



Geordie Productions

theatre for all audiences



A PLAY ADAPTED BY AMANDA KELLOCK
FROM THE WRITINGS OF THE STUDENTS OF FACE,
ST-GABRIEL'S, WILLINGDON, CORONATION AND
KARONHIAHONHA SCHOOLS

TEACHERS' RESOURCE GUIDE DEVELOPED AND DESIGNED BY
TONI HAKEM
FOR
GEORDIE PRODUCTIONS



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DIRECTOR'S NOTES

Once Upon a Home– From You to Us to You!

When I was in grade 3, Geordie Productions sent a call out to youngsters across Montreal to write stories or poems or songs on the theme of Wishes, Lies and Dreams. It was for a project they called From You to Us to You, and the promise was that if they liked your story, it would be put into their play. Well, part of my story was picked and became part of the performance they created. It changed my life. The idea that something could be born in my imagination and make its way onto a stage, brought to life by actors and designers and such, and then travel into the imagination of another person sitting in the audience – that was the coolest thing I had ever heard in my life. I had spent my childhood making up stories and creating performances with my friends (or stuffed animals if my friends got tired of being told what to do) and now here was a bunch of grown-ups who did this kind of thing for a living? How cool is that!?

Now, after many years (and lots of hard work!), I am one of those grown-ups. My imagination is one of my most important tools. But sometimes I get a little scared when I look at kids today, who always seem to have their eyes fixed on a screen of some kind – playing video games, watching TV, surfing the net or chatting with friends... I wonder if this barrage of images and sounds turns their imaginations on or off? I don't know the answer. What do you think?

I was encouraged by working on this project, because I got to ask kids what Geordie had asked me so many years ago – to write stories and poems and songs that could be turned into a play. The theme this time is “home” and all the different things that can mean. The responses were imaginative and intriguing, and the only difficulty was fitting as many stories as I could into one play! Each student's ideas contributed to the show, even if their exact words aren't spoken by the actors, and I am so very grateful to all of them for sharing their imaginations with me, and with you! I hope your imagination is as ignited by this play as mine was all those years ago.

Amanda Kellock



ONCE UPON A HOME

Welcome to *Once Upon a Home*!

We hope that you and your students enjoy the *Once Upon a Home* performance.

This guidebook has been designed with the idea that class discussions will help direct students so that they are able to successfully complete the activities in each section. The intent of these activities and this guidebook is to provide a way to introduce the play *Once Upon a Home* into your classroom as supplementary curriculum. Some sections have a vocabulary component; we encourage you to have your students research the meaning of these words but we have also included a glossary at the back of this guidebook.

The guidebook has been created with the play and its themes in mind, which are – theatre, family, home, friendship, creativity and imagination. Each section, for the most part, can act as a standalone piece, we hope you choose the ones that will motivate and excite your students the most. Should the students take a keen interest in a particular activity or theme, we encourage you to further explore that with your class.



CREDITS

ONCE UPON A HOME - FROM YOU TO US TO YOU

Playwright Amanda Kellock

Director Amanda Kellock

Cast

Georgie played by Jimmy Blais

Sky played by Vanessa Schmit-Craan

Kishori played by Antoine Yared

Creative Team

Touring Stage Manager Vladimir Cara

Set & Costume Design Ana Cappelluto

Asst. Set Designer Cassandre Chatonnier

Sound Design Troy Slocum

Geordie Administration

School Liaison Lara de Beaupré

General Manager Anne Clark

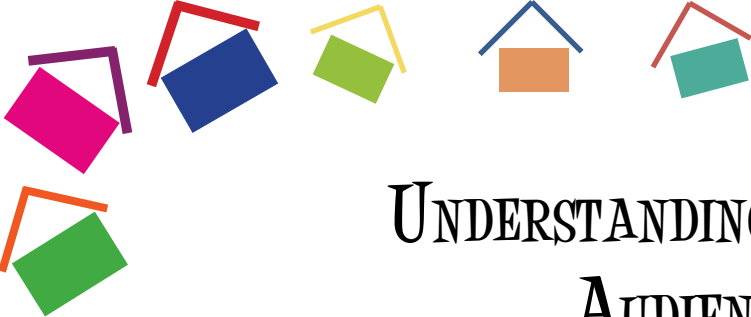
Artistic Director Dean Fleming

Communications Coordinator Siu-Min Jim

Administrative Assistant Katharine Childs

UNIT 1 : PLAY PREPARATION





UNDERSTANDING YOUR ROLE AS AN AUDIENCE MEMBER

GOAL

Students will prepare for *Once Upon a Home* by understanding what is expected of them as audience members while attending a live theatre performance.

