

Teaching Resources

compiled by Theresa Koorey
& Alyssa O'Connor



Educational
inspirational,
extremely entertaining
theatre

The land far far away





Contents

Year 0-4

The following Achievement Objectives have been taken from Level 1-2 of the NZ Curriculum.

Literacy 6

Year 0-1 Achievement Objective: Level

1 Listening, reading, and viewing
Processes and strategies

Acquire and begin to use sources of
information, processes, and strategies
to identify, form, and express ideas.

Year 2-4 Achievement Objective: Level

1 Speaking, writing, and presenting
Ideas

Form and express ideas on a range of
topics.

Key Competency: Thinking

Learning Activity: #Hashtags

Literacy 8

Achievement Objective: Level 1 Ideas

Form and express ideas on a range of
topics.

Key Competency: Using language,
symbols, and texts

Learning Activity: Writing

Literacy 9

Achievement Objective: Level 2

Speaking, writing, and presenting
Language features

Show some understanding of how
language features are used for effect
within and across texts.

Key Competency: Using language,
symbols, and texts

Learning Activity: Adjectives

Literacy 10

Achievement Objective: Level 1

Speaking, writing, and presenting
Purposes and audiences

Recognise how to shape texts for a
purpose and an audience.

Key Competency: Using language,
symbols, and texts

Learning Activity: Writing a letter

Drama/Circle Time 11

Bullying

More Drama Activities 14

Maths 15

Achievement Objective: Level 1-2

Number and algebra

Number knowledge

Key Competency: Thinking

**Learning Activity: Hold a Class
Auction**

Art 16

Achievement Objective: Level 1

Developing ideas

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

Key Competency: Managing self

**Learning Activity: Drawing Self
Portraits ("selfies")
Shadow heads**

Year 5-8

The following Achievement Objectives have been taken from Level 3 of the NZ Curriculum. They are intended as a guide only 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 17

Achievement Objective:

Speaking, writing, and presenting
Processes and strategies

Integrate sources of information,
processes, and strategies with
developing confidence to identify,
form, and express ideas.

Key Competency: Using language,
symbols and texts

**Learning Activity: Writing Character
Descriptions**

Literacy 19

Achievement Objective: Speaking,
writing, and presenting

Ideas

Select, form, and communicate ideas
on a range of topics.

Key Competency: Thinking

Learning Activity: Writing a Review

Literacy22

Achievement Objective: Speaking, writing, and presenting

Structure

Organise texts using a range of appropriate structures

Key Competency: Using language, symbols and texts

Learning Activity: Narrative Writing

Drama23

Achievement Objective:

Communicating and interpreting

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

Take on the role of characters from the

play23

Drama24

Achievement Objective: Developing ideas

Initiate and develop ideas with others to create drama.

Key Competency: Participating and contributing

Learning Activity: Freeze Frames

Art/Health24

Achievement Objective:

Visual Arts: Communicating and interpreting

Describe the ideas their own

and others' objects and images communicate.

Health: A4 Personality Identity

Describe how their own feelings, beliefs, and actions, and those of

other people, contribute to their personal sense of selfworth.

Key Competency: Managing self

Learning Activity: Painting Self Portraits

Health25

Achievement Objective: A3 Safety management

Identify risks and their causes and describe safe practices to manage these.

Key Competency: Managing self

Learning Activity: Cyber Safety / Cyber Bullying

Other ideas to use in the classroom27

To the teacher

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 **#TheFairestOfThemAll** at your school.

These are some ideas of how you can incorporate the themes of this play into various learning areas (Health, English and The Arts). 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

Did you know...

You can download and print more copies of this resource and posters for the show at www.nzplayhouse.co.nz/resources

Year 0-4 Literacy

Year 0-1 Achievement Objective: Level 1 Listening, reading, and viewing

Processes and strategies

Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas.

Year 2-4 Achievement Objective: Level 1 Speaking, writing, and presenting

Ideas

Form and express ideas on a range of topics.





