

# The **Reluctant Dragon**



## Teaching Resources

Compiled by William Burns



# Contents

|  |    |
|--|----|
| <b>Introduction</b> .....                    | 3  |
| <b>The Plot</b> .....                        | 4  |
| <b>English</b> .....                         | 5  |
| Classroom Discussion .....                   | 5  |
| Write A Review Of The Show .....             | 6  |
| Create your own dragon .....                 | 8  |
| My Dragon Biography.....                     | 10 |
| Word Find.....                               | 11 |
| <b>Drama</b> .....                           | 12 |
| Create Your Own Show.....                    | 12 |
| Splat and Animal Splat .....                 | 13 |
| Miniature Adventure .....                    | 13 |
| <b>Health &amp; PE</b> .....                 | 14 |
| Compare and Contrast Character Traits .....  | 15 |
| Rob the Dragon's Nest.....                   | 16 |
| 1,2,3 Dragon!.....                           | 16 |
| <b>Mathematics and Social Sciences</b> ..... | 17 |
| Colour by Calculation .....                  | 18 |
| Dragons in Different Cultures.....           | 19 |
| <b>Science and Technology</b> .....          | 21 |
| Walking Water Dragon Experiment .....        | 21 |
| Green Screen .....                           | 22 |
| <b>Art</b> .....                             | 23 |
| Flying Dragon.....                           | 22 |
| Make Your Own Dragon.....                    | 24 |
| Colouring In .....                           | 25 |

# Introduction

Dear Teacher,

New Zealand Playhouse delivers educational, inspirational, extremely entertaining theatre to over 400 schools across New Zealand. Our formula is to bring the best actors and creative forces in New Zealand together to create a play that is funny, educational and inspiring. For many children Playhouse is their first ever experience of theatre!

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 The Reluctant Dragon at your school.

This resource includes ideas of how you can incorporate some themes from the play and the experience of watching a theatre show into various learning areas (English, Drama, Health, PE, Mathematics, Social Sciences, Science, Technology and Art.)

Please feel free to adapt, change, steal anything and everything from any activity for any level.

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 this experience as you can!

**0800 894 500**  
**resources@nzplayhouse.co.nz**

## The Plot (spoilers ahead!)

Our story begins with our main character, Sam sneaking back into her house with a new dragon book from the library. She's caught in the act by her budding Youtuber Dad aka Mad Rad Dad who is dressed up ready to film his new Youtube video.

Next we meet Sam's Mum who has just finished work as a Wind Turbine Technician. Whilst checking the tallest turbine in town she heard a strange noise - some snoring and grunts. She managed to get a selfie with whatever was making the noise. After finally managing to get it up on her phone with some help from Sam, the family looks in awe at the photo with a large shiny blue tail in the background. A dragon!

Sam's Mum is scared by the thought of a fire breathing dragon that eats people hanging about their town but Sam says she is pretty sure it's a Southern Shiny Blue Scuttleclaw Dragon known for being friendly, sophisticated and highly sociable. She decides to go and have a chat with it, ensuring her Mum that she knows all about dragons and will be fine. They agree that if it wants to be left alone they will keep it a secret. Overhearing that the dragon is extremely rare, Sam's Dad hatches a plan to film it to go viral on his Youtube channel.

At the Dragon's Cave Sam searches for the dragon from the photo. She finally finds the dragon who is very weary of humans because they usually throw stones and poke it with poles. Sam just wants to chat and the dragon finds this refreshing. She shows off her dragon book and shows the dragon its page although, there isn't much info about it because it is so rare. This is fixed with a song! The dragon sings all about itself and how it is a good and kind dragon Sneaking in without being noticed, Sam's Dad appears filming the dragon.

Meanwhile, there is chaos at the town mayor's office as the town has found out about the dragon from the Mad Rad Dad Youtube channel. The Mayor calls the city

chiefs, police chief, fire department chief, chief of airforce, chief of the army and finally the chief of everything! The chief of everything knows someone who could get rid of the dragon, another Youtuber, the famous Sir Mr Beast-Slayer! A song ensues.

Back at the Dragon's cave the Dragon is writing poetry. Sam comes back to warn it that Sir Mr Beast-Slayer is on its way to defeat it. Soon enough Sir Mr Beast-Slayer appears on horseback. The townsfolk have warned Sir Mr Beast-Slayer of unspeakable dragon crimes that the Dragon has committed. These are all made up no one had actually met and talked to the Dragon.

The Dragon and Sir Mr Beast-Slayer both realise they don't really know how or want to fight. Sir Mr Beast-Slayer explains how all the fights on his Youtube channel are made up and use CGI. He offers the Dragon Lamborghinis to leave town but the Dragon suggests they make a pretend video where it looks like Sir Mr Beast-Slayer wins and the Dragon will then promise to be good and everyone will be happy. They head off to practice.