EXPLORING THE THEME/TOPIC

As members of the audience, you are an important part of the theatrical experience and performance. Movies and TV shows are not affected by the audience, but live theatre performances are. Students may be unaware of how disturbing they can be when they talk, eat, or rustle in their seats during the show - not only to other audience members, but to the actors on stage that can see and hear them out in the audience.

Audience reaction strongly affects the actors and the quality of the performance on stage. We certainly do not want a passive audience; actors need your response and feed off your laughter, your applause etc... When appropriate, such reactions “fuel their fire” – but that response must be in cooperation with the action on the stage or it is off-putting and distracting to the performers.

AUDIENCE MEMBER SHUFFLE

With students in small groups, they can role play specific theatre behaviours (positive and negative). Some students can play the role of the actors, while others are the audience members.

EXTENDING THE THEME: EXPECTATIONS

Have each student write a short story or create an art piece about their expectations of *Once Upon a Home*. They may choose to focus on the actual experience of going to a live theatre production instead of the play itself.



GEORDIE PRODUCTIONS THEATRE RULES AND ETIQUETTE

Please discuss the following Geordie Productions Theatre Rules prior to attending the *Once Upon a Home* performance.

- 1) Because of union rules and safety issues, **no cameras, cellphones or video cameras or other recording devices** are permitted during the performance
- 2) **No food or drink** is allowed during the performance.
- 3) Please have your students **remain seated** throughout the performance. If you must take students out of the theatre, please do so quickly and quietly so as not to disturb those around you.



WHAT MAKES A PLAY?

GOAL

In this section students will gain an understanding of the various roles and areas involved in theatre and in producing a play.

VOCABULARY

Actor/Actresses	Costumes	Curtain Call	Designer
Director	Ensemble	Playwright	Props
Rehearsal	Script	Set Design	Stage
Stage Crew	Stage Left	Stage Manager	Stage Right
Understudy			

EXPLORING THE THEME/TOPIC

Before attending Geordie Productions performance of *Once Upon a Home* ask your students what they already know about theatre:

Have they ever attended a play? If so which one? Did they enjoy themselves?

What makes theatre unique?

What goes into making a play?

What are the various roles and characteristics of live theatre?

KNOW YOUR THEATRE

Discuss the various theatre roles and characteristics with your class. Before attending the viewing of *Once Upon a Home* ask students to pay attention to the various roles and characteristics while at the play. When you return from the play, have students write a short essay on their favourite area of theatre (writing, scenery, acting, props, costumes, direction etc...). In order to complete this assignment students will have to conduct research on their chosen area.



FOR YOUNGER STUDENTS

Ask students to draw a picture of their favourite area of theatre and to write a short paragraph explaining their choice.

EXTENDING THE THEME: SCRIPTWRITING

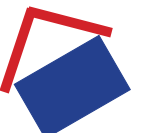
After having seen *Once Upon a Home*, have students write a short script for a play where they describe their ideal home.

For more information on this:

http://writingforstagescreen.suite101.com/article.cfm/scriptwriting_basics

Korty C (1986) *Writing Your Own Plays: Creating, Adapting, Improvising*

Schizas L (2006) *The Muse on Writing*





INTRODUCING THE PLAY...

GOAL

In this section students will be introduced to the play *Once Upon a Home*.

BACKGROUND INFORMATION ON *ONCE UPON A HOME*

Once Upon a Home was created using the writings of elementary school students from 5 different schools in and around Montreal: Coronation School in Cote-des-Neiges, FACE school in downtown Montreal, Willingdon School in NDG, St Gabriel's School in Point St. Charles, and Karonhianonhnha School in Kahnawake.

The students were asked to write stories, poems, essays and/or songs on the topic of Home and send them in to Geordie. The playwright (who is also the director) then read all of the stories and developed a play that incorporated as many of the ideas, themes and actual words of the students as possible. Designers also visited the classes to record songs and soundscapes created by the students and to get their feedback on how the final play might look and sound.

Once the script and design of the play were finalized (after lots of meetings and a couple of workshops), three actors were hired and rehearsals began. Every word in the play comes from the writings of the students and/or the meetings with them, and their words, ideas and drawings have been the heart of the play, every step of the way.