Key Competency: Thinking

Learning Activity: #Hashtags

In the play **#TheFairestOfThemAll**, the Prince uses hashtags to talk about every aspect of his day.

Year 0-1

Match the hashtag sight word to the picture that describes it. The first one is done for you.

			
#little	#happy	#sad	#big

Draw a picture about each hashtagged part of the day (note you may need to read them out to the children)

#inthemorning	#atschool	#afterschool	#atnighttime

Year 2-4

In the play, the Prince uses hashtags to describe his day. Have students draw their own pictures (or use pictures from magazines) to tell a story. This could be a fairy tale or something from their own daily lives. Then, create hashtags to annotate the story.

Literacy

Achievement Objective: Level 1 Ideas
Form and express ideas on a range of topics.

Key Competency: Using language, symbols, and texts

Learning Activity: Writing

Use the following template.

My favourite part of the show was...
I liked this part because...
It looked like this...

Literacy

Achievement Objective: Level 2 Speaking, writing, and presenting

Language features

Show some understanding of how language features are used for effect within and across texts.

Key Competency: Using language, symbols, and texts

Learning Activity: Adjectives

There are 7 dwarves in the original Snow White story. Look at the originals – Happy, Sleepy, Dopey, Grumpy, Sneezy, Bashful and Doc – notice that they all are adjectives (describing words) except Doc.



Dopey • Sneezy • Bashful • Sleepy • Happy • Grumpy • Doc

What do each of these words mean?

Think of some other words that describe things and create a new dwarf to keep Snow White company.

My new dwarf's name is _____

Literacy

Achievement Objective: Level 1 Speaking, writing, and presenting
Purposes and audiences
Recognise how to shape texts for a purpose and an audience.
Key Competency: Using language, symbols, and texts

Learning Activity: Writing a letter

At the end of the play, Snow White has forgiven the internet troll as he had seen that he was wrong. Write a letter from the troll to Snow White saying sorry.



Dear Snow White

From your very sorry friend, The Internet Troll
also known as _____



Drama/Circle Time

Bullying

Discuss:

In the play, the Internet Troll pretends to be Snow White on the computer and then says mean things to all her friends

Hot Spot Activity

Teacher pretends to be both Internet Troll and Snow White to see how both sides felt. Could also pretend to be other characters such as Mirror, Dwarf etc. If children are confident enough they could be the character.

Circle Time Activity

How would you feel/How have you felt if someone has said mean things to you or told someone something mean and it wasn't true? (Remember circle time is not about naming people but about identifying feelings – this is important to keep it safe for everyone. Ensure you have created a safe space of sharing first.)

Check out these great resources that deal with the topic of bullying for this age group.

<http://www.takeastandtogether.gov.au/under8/>







More Drama Activities

In the play one of the central characters is the mirror. This is a fun and quick drama game that references that character. Great for all age groups.

Mirror Mirror

Pair students up and tell them to pick an A and B.

Tell A's that they are looking in the mirror. (Optional: Tell them it is morning and they are getting ready for the day.)

Tell them to move slowly. B's are the mirror and must follow A so closely that an observer would not be able to tell who is leading and who is following. Encourage them to mirror not only body movement but also facial expression.

Have them switch after a minute or so. Give them different actions or let their creativity flow!

Other Fairytales

This play references many fairytales/stories – Have a look at the characters below and see if your students know which fairytale they come from. Read the originals and talk about the changes to the characters/story.

Baby Bear – Goldilocks and the Three Bears

Aladdin – Aladdin

Puss – Puss in Boots

Internet Troll – 3 Billy Goats Gruff

Snow White, Dwarves, Mirror, Prince – Snow White and the Seven Dwarves

Maths

Achievement Objective: Level 1-2 Number and algebra

Number knowledge

Key Competency: Thinking

Learning Activity: Hold a Class Auction

The play starts with an auction in which the auctioneer sells key, objects from other fairytales like Aladdin's lamp.

- After explaining briefly how an auction works, hold your own class auction! Using play money, the students can bid on items in the classroom. Label each item with prices before you start.
- Each student starts with the same amount of money and they can only bid until they run out. Encourage them to think about what to bid on and how much things cost vs how much they have.
- Each bid on an item must be more than the previous bid.
- Either the teacher could be the auctioneer or a confident student. Be creative – the bidders need to be convinced of an item's worth.
- Have cheaper / smaller prices if you have younger students and bigger / more complex prices if they are older.
- Keep going until all the items are sold.
- You could do this with random classroom objects as complete make believe (i.e. students don't keep the the items!) or you could buy / create some cheap items to auction off e.g. pencils, stickers.

Note: If you don't have any play money, you can print some from here:

<http://nzmaths.co.nz/resource/money-starters>

Art

Achievement Objective: Level 1 Developing ideas

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

Key Competency: Managing self

Learning Activity: Drawing Self Portraits ("selfies")

In the play, the Prince is obsessed with taking selfies. If the students don't know what this is, explain to them that it is a picture someone takes of themselves. Now it's their turn to create their own selfies / self portraits.

- Look at other examples of self-portraits together.
- Discuss what we need to think about when we draw our own self-portraits – how will other people be able to tell that it's you?
- Students can then draw and colour in their own selfies.
- You might like to create a selfie wall in the classroom to display the artwork.
- This could also be done as a painting activity.

Note: You could supply students with mirrors to help!



Shadow heads

Using a strong torch or go outside and use the sun, make a shadow silhouette of each students' head.

Trace the outline onto black construction paper using chalk.

Cut out and glue onto white card or paper if desired.

Year 5-8

Literacy

Achievement Objective:

Speaking, writing, and presenting
Processes and strategies

Integrate sources of information, processes, and strategies with developing 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 (major characters will work best – Snow White, Prince, Internet Troll, Magic Mirror).
- Model an example 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 complete their own templates and short descriptions.
- You could use this as a precursor to students creating their own characters – perhaps for the narrative writing activity on page 22!

Note: For older students, you could explore the links between things the characters do (their actions) and what this tells us about them (their characteristics).

See the following link for sample character descriptions

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?

Literacy

Achievement Objective: Speaking, writing, and presenting Ideas

Select, form, and communicate ideas on a range of topics.

Key Competency: Thinking

Learning Activity: Writing a Review

- Provide students with a range of movie reviews to read. Included is an example review of the movie "The Lorax" (Universal Pictures) and another from The Small Town Critic (an American movie critic).
- Discuss different elements of a review using the definitions of terms supplied.
- As a class discuss aspects of the play they could write about in their review.
- Work through the following review template together.
- Have students complete their own review templates and write a review of the play.

A fuller lesson plan for review writing and more templates are available from the document here:
<http://www.smalltowncritic.com/downloads/>

Note: You could post your class' reviews to:

NZ Playhouse
PO Box 19907
Christchurch
8241
New Zealand

We would love to hear their thoughts!

Use this template to help you plan your review

Acting	Set
Music	Sound Effects
Script	Costumes

Review Examples

The Lorax (2012)

TOMATOMETER 58

Average Rating: 6.1/10

Reviews Counted: 111

Fresh: 64 | Rotten: 47

Dr. Seuss' The Lorax is cute and funny enough but the moral simplicity of the book gets lost with the zany Hollywood production values.

AUDIENCE 69 liked it

Average Rating: 3.7/5

User Ratings: 31,836

MOVIE INFO

The 3D-CGI feature Dr. Seuss' *The Lorax* is an adaptation of Dr. Seuss' classic tale of a forest creature who shares the enduring power of hope. The animated adventure follows the journey of a boy as he searches for the one thing that will enable him to win the affection of the girl of his dreams. To find it he must discover the story of the Lorax, the grumpy yet charming creature who fights to protect his world. -- (C) Universal

PG, 1 hr. 34 min.

Animation, Kids & Family

Directed By: Chris Renaud

Written By: Cinco Paul, Ken Daurio

In Theaters: Mar 2, 2012 Wide

US Box Office: \$189.3M

Universal Pictures

Review from www.rottentomatoes.com

■ **"My Dog Skip" will have you skipping to the theater**

By Coop Cooper, A.K.A. "The Small Town Critic"

Everyone remembers their childhood dogs and the impact they've had on their life. Perhaps one dog in particular sticks out in your mind... a special dog that was there for you in the toughest or best years of your life. That is what this screen adaptation of Willie Morris' "My Dog Skip" conveys in a fun, nostalgic and heartbreaking kind of way. Morris recounts the autobiographical memoir of his childhood in Yazoo City, Mississippi and the four-legged friend that accompanied him on his journey into manhood.

Set in the backdrop of the war-torn world of the 1940's, young Willie (Frankie Muniz) is on the verge of his ninth birthday. His only real friend, neighbor and high school sports hero Dink Jenkins (Luke Wilson) goes off to fight in WWII, leaving Willie feeling alone in the world. To lift Willie's spirits, his mother (Diane Lane) decides to defy the wishes of his stern father (Kevin Bacon) and buy Willie a Jack Russell terrier puppy. The unusually smart and charismatic dog Skip quickly becomes a local institution and helps Willie gain respect, make friends and even win over his first girlfriend.

The young Morris is outstandingly played by Frankie Muniz, now a household name due to his success on TV's "Malcolm in the Middle." His acting is very mature and shows shades of emotions very effectively. Both Kevin Bacon and Diane Lane do decent jobs of portraying caring and concerned parents. Luke Wilson exceeds his normal comedy boundaries and pulls off the disgraced town hero with surprising effectiveness. However it's the dog that steals the show... or should I say dogs. "Moose" (Eddie from TV's *Frasier*) and his son "Enzo" play the older and younger Skip respectively. Look for them in more movies, commercials and TV shows to come. I guarantee you'll see them.

Kevin Bacon and Diane Lane's characters were strong, but didn't get enough screen time to fully develop. Willie's friendship with a young black boy was never given a chance to develop either, probably in an effort by the filmmakers to avoid focusing on the segregation

issues of the time period. The issue is addressed, but I feel that the African-American characters should have had bigger, more substantial parts. Also, I didn't get the whole subplot with the evil moonshine dealers and why they tormented little Willie and Skip. It seemed like a fictional part that was slapped on to cause more conflict. Despite these objections, the entire production was shot so effectively that it seemed that it genuinely conveyed feeling of growing up in rural Mississippi. The attention to detail and the accuracy of the time period are phenomenal. I felt completely immersed in this world and felt the full effect of this moving story. Even the southern accents were much better than average.

The message of this film is very clear and invokes plenty of nostalgia to anyone who can identify growing up in a rural town. It's about passing into adulthood, remembering old friends long gone, and the desire to remember or relive happy moments in our lives that may be fading from our memory. Morris is certainly a master at preserving his own memories by writing it down for others to enjoy. I truly believe that this story is his gift, not only to the people of Mississippi, but to all who want to remember their past, and the friends they left behind.

This movie is PG, a rating which might run off some of the older crowd, but it's truly a movie for everyone. Most films geared for children these days depend on lame, pop-culture references and gas-passing jokes in a patronizing attempt to entertain the younger masses. This movie rises above all of that to become one of the most watchable non-Disney film for children since 1993's "Searching for Bobby Fischer." Your date might resist going, but try to talk them into it. They won't regret it and neither will you.

Scale of 1-5: 4 1/2 (like 4 1/2 stars!)

Coop Cooper is an independently syndicated film critic, living in Los Angeles. He is originally from Clarksdale, Mississippi and a Southerner at heart. He graduated from Southern Methodist University with a B.F.A in Cinema, and received his Masters in Screenwriting from the American Film Institute in Hollywood. You can read his past reviews at <http://www.smalltowncritic.com/>

Literacy

Achievement Objective: Speaking, writing, and presenting

Structure

Organise texts using a range of appropriate structures

Key Competency: Using language, symbols and texts

Learning Activity: Narrative Writing

Write a sequel to a chosen fairytale.

#TheFairestOfThemAll takes part after the events in the original Snow White story in a modern day setting. Have students write their own fairytale sequel to an original story of their choice (doesn't have to be modern day but can be if the students are up to it!).

- Read a selection of fairytales with the students and talk about the common elements (structure, language, ideas). Brainstorm examples from Snow White and **#TheFairestOfThemAll**.

Some Ideas

- Include fantasy, supernatural or make-believe aspects.
- Use clearly defined good characters and evil characters.
- Include magic elements, which may be magical people, animals, or objects. Magic may be positive or negative.
- Focus the plot on a problem or conflict that needs to be solved.
- Have a happy ending, based on the resolution of the conflict or problem.
- Teach a lesson or demonstrate important values.

Ideas from <http://www.readwritethink.org>

- Discuss elements / structure of a narrative – character, setting, conflict/problem and resolution.
- Use hamburger templates to plan stories – model one together first, then students can complete their own. You can find one here: http://www.readingrockets.org/strategies/paragraph_hamburger
- Students use their plans to help them write their fairytales.
- Depending on the students, this could be done individually or in groups.

You could create your own class book of Fairytale Sequels!

For more in-depth fairy tale narrative writing units, see

<http://www.readwritethink.org/classroom-resources/lesson-plans/fairy-tales-from-life-42.html?tab=4#tabs>

and

<http://englishonline.tki.org.nz/English-Online/Planning-for-my-students-needs/Teaching-learning-sequences/English-Units-Level-3/Fairy-Tales/Learning-task-3-Writing>

Drama

Achievement Objective: Communicating and interpreting
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

Take on the role of characters from the play

Discuss:

#TheFairestOfThemAll is based on the story of Snow White and the Seven Dwarfs, but it uses that story to explore issues around social media and cyber safety / bullying.

Explore:

Think about this saying: Don't criticise a person until you have walked a mile in their shoes. What does it mean? By putting yourself in the position of a character and thinking about their attitude to things, and how they would answer questions we can become wiser and more tolerant of all the different opinions in the world. This is called role-playing. You are going to take a turn at role-playing some of the characters from the story. When you are on the hot-seat it means you are no longer acting as yourself, but the person from the story and you must answer questions how they would answer them.

Activity:

- 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).
- Older students should be told to think of the events in the play being in the past. For younger students, answering questions in character is probably enough to get their head around!
- 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 sensible leading questions could be asked by the teacher first, to model the desired effect.
- Depending on numbers and students' confidence, this could be done as a class or in smaller groups.

Question examples

What are your hobbies?

What are your likes / dislikes?

Who are your friends?

Who are your enemies?

What have you learned from your experiences?

How do you feel about social media (e.g. Facebook, Twitter)?

What do you do to stay safe online?

Drama

Achievement Objective: Developing ideas
Initiate and develop ideas with others to create drama.
Key Competency: Participating and contributing

Learning Activity: Freeze Frames

Use freeze frames to establish a scene.

This is a great short activity or warm up idea!

- 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 Snow White or they could be the picnic table.
- 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 selfie stick 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.

Art/Health

Achievement Objective:
Visual Arts: Communicating and interpreting
Describe the ideas their own and others' objects and images communicate.
Health: A4 Personality Identity
Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of selfworth.
Key Competency: Managing self

Learning Activity: Painting Self Portraits

Students create expressive self portraits ("selfies") that communicate something about themselves / their personality.

Discuss the concept of a "selfie" which features numerous times in the play. Selfies are often all about image, but as Snow White says at the end of the play, what we are like as a person is much more important than how we look (talk about the different meanings of the word "fair"). The focus here will be on self-expression and self-appreciation rather than artistic techniques although it's up to you how artistic you want to get!

- Look at other examples of self-portraits together and discuss the artistic techniques, as well as what the pictures tell you about the artist.
- Spend some time practicing the different techniques the students will need to use – see here for some technical tips <http://www.teachkidsart.net/teacher-workshop-self-portraits/>
- Students can then paint their own "selfies", making sure that they show at least one thing about themselves – e.g they could be holding a book if they like reading, or laughing if they have a good sense of humour. They should leave a blank border around the outside of the picture.
- When the portraits are finished, have students come up with some adjectives to describe themselves and write these around the outside of their portrait. Discuss some ideas together first and recap on what an adjective is if needed. You could also have students use the positive adjectives their classmates use to describe them.
- You might like to create a "selfie" wall in the classroom that celebrates the uniqueness and personal qualities of all your students!

Note: If the students are older or competent enough (and if you have the resources!) they could choose their own medium for their self portrait (e.g. drawing, sculpture).

Health

Achievement Objective: A3 Safety management

Identify risks and their causes and describe safe practices to manage these.

Key Competency: Managing self

Learning Activity: Cyber Safety / Cyber Bullying

Discuss appropriate online behaviour.

#TheFairestOfThemAll explores issues that can arise with the use of the internet and social media. When Snow White's social media accounts are hacked by the Trojan Horse, she becomes both a cyber bully (although it's not really her!) and a victim of online exploitation. During the following activities, refer to examples in the play and use them to demonstrate the importance of keeping yourself safe online and appropriate use of technology.

Activity One

1. Work with students to identify both positive and potentially negative ways we can use the internet / behave online. Refer to examples in the play.

Positive / Useful	Negative / Not useful
Research	Bullying
Communication	Teasing
Sharing	Wasting time
Learning	Cheating
Self-expression	Excluding others

2. With the above in mind, discuss how we can use the internet and social media in a positive way, and brainstorm ways of avoiding the more negative outcomes.

Activity Two

1. On a piece of paper, have students trace their right foot.
2. In the blank space inside the foot outline, ask students to write all the things they would like to be and want known about them. These might include values; such as good, kind, helpful, brave, a good friend, or aspirations for their futures; such as doctor, animal trainer or artist.
3. On another sheet of paper, have students trace their left foot.
4. In the blank space inside the left foot outline, ask students to consider and record – what do you not want known? The focus on here is on privacy and personal information, so lead your class to answers which include personal details such as their home address, phone number, passwords.

Remind students that our digital footprints can be followed, just like real footprints.



Above activities adapted from <https://esafety.gov.au/education-resources/classroom-resources/stand-alone-lesson-plans-for-primary-schools>

See the website for more ideas.

We've included a poster you might like to display on your classroom wall!

cyber rules

stay safe and have fun on the internet

Be careful who you trust online. Making new friends can be fun, but there's a chance that they may not be who they say they are.

Set your profile to 'private' so your personal information is kept secret.

Don't open messages from people that you don't know. These could be nasty, contain viruses or be trying to sell you something.

Always keep your password a secret.

Tell your parents if you are upset by language, pictures or anything **scary** on the internet.

If someone is nasty, offensive or makes you uncomfortable in a chat room, don't respond and leave straight away.

Think before you post information online—once posted it's difficult to remove.

Don't accept any offers that seem too good to be true—they probably are.

Ask your parents before you give anyone on the internet your name, address or **any** personal details.



Other ideas to use in the classroom

- Run a class debate on the positives and negatives of social media – Literacy (oral language).
- Hold a class referendum on a chosen proposal / issue – Social Sciences.
- Create your own classroom Twitter, Facebook page or Blog. Students can be responsible for updating the page(s) about what is happening in the classroom / sharing their learning – IT, Literacy.
- In groups, students create themed photography boards with creative hashtag captions. E.g. one group might choose to take nature photos around the school (#dyingflower) or the theme could be something more abstract e.g. emotions (#grumpyteacher) – Art.

NEW ZEALAND
playhouse
www.newzealandplayhouse.co.nz

0800 894 500



Educational
inspirational,
extremely entertaining
theatre