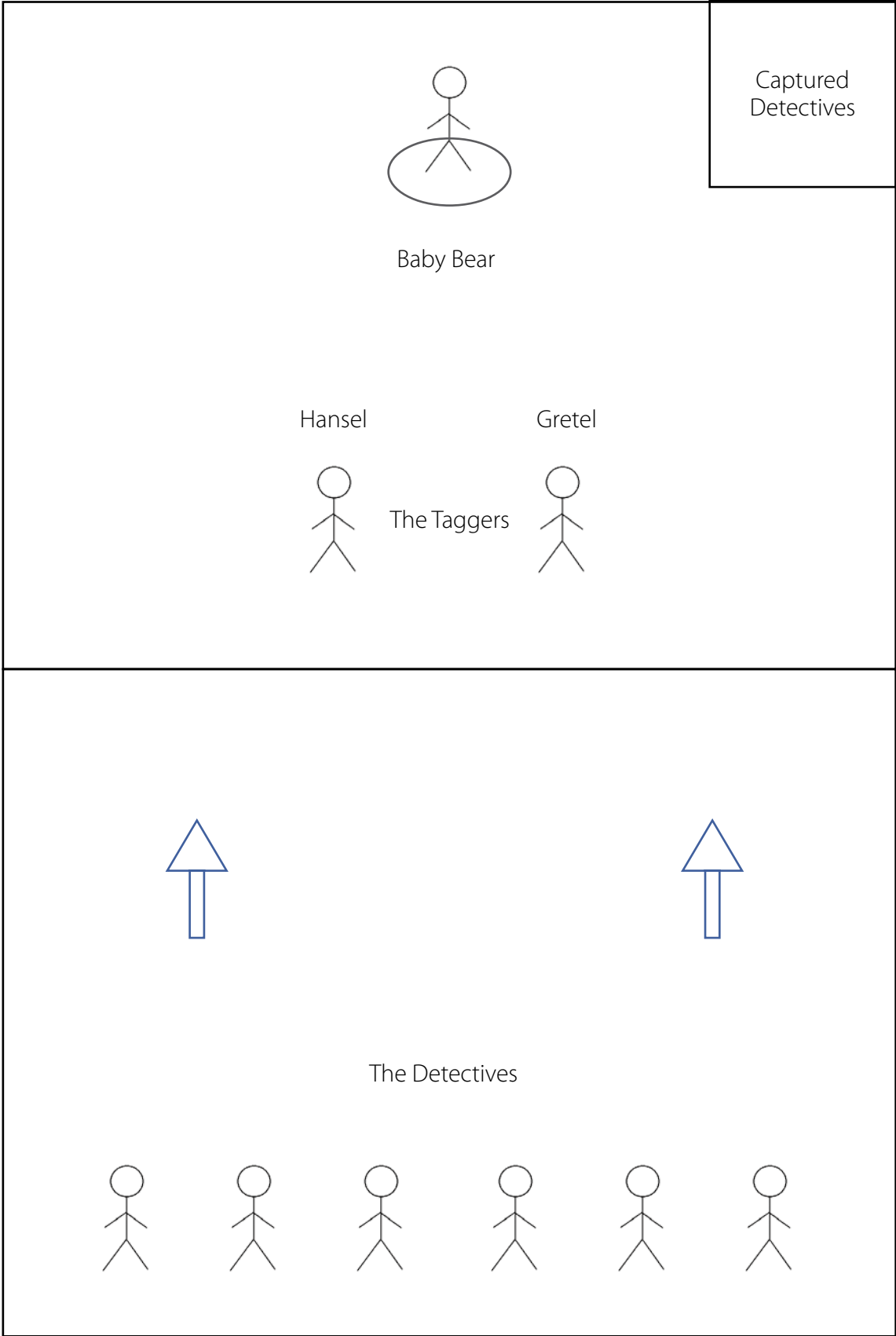
Achievement Objective:

Key Competency: Relating to others

### Learning Activity: Rescue Tag

- Choose one student to be Justin Baby-Bearber (the hostage) and two students to be Hansel and Gretel (the kidnapers / taggers). The rest of the students are the detectives and it's their job to rescue Baby Bear from the kidnapers.
- Have the detectives line up on one side of the court, while Baby Bear stands inside a hoop at the other end. The two taggers stand in the middle of the court. (See diagram on following page.)
- When the teacher shouts "Porridge!" the detectives can run (although they don't have to straight away) to the other end of the court where Baby Bear is held captive. If they are caught (tagged) by Hansel and Gretel on the way, they are now captive (out) and must go to the "cage" at the back corner of the court.
- The aim of the game is to rescue Baby Bear so the detective(s) that make it to the end must then take Baby Bear's hand (one student only) and bring him back to their own end of the court where they are safe. If the potential rescuer is tagged on the way back (the one holding Baby Bear's hand), they are out and Baby Bear must return to the hoop and wait for another detective to rescue him.
- If all the detectives are caught, Hansel and Gretel win. If one of the detectives manages to rescue Baby Bear and escort him to safety then the detectives win.
- Encourage students to strategise and work together – e.g. could some of the detectives lure the taggers away while someone heads for Baby Bear? How can one person make it back with Baby Bear without getting caught? The taggers will also need to work together to stop the detectives from succeeding.
- Play as many times as you like, allowing students the chance to change roles. Depending on the size of the class, you may want to split them in half and run two games at the same time.
- Have students come up with their own additions to the game – is it too easy / too hard for either the taggers or the detectives? What could we change to make it more fair? E.g. Make it harder for the detectives by setting up a path of breadcrumbs (cones) that they must follow to get to Baby Bear. How could we make the game more inclusive for students that get out? Could they also be rescued or become taggers but they have to stay stationary? Could other roles be added?