Now the play is on tour, bringing those words and ideas to other schools all across Quebec and into parts of the Maritimes and Ontario, encouraging other students to think about what home means to them, and maybe even inspiring them to create a play of their own.

EXPLORING THE THEME/TOPIC

After discussing the play *Once Upon and Home* and how it was made with your students, discuss the following:

What does home mean to you?

What makes a home a home?

Have you ever written a story, poem, essay and/or song about Home?

What was it about?

Have you ever tried to create your own play?

We can create a world of fun with ordinary items - have you ever done that?



“THIS IS NOT A BOX.”

Have everyone stand in a circle. This activity will start with you holding a normal cardboard box; make sure everyone in the circle can see it. You then say to the class “this is not a box, it’s a ___” and make up something that the box could be while at the same time miming its use. The box then gets passed around the class with each student having a turn sharing and acting out what they think the box is. The trick is to make sure that no one repeats an answer.

Example: “This is not a box, it’s a cowboy hat” and then you put the box on your head and pretend to ride a horse.

WORLD OF FUN

Ask students to each bring in 1 ordinary item from around the house - you can also provide some items to the class as well to help stimulate their imaginations. With their items, students can break up into small groups of their choosing and using their imaginations come up with a world of fun. If time permits ask students to write a small paper describing their new world of fun and how the items influenced them.



UNIT 2 : ONCE UPON A HOME - THE PLAY





PLAY DISCUSSION

GOAL

In this section students will explore their thoughts and opinions on the play *Once Upon a Home*.

VOCABULARY

Costumes

Critique

Scenery

EXPLORING THE THEME/TOPIC

As a class discuss the play *Once Upon a Home*:

- What they thought of the play.
- What did they like? Didn't like?
- Who their favourite character was and why?
- What was their favourite scene?
- What they thought of the scenery and costumes?
- What was their favourite story about home?

EVERYONE'S A CRITIC

Using the pre-play discussion on roles and characteristics in theatre, ask students to write a review of the play *Once Upon a Home*

Be creative:

- Have students create a 5 point rating scale on various characteristics
- Brainstorm adjectives with students
- Bring in reviews from local newspapers for students as examples
- Ask students what they think is important when writing a review?

Note: We at Geordie would love to read everyone's reviews, if you'd like, please send a copy of the reviews to: schools@geordie.ca



FOR YOUNGER STUDENTS

Ask students to use their imaginations to create a piece of art that reflects their thoughts on *Once Upon a Home*.

EXTENDING THE THEME: STAGE ART

Using their imaginations and a variety of art materials students will re-create the stage and scenery from *Once Upon a Home*.

Some examples of art materials to make available to students:

- Pipe cleaners
- Shoe boxes (or other small boxes)
- Clay, play-doh
- Popsicle sticks
- Markers and colouring pencils
- Scrap pieces of fabric





CHARACTER ANALYSIS

GOAL

Students will enhance their analytical skills by examining the characters in *Once Upon a Home*.

VOCABULARY

Analyze

Evidence

Trait

EXPLORING THE THEME/TOPIC

Discuss the characters from *Once Upon a Home* with your students. Some questions to get the discussion started:

What did they think of Kishori, Sky and Georgie?

Did you identify with any of them? Why or why not?

What were their personal stories?

Did Sky manage to become friends with Kishori and Georgie?

CHARACTER ANALYSIS WEB

Using the Character Analysis web in Appendix A ask students to choose one character to analyze. In the web they will write down a character trait and what evidence they have of this.

EXTENDING THE THEME: DRAW YOUR FAVOURITE CHARACTER

Students will draw a picture of their favourite character from the play.



YOUR HOME

GOAL

Students will discuss what the word 'home' means to them.

EXPLORING THE THEME/TOPIC

As a class discuss the concept of home. Ask students:

What does home mean to them?

What characterizes a home to you?

What does Kishori mean when he says "*Did you know even if you're in your house, you're still not home?*"

When you hear the word 'home' what is the first thing that pops into your head?

Home is...?

HOME STORIES

Have students break up into small groups and share their stories about home. After the discussion, students will write up their answer to this question and use art to describe their answer.

HOME SWEET HOME SWEET HOME ART

Students will create Home Sweet Home Sweet Home art to hang in their house.

EXTENDING THE THEME: WHAT MAKES UP YOUR DREAM HOME?

Using art materials and creative writing, ask students to use their imaginations to answer the following:

What is your dream home?

Who would be there?



WHAT WOULD HOME BE LIKE IN - ?

GOAL

For students to use their imaginations, creativity and analytical skills to uncover what home would be like in different locales.

EXPLORING THE THEME/TOPIC

Have a class discussion with your students to uncover what home would be like in the following locations, as discussed in *Once Upon a Home*:

- Space
- Ocean
- Jungle
- Forest
- Big City
- Medieval Times

HOME AWAY FROM HOME

With students in small groups, each group will be assigned one of the locations discussed in class. Students will research these locations to find out what living conditions in these areas would be like.

They will answer the questions:

- How would you make a home in this location?
- What would make a home in this location?

Areas to focus on:

- Materials - used to create a home
- Weather – that could affect how you make a home
- People – how would they affect a home?
- Any dangers associated with the area example flooding, noise etc...

They will present their findings to the class and also individually write up their findings. The use of media (of any kind, pictures, audio etc...) is encouraged.

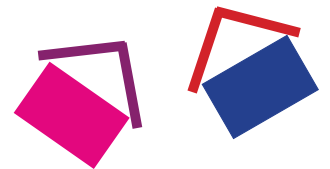


FOR YOUNGER STUDENTS

Have students use art to showcase what they think a home in one of the discussed locations would look and feel like.

EXTENDING THE THEME: MOVING YOUR HOME

Students will imagine what home would be like in a different location (different than the ones used in the play). They will write up what they think home would be like and share their tales with the class.



UNIT 3: FAMILY





FAMILY LIFE

GOAL

Students will discuss Kishori, Georgie and Sky's families; from this they will share their own familial experiences.

EXPLORING THE THEME/TOPIC

Discuss Kishori, Georgie and Sky's families with the class.

Do they remember how they described their families?

Do they identify with any of these families?

What makes a family?

How would they describe their family?

RECAP FROM THE PLAY

Kishori lives in a 2 story home, with six people in it and a seventh on its way.

Georgie's parents are split up and now he has two homes, which he doesn't really like and finds confusing.

Sky's mother was killed in an accident and she lives with her father.

FAMILY CHART

Discuss with students what they like about their families. Brainstorm what contributions people make in a family. During this brainstorming create a chart of students' answers. Once brainstorming is done, students will create their own family chart using the template handed out. Upon completion they can share their chart with a partner.

For an example of the chart please go here:

http://www.eduplace.com/rdg/gen_act/family/graphics/helpchart.html

Activity taken from: http://www.eduplace.com/rdg/gen_act/family/helps.html

EXTENDING THE THEME: FAMILY EVENT

Students will write a short piece on a family event that has recently happened; they will describe the event, who was present, what happened, and why that event stands out to them. If time permits have students share their stories with the class.



DIFFERENT FAMILIES

GOAL

Students will gain knowledge about family life across the globe; as well as share their own familial cultures with fellow students.

VOCABULARY

Artifacts

Culture

Ethnicity

Tradition

EXPLORING THE THEME/TOPIC

Introduce the activity to your class by asking them about their families:

Do they know what the ethnic background(s) of their family is?

Do they have any traditions? If so, ask them to share with the class.

ABOUT MY FAMILY

Students will research their family's country/countries of origin.

Some areas they may wish to focus on:

Ethnicity (explaining where their family is originally from)

Culture (attire, language, food)

Traditions (holidays, daily life)

Once complete, they will write up a short piece describing their family history along with some facts about the country of origin. If time permits, ask students to bring in some artifacts reflecting their ethnicity (food, flag etc...)

FOR YOUNGER STUDENTS

Ask students to bring in 1 item each that reflects their family's culture for a show and tell.



EXTENDING THE THEME: FAMILY LIFE AROUND THE GLOBE

In small groups or individually (depending on age of students), students will research family life across the globe. Each group (or student) will be assigned an ethnicity (ex. Inuit) where they will re-search what families are like there.

Areas they may wish to focus on:

Their history

Family values (ex. gender roles)

Their culture and customs (ex. language, marriage, religion, food, clothing)

Traditions

A brief description of life in that part of the world (ex. where they live, what types of homes people live in)

Once research is complete, students (with the aid of any type of media) will present their findings to the class.