Later that day the Battle of the Beasts is Live on Youtube. Sir Mr Beast-Slayer and the Dragon enter and the charging battle of three passes begins. Using the power of computers, green screens and some help from Sam they 'battle' it out over the 3 rounds. The Dragon is very dramatically defeated and the winner is Sir Mr Beast-Slayer. The Dragon explains that he has learnt his lesson and will be the most behaved dragon in all of dragondom. Sir Mr Beast-Slayer tells the viewers that they shouldn't make up stories about the Dragon. Just because some dragons do bad things it doesn't mean this one does.

The Dragon says to thank the community for welcoming it, it will make itself useful. Whenever there is no wind to blow their wind turbines the dragon will puff and blow them itself. The dragon thanks Sam and they end with a song!

# Activities: English

## Junior - Levels 1- 2:. NZ Curriculum Strand: Drama

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

**Purposes and audiences:** Recognise that texts are shaped for different purposes and audiences.

**Ideas:** Recognise and identify ideas within and across texts.

## Senior - Level 3-4: NZ Curriculum Strand: English

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

**Purposes and audiences:** Show a developing understanding of how texts are shaped for different purposes and audiences.

**Ideas:** Show a developing understanding of ideas within, across, and beyond texts.

## Classroom Discussion

- What was your favourite moment from the show?
- Who was your favourite character? Why?
- What did you learn? Does the play teach us any lessons?
- Does anyone know the original story of The Reluctant Dragon?
- What twists did this version put on the story?

## Write A Review Of The Show

Get the students to fill out the following review template. There's two pages - double sided photocopying for the win!

# The Reluctant Dragon Review

Written by \_\_\_\_\_



**What were your 3 favourite moments in the show and why?**

**Who was your favourite character and why?**

**What did you like about the set and props?**

**What was the story of the show?  
Can you sum it up in as few words as possible?**

**Is there anything you would do differently in the show?**

**What did the actors do to play multiple characters? Think about what they did with their voice, body, costume.**

**What twists were made from the original story?**

**Who is the target audience for this show? What sort of person would enjoy it the most?**

# Create Your Own Dragon

## Dragon's Profile

Name: \_\_\_\_\_

Country: \_\_\_\_\_

Habitat: \_\_\_\_\_

Diet: \_\_\_\_\_

Personality traits: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Friends and family: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Enemies: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Special Features and Powers: \_\_\_\_\_

\_\_\_\_\_

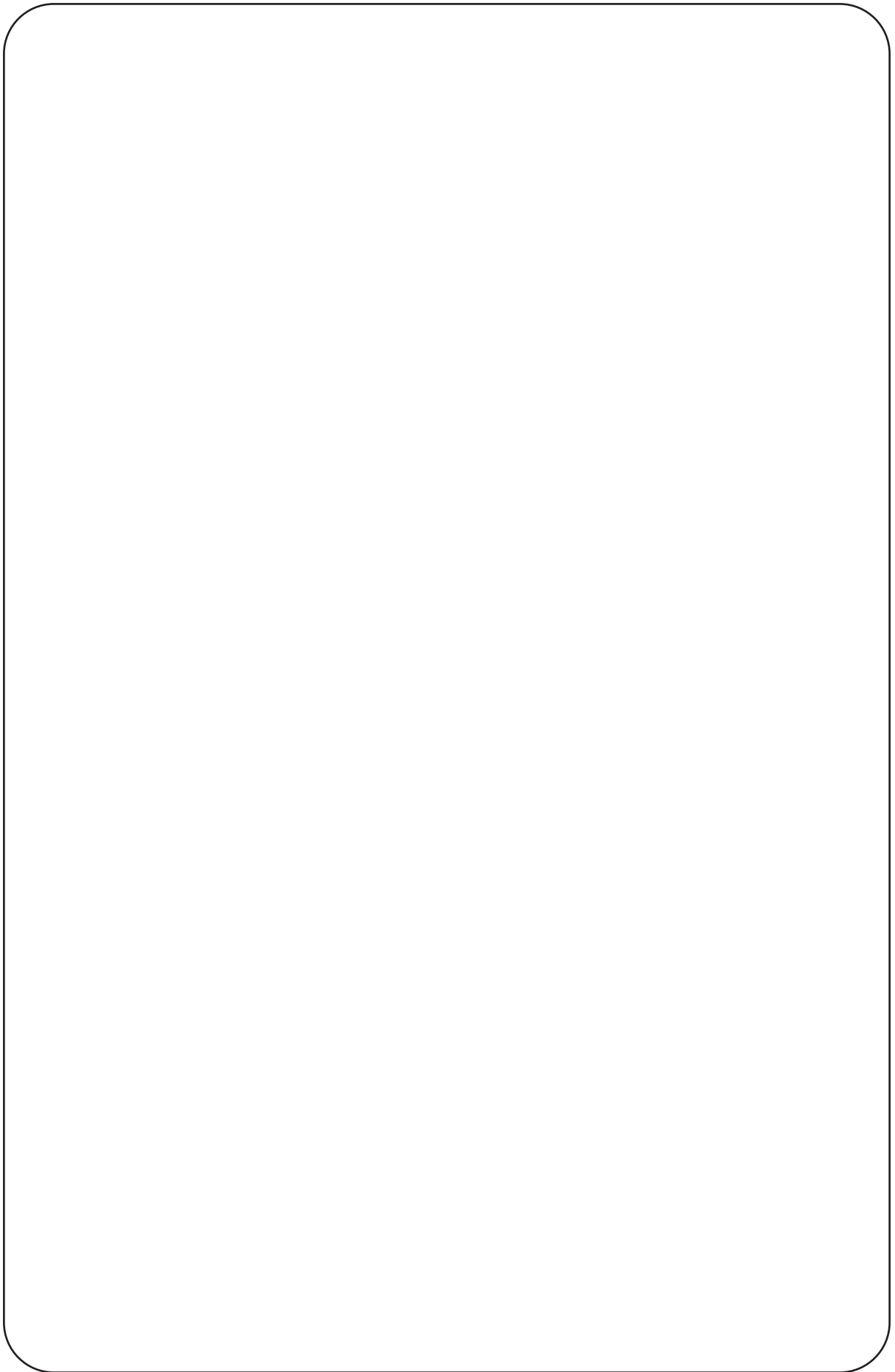
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Draw Your Dragon





# The Reluctant Dragon Word Search

C L V E A D Z F M E L H S G O W L D A N Q U V S E  
L H Q A N C T Y J E C Y M T I F R D J X E Y E J E  
P R I H S O C Q U U J G P N W L C T Z H D U N H V  
G F G E M Y D U V D A P D C K N N I M S B K G Q C  
W Q L V F E H D U Z G T S D R A B Q I U M K Y M B  
V D Y P E O Q W E X U P X H M O O S X N U Z T A I  
D P E L Y M F S W R K U W Z T P X L X O L W L Z T  
C T J K O T A E B W H N B Q D P Q N L G A H V Q D  
W C O W U C K I V X T H X W E B U Q V A Z L P B C  
W Z J G T X N W L E F N C M E A A Y T R U Y Z P Q  
M G A A U E I F C E R D A P J Q H U K D O M O G G  
W M D R B Y B N E N G Y Q T B T U W I D D A Z M K  
V Z A N E W A L C E L T T U C S E U L B Y N I H S  
D D O D T I M X X O R X R H N U J C I W E Y A P D  
E C L V R I N N G D M H E P I W L T N R W L P I E  
K E E K W A D Q G T F A E C O N M E J Y B L Z S C  
A Q X S W A D H Z Y Q Q V O R V G N R M Y N X M Y  
G B L Q S Z E D B V I T L O X F I I F O W G H R G  
N E S P P Q O G A V E A J U Z J L Z K X B U R K X  
O O H S A E N J D D S A M K K I W Z V D F D G Y X  
K D T K R R A Z I I Z S Y S L L Q Z M J Q C J F L  
K L K O H N U L Z I R B F F L R Y R C I C C B X J  
M A Y S I R M R B E A S T S L A Y E R D U U A N N  
R A X X L Q G Q L R M K N I Y O D Z E J P H K G I  
M Y O Z G E K N X W X D T S F V N G B O D S Q E Y

---

Sam  
MadRadDad  
Youtube  
Wind Turbine

Shiny Blue  
Scuttleclaw  
Dragon  
Mayor

Sir Mr Beast-Slayer  
Chief of Everything  
Reluctant

## Activities: Drama

### JUNIOR Level 1 and 2: NZ Curriculum Strand: Drama

#### Understanding drama in context:

Demonstrate an awareness that drama serves a variety of purposes in their lives and in their communities.

#### Developing practical knowledge:

Explore the elements of role, focus, action, tension, time, and space through dramatic play.

**Developing ideas:** Contribute and develop ideas in drama, using personal experience and imagination.

**Communicating and interpreting:** Share drama through informal presentation and respond to ways in which drama tells stories and conveys ideas in their own and others' work.

## Create Your Own Show!

Split the class up into groups of 4 - 6.

In their groups they will have around 10/15 minutes to put together their own short (no longer than 2 minutes) version of a fairytale of their choice. Everyone must have an acting part in the scene. The fairy tales however must include

the following things. Write them on the board so they can see it while they're making their scenes.

A twist ending - students must come up with their own original ending. Be creative!

A line of dialogue - let the students come up with this before you start

An object - again let the students choose this before you start

Extra for experts - you could choose a song that has to be included

You should feedback on the scenes after. What were the audience's favourite

### SENIOR Level 3 and 4: NZ Curriculum Strand: Drama

#### Understanding drama in context:

Investigate the functions and purposes of drama in cultural and historical contexts.

**Developing practical knowledge:** Use techniques and relevant technologies to explore drama elements and conventions.

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

**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.

moments? Remember specific and positive is best!

#### Extensions on this activity

1. After students have performed their scenes and received their feedback, give them another 5 minutes to go away and make their performance better based on the feedback they received from the class. Receiving feedback is one thing, but acting on it is another.

2. You now set the challenge that they have to do the same scenes again.... But this time NO TALKING! They can only use their physicality to tell the story. You may wish to play some music over the scenes as they perform.

3. They have to repeat the scene but in half the time (1 minute) Ask them to discuss as a group what key moments of the story are that they have to keep and what moments are not required to tell the story. Repeat this process with 30 seconds. 15 seconds and 5 seconds. Use a timer. Be tough and stop the scenes right on the clock.



## Splat & Animal Splat

A whole class circle game. Some people play this as “Bang.” A fantastic warm up for any drama activity.

Students stand in a circle with the teacher in the middle. The teacher points to a student and says ‘Splat!’ The student ducks down and the students on either side of them have to splat each other the quickest by firing their mimed splat gun and saying Splat. Perhaps you could adapt this to being dragon’s fire? The slowest person to splat is eliminated. The final two have a western style splat off.

Animal Splat adds another layer to the game. Instead of saying ‘Splat’ the teacher says a different animal. The students on either side of the person splatted then have to become that animal. The teacher picks the best animal to stay in and the eliminated animal chooses the next animal.

## Miniature Adventure

It’s time to go on a miniature adventure and the main character is... a hand. This is an easy and exciting way to get students to make their own work - without being shy or embarrassed.

The students have up to 20 minutes to put together an adventure starring a walking hand. The adventure could start

in the dragon’s cave and perhaps even encounter a dragon. The adventure can travel around the classroom using things in the room to be different terrains. It is best when the adventure covers as many different terrains as possible. There is no talking in these scenes - just adventure! Add some adventure music to help fill the silence.

### Possible terrains

- Dragons cave
- Jumping over the mouth of a giant dragon
- Underwater
- A rocket blasting off
- The moon
- Skiing down a mountain
- On a jet boat down a river
- Hanging from a helicopter
- Parachuting down from the sky
- Perhaps they meet another hand person along the way.

Encourage students to be specific with their hand movements and not rush. It should feel like a real human walking! Make sure the audience is always able to see the hand. After the 20 minutes they perform them back to the class. If you wanted to add an extra step you could film the adventures and watch them back. After each scene ask the audience what their favourite moment was.



Image - Cold Blood - Kiss and Cry Collective

# Activities: Health and Physical Education

## **Junior - Levels 1- 2: NZ Curriculum Strand: Health & Physical Education**

- Develop a wide range of movement skills, using a variety of equipment and play environments.
- Participate in a range of games and activities and identify the factors that make participation safe and enjoyable.
- Demonstrate respect through sharing and cooperation in groups.
- Express their own ideas, needs, wants, and feelings clearly and listen to those of other people.

## **Senior - Levels 3- 4: NZ Curriculum Strand: Health & Physical Education**

- Develop more complex movement sequences and strategies in a range of situations.
- Develop movement skills in challenging situations and describe how these challenges impact on themselves and others.
- Participate in cooperative and competitive activities and describe how cooperation and competition can affect people's behaviour and the quality of the experience.

# Compare and Contrast Character Qualities

Use the venn diagram below to compare and contrast the character qualities of either

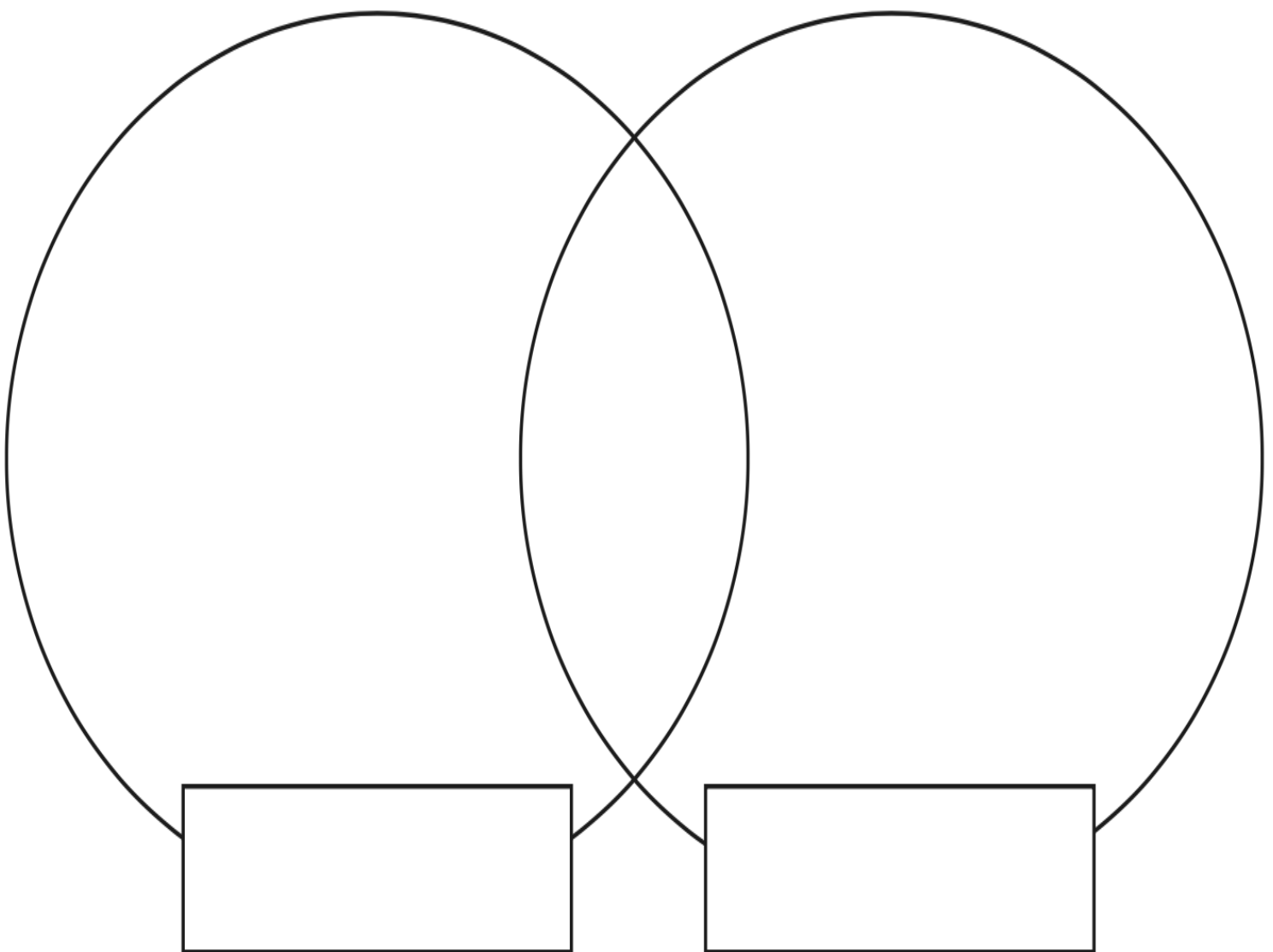
**A: Two characters in the play**

**Or**

**B: A character from the play and themselves**

Which personal qualities match and which are different? Which of the qualities make you a good person? Alternatively this could be done as a class discussion.

Perhaps you could tie in the messages of the play.  
What was the message and what do we learn from it?



# Rob the Dragons Nest

## What you need

- Hula Hoops or containers to be Dragons nests
- Tennis balls or any egg like objects

## How to play

- Set up a central nest filled with eggs and then split the class into small groups each with their own nest spread out around the playing space. Give each group member a number.
- Teacher calls a number and all players with this number run to the central nest and take one egg at a time back to their team nest.
- When all objects from the central nest have gone, runners may “rob” the nest of other groups.
- The first team with three eggs calls “Stop” and wins the round. Changes of number can be called at any time – if a new number is called during the middle of play runners must place eggs they are holding on the ground and return to their nests so the new player can take over.
- Team members are not allowed to protect their eggs by hovering over them or hiding them.
- All treasure is returned to the central nest following a win and the game begins again.

## 1, 2, 3 Dragon!

This is a game often played by children in China to celebrate Chinese new year. The goal of the game is for the head of the dragon to catch the tail of the dragon.

Children form a line with their hands on the shoulders of the person in front of them. The child at the front of the line is the head of the dragon and the child at the end is the tail.

The tail shouts, 1, 2, 3, Dragon and then the head leads the body of the dragon (all the students in the middle) around trying to catch the tail by tagging it.

The round ends when either the line breaks (the dragon dies!!) or the head tags the tail. To make it harder you can say the head has to touch the tail a number of times.

Once the round is over the head goes to the back of the line and becomes the tail.

– if a new number is called during the middle of play runners must place eggs they are holding on the ground and return to their nests so the new player can take over.

Team members are not allowed to protect their eggs by hovering over them or hiding them.

All treasure is returned to the central nest following a win and the game begins again.



# Activities: Mathematics and Social Sciences

## Junior - Levels 1- 2: NZ Curriculum

### Strand: Social Sciences

- Understand how belonging to groups is important for people.
- Understand that people have different roles and responsibilities as part of their participation in groups.

## Senior - Levels 3- 4: NZ Curriculum

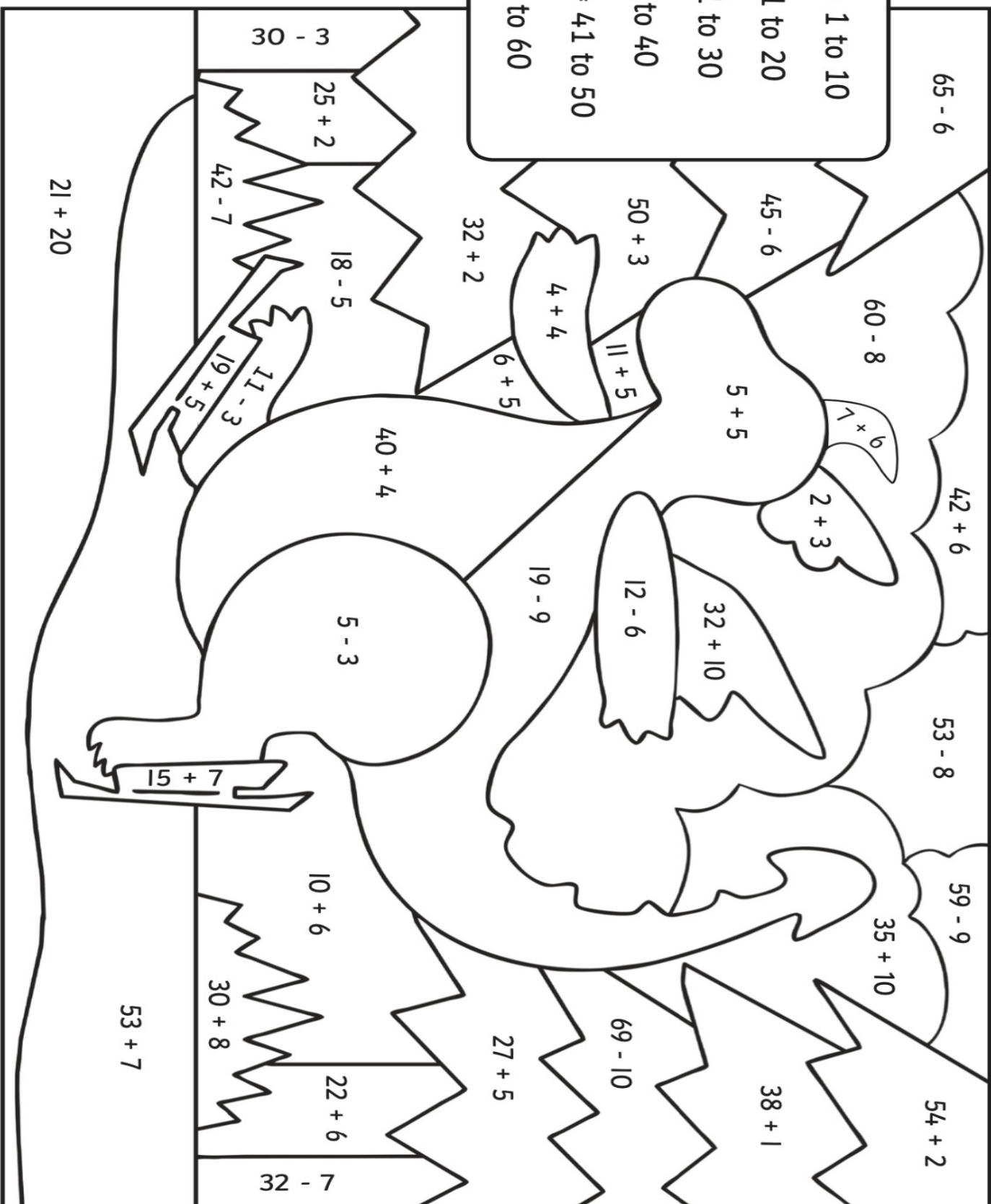
### Strand: Social Sciences

- Understand how groups make and implement rules and laws.
- Understand how cultural practices vary but reflect similar purposes.
- Understand how people view and use places differently.
- Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.
- Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.

The following science experiments can all be done together in order as they are written below or they can be done individually.

# Colour by Calculation

dark blue = 1 to 10  
 yellow = 11 to 20  
 brown = 21 to 30  
 green = 31 to 40  
 light blue = 41 to 50  
 white = 51 to 60



# Dragons in Different Cultures

Research these dragons or mythical creatures from different cultures and find out

1. What is their name?
2. What is their cultural significance?
3. When were they first referenced?
4. Any interesting facts?



**Wales**



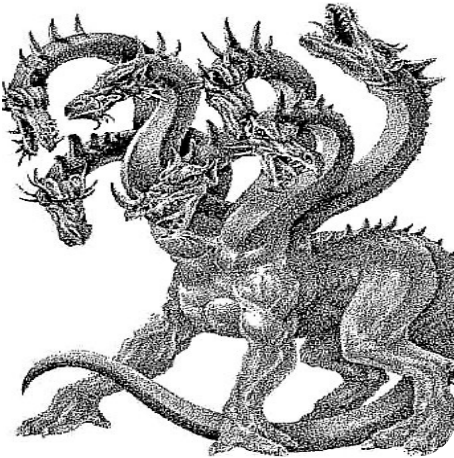
**China**



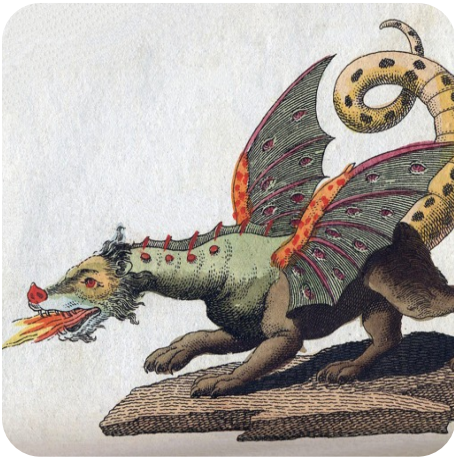
**Aotearoa New Zealand**



**Egypt**



**Ancient Greece**



**Spain**



**Japan**



# Activities: Science and Technology

## Junior - Levels 1- 2: NZ Curriculum Strand: Social Sciences

- Explore everyday examples of physical phenomena, such as movement, forces, electricity and magnetism, light, sound, waves, and heat.
- Observe, describe, and compare physical and chemical properties of common materials and changes that occur when materials are mixed, heated, or cooled.

## Walking Water Dragon

An easy and fun science experiment that looks awfully similar to a colourful dragon!

### You will need

- 7 small clear plastic cups or glasses
- Paper towels (depending on the size you may have to cut them in half)
- Food colouring in different colours
- Water
- A drawn dragon head stuck on the cup in front (optional)

### The set up

- Place 7 cups in a row and pour water in the 1st, 3rd, 5th and 7th cup. Fill them about  $\frac{3}{4}$  full.
- Add 5 drops of red food colouring to the 1st and 7th cup
- Add 5 drops of yellow to the third cup
- Add 5 drops of blue to the 5th cup
- Fold 6 paper towels in half lengthways twice. You may need to trim them so they are not too long

Before you conduct the experiment ask the students to make a hypothesis about what they think will happen.



### The experiment

- Place one half of a paper towel in the first cup and one half in the second cup and so on until the towels are looping over like a dragon in the water!
- Watch the cups and see what happens!
- You can leave this for up to two hours for different results over a longer period of time.
- Questions after the experiment
- What did you think would happen to the water?
- Why are the colours changing?
- Why is the water going against gravity?

### How it works

The water is moving up the paper towels in a process called capillary action. The paper towel is made from a whole lot of fibres and the water travels through the gaps in between all those fibres. The gaps act like pipes and pull the water up through them - very similar to how we water plants at the bottom and it goes up through their trunk to their leaves. The water acts against gravity because of the attractive forces between the water and the fibres in the paper towel.

## Green Screen

Pulling off a green screen video effect in your classroom is actually a lot easier than it may seem.

Use any recording device such as a camera or phone in front of a surface that is green or blue. You can use something such as a green plastic tablecloth which are easily available at The Warehouse or your local party store.

From here students can use an app like iMovie (available free on iPhones or any Apple computer) or the DoInk Green Screen app which is specifically designed for green screen. There are thousands of YouTube tutorials which tell you how to use the above apps.

From here you can use this in any area of your learning. Ideas include

- A news style pitch - a review of the show?
- Recreate a moment of the show
- Use it to create a background for anything you are focusing on
- Have students read their writing with images behind them relating to what they have written about

Be creative and work technology into your learning! It's as easy as a green sheet and a phone!

## Activities: Art

### Junior - Levels 1- 2: NZ Curriculum Strand: Art

- Explore a variety of materials and tools and discover elements and selected principles.

- Explore some art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.

### Senior - Levels 1- 2: NZ Curriculum Strand: Art

- Explore some art-making conventions, applying knowledge of elements and selected principles through the use

of materials and processes.

- Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination, supported by the study of artists' works.

## Flying Dragon

A fun and easy way to make your own flying dragon in the classroom

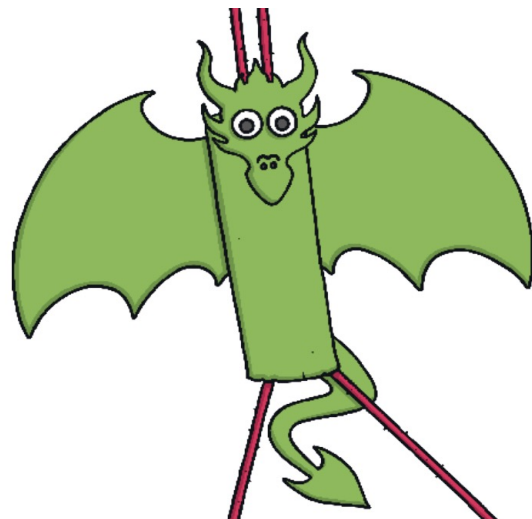
### You will need

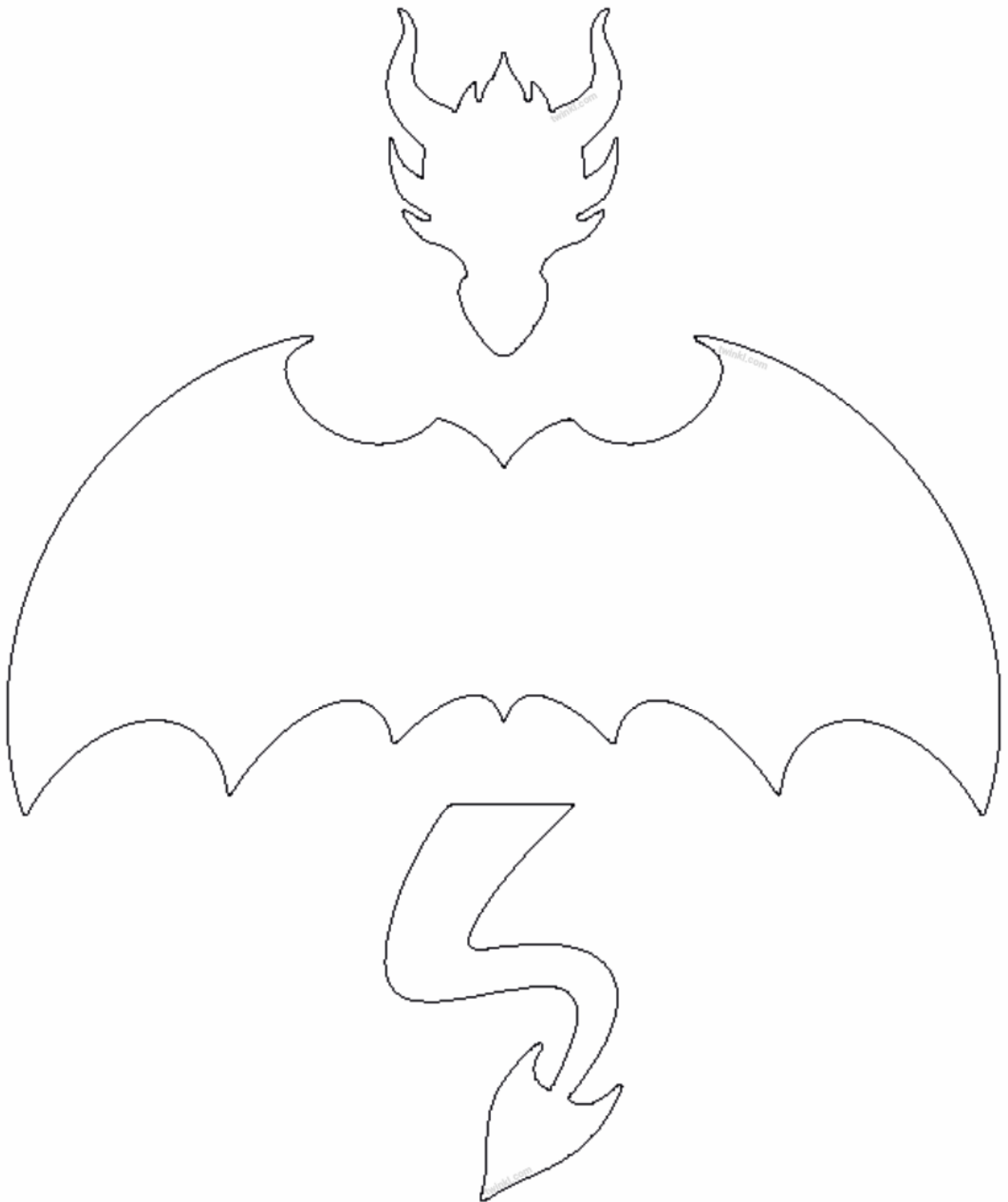
- Flying dragon template
- Empty toilet roll
- Cardboard or card
- Green paint and/or pens
- PVA or strong glue
- Scissors
- String
- Googly eyes

### Instructions

1. Print the dragon template and cut them out.
2. Trace around the template pieces on cardboard or card. Either use coloured card or decorate the pieces yourself once cut out. Alternatively just print them on card.
3. Decorate the body, wings, head and tail of the dragon in your preferred way.
4. Use the glue to attach the body pieces to the dragon as in the image above. Make sure the glue is completely dry before moving on
5. Attach the googly eyes and use pens to add details
6. Cut 2 metres (or more) of string.
7. Fold the string in half and hang it on something like a hook or door handle
8. Thread the string through the top of the dragon until you can grab them through the bottom.
9. Time to fly! Hold one end of each string in each hand and pull them apart, separating the string. The dragon will fly up. As you bring your hands together the dragon will come back down.

You can really go for it and make the string high and long. Two students can hold one end of each string and walk apart. They can fly right up to the roof of your classroom if you can hand string up there!





## **Make Your Own Dragon**

We want to see your most impressive dragons! Create a life sized dragon out of cardboard boxes? A miniature dragon from toothpicks? Create the most impressive dragon out of recycled materials and send us a pic...

[hello@newzealandplayhouse.co.nz](mailto:hello@newzealandplayhouse.co.nz)