## Science

**Achievement Objective:** Ask questions, find evidence, explore simple models, and carry out appropriate investigations to develop simple explanations (NOS).

**Key Competency:** Thinking

### Learning Activity: Exploring Fingerprints

There are many methods used by detectives to help solve crimes. While Puss in Boots used intellectual methods such as observation and logic, there are also forensic methods such as the use of fingerprints. Fingerprints are one of the best and easiest ways to identify a person because fingers have slightly raised lines that form patterns, and every finger has its own unique pattern. Natural oils from the skin are left behind when a person touches something, leaving a fingerprint pattern. Forensic (detective) scientists study fingerprint patterns to match them to a particular person. If Puss in Boots hadn't figured out who the culprits were, his next step could have been to test the ransom note for fingerprints!

#### Materials:

- Ink pad or marker (water soluble)
- Fingerprint record sheets (see following page)
- Cocoa powder or baking powder
- Clear tape
- Blank paper (white if you use cocoa powder, black or coloured if you use baking powder).
- Magnifying glass (optional)

#### Activity One

1. Press one of your fingers onto an ink pad or gently colour it with marker.
2. Gently and slowly roll your finger onto your fingerprint record sheet.
3. Make a print of each finger.
4. Observe your prints. What is similar about your prints? What is different? (optional: use a magnifying glass to make the comparisons).
5. Compare your prints to these patterns. Do you have a loop, whorl, or arch at the center of your prints? Are they all the same?



Loops



Whorls



Arches

#### Activity Two

1. Press your fingers onto a smooth, clean surface (glass or plastic will work best).
2. Slowly dust a thin layer of cocoa or baking powder over the surface containing your prints.
3. Gently brush or blow away the excess powder until you see only a faint powder pattern where the prints were.
4. Carefully place a piece of tape straight down over the prints and press it down.
5. Lift the tape off and stick it to a piece of paper. Check it out with a magnifying glass. Do they match up with the fingerprints on your record sheet?

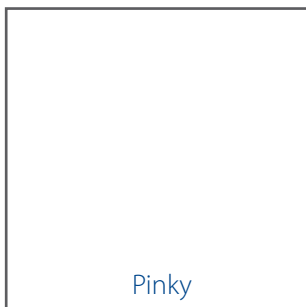
Alternatively, you could create a fingerprint by rubbing the tip of a pencil over a small area on a page and placing a fingertip on it. Then press the fingertip on the sticky side of the tape, release, and stick it to a piece of paper.

Extra for experts: See if you can find any existing fingerprints located around the classroom.

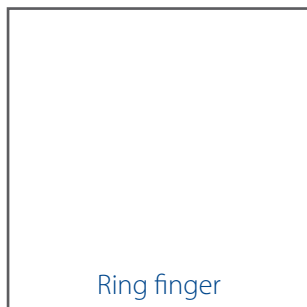
Above activities adapted from <http://www.kidsciencechallenge.com/>

# \_\_\_\_\_ 's Finger Print Record

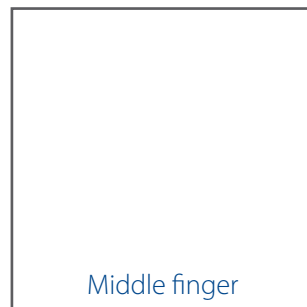
## Left Hand



Pinky



Ring finger



Middle finger



Index finger

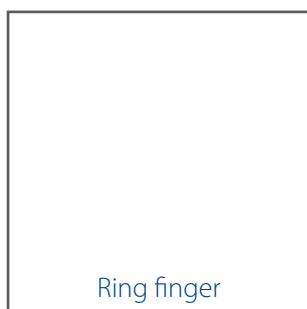


Thumb

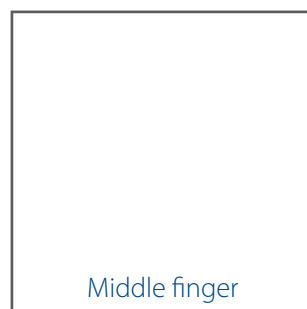
## Right Hand



Pinky



Ring finger



Middle finger



Index finger



Thumb

# PUSS IN BOOTS

## PET DETECTIVE

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