Examples of ethnic groups you may wish to assign to students:

Inuit

Hopi

Vietnamese

Swede

Sudanese

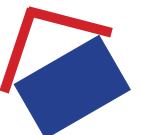
Lebanese

Fijian

Tamil

Tongan

Japanese





MULTI-CULTURAL SCAVENGER HUNT

GOAL

Students will begin to recognize the diversity and multiculturalism in their classroom and how that creates a community and family.

VOCABULARY

Diversity

Multicultural/Multiculturalism

EXPLORING THE THEME/TOPIC

In the play we saw Sky, Georgie and Kishori grow closer together by discussing and sharing their family life. This scavenger hunt is another way for students to get to know one another better; through team work and sharing.

Discuss what a scavenger hunt is with your students. Explain to them that it is a game where individuals or teams search for specific items or answers on a list that is given to them.

Ask them if they know what it is?

Have they ever participated in one?

What do they like about them?

READY, SET, GO!

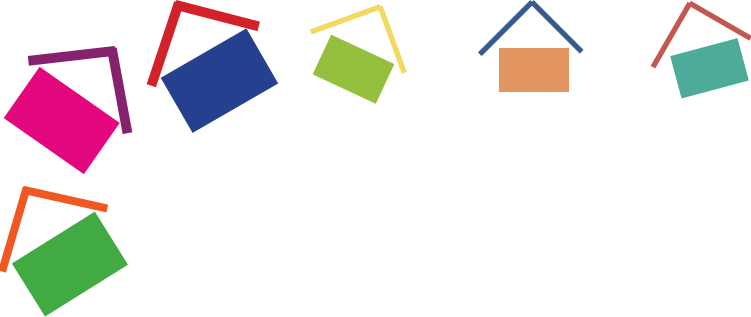
Appendix B has 2 different forms for scavenger hunts. One is for students to complete individually by asking fellow students questions. The other one is for students to complete in small groups and involves gathering various artifacts and some online sleuthing. You do not have to provide students with prizes for the hunt but something to recognize their efforts at the end would be appreciated.

When they have completed their scavenger hunts have a debriefing with the class.

Ask them to discuss what they learnt today.

Did they learn anything about their classmates?

Did they work well as a team?



What was their favourite part of the scavenger hunt?

Did they learn anything about a different culture in their scavenger hunt? If so ask them to share with the class.

EXTENDING THE THEME: WHAT I LEARNT IN THE SCAVENGER HUNT...

Ask students to write a short personal essay about what they learnt in the scavenger hunt today. They should try and focus on issues related to multiculturalism if possible.

UNIT 4: FRIENDSHIP LAB





FRIENDSHIP

GOAL

Students will explore what friendship means to them and what characteristics make a good friend

EXPLORING THE THEME/TOPIC

As a class discuss friendship. Some questions to get the conversation started:

- What does friendship mean to you?
- What makes a good friend?
- What characteristics are important in a good friend?
- What does accepting others mean to you?

YOUR TURN

In small groups students will take turns playing the new student and act out various scenarios where they interact and become friends.

Some scenarios you may wish to give students:

- New student on the first day of school
- New student when gym teams are being chosen
- New student at a class birthday party

EXTENDING THE THEME: SECRET PALS

Students will draw names to determine who their secret pal is for the week. Secret pals will send each other notes, treats, and surprises (all anonymous). After a week students will try and guess who their secret pal is.



INSIDE THE FRIENDSHIP LAB

GOAL

Through a series of activities, students will investigate and examine what a good friend means and how they treat each other.

Note: This section is structured differently than the ones before it. It has many components to it, but they do not all have to be done, nor do they need to be done in any particular order. The main objectives of this section are for students to use lab techniques to investigate, research and analyze friendships and what they mean.

EXPLORING THE THEME/TOPIC

To introduce the Friendship Lab to your students begin a discussion about what a lab is and how investigations and research take place within them. In this lab, students will be examining how they treat their friends and how their friends treat them.

Have students spend some quiet time pondering the following questions:

- How do you treat your friends?
- Is there anything you could do differently to treat them better?
- Do you have any regrets over how you have treated your friends in the past?
- How would you like to treat your friends?
- What characteristics are important to you in a friend? Do you embody these?

FRIENDSHIP MAD LIBS

Have students complete this friendship Mad Libs (Appendix C), then ask students to create a Mad Libs with friendship being the theme, for example a short story about a great day they spent with a friend. Make sure that they include nouns, adjectives, pronouns, adverbs and verbs in their final product.

For online versions of Mad Libs that students can play, please visit:

<http://www.wordlibs.com/genre/libs/?name=How+to+Make+Friends&story=2060>

http://search.teach-nology.com/web_tools/games/mad_libs/

<http://kidspirit.com/madlibs/>



BRAINSTORMING

As a class or in small groups, have students brainstorm ideas for activities they'd like to see in the Friendship Lab. Once the class has come up with a substantial list, have students pick an activity that they will create and share with fellow students.

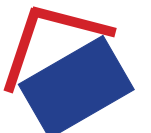
EXTENDING THE THEME: PUTTING YOUR LAB RESULTS TO THE TEST

Having completed activities in the Friendship Lab and having had some time to think about the original questions posed, ask students to write their own questions and answers to be passed to fellow students. An example of this would be a series of statements where students circle if they agree or disagree, or if it's true or false.

Areas they may wish to focus their questions on:

- How to treat friends
- How to improve a friendship
- What is important to you in a friendship?
- What characteristics are important in a friendship?

With their completed questionnaires, they will write a report with their findings. Older students may be able to use graphs/charts to document their findings.





OTHER ACTIVITIES IN THE FRIENDSHIP LAB:

WORD DECODING ACTIVITY

Have students use the word decoder provided in Appendix D to create a mystery phrase to share with classmates. They should create a mystery phrase that deals with friendship. Once they have completed their activity, make photocopies for other students to try and decode the phrase.

FRIENDSHIP COLLAGE

Have students use pictures from magazines, catalogues, hand drawn images etc... to make a collage that displays what friendship means to them

BEANBAG SHARING

Sit in a group circle and discuss sharing.

What are some things we may share with others?

What does sharing mean?

After this discussion, take the beanbag and share something with your students. Then toss the beanbag to a child and have them share something. Continue this until everyone has had a chance.

CROSSWORD ART

Begin by diagramming all of your students' names on the chalkboard so that each name is connected to another by a common letter. The diagram will resemble a stretched out crossword puzzle. Divide the students into groups. Each group is given a large sheet of paper. They are to diagram all of the students' names in the group.

When done the students can decorate the paper.

FRIENDSHIP CROSSWORD

Have students create a crossword with 'friendship' as its main theme. Once they are done, make photocopies and share with the other students. If you think your students aren't ready for crosswords yet, try having them create word searches instead.

For examples of crosswords and word searches for students to complete before creating their own:

http://www.puzzlechoice.com/kc/K_Cross_Arcx.html http://www.puzzlechoice.com/kc/K_Search_Arcx.html

For more information on these activities and other activities please visit:

<http://www.atozkidsstuff.com/friendship.html>



GLOSSARY

Actor/Actresses - a male or female person who performs a role in a play, television show or movie

Analyze - to examine carefully and in detail so as to identify causes, key factors, possible results, et

Artifacts – a product

Costumes - clothing worn by an actor on stage during a performance

Critique – a critical examination of any production, a review

Culture - the behaviours and beliefs characteristic of a particular social, ethnic, or age group

Curtain Call - the reappearance of the cast after the end of the play during which they acknowledge the audience's applause

Designer - an artist who creates visual elements of the production: sets, props, costumes, lights, sound or video

Diversity – state of being diverse, difference, various

Director - the person who oversees the entire process of staging a production

Ensemble - a group of theatrical artists working together to create a theatrical production

Ethnicity - ethnic traits, background, allegiance, or association

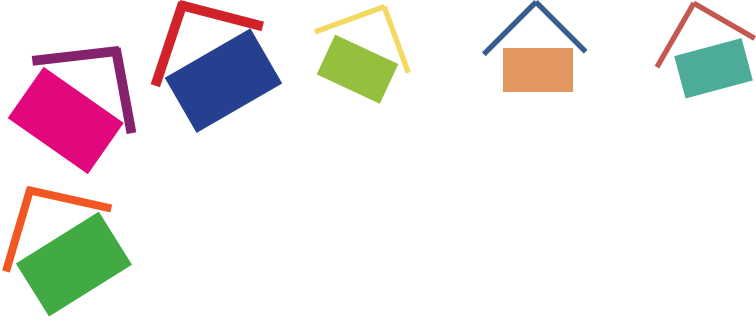
Evidence – indication, sign, proof

Multicultural/Multiculturalism- the doctrine that several different cultures (rather than one nation-culture) can coexist peacefully and equitably in a single country
-the practice of acknowledging and respecting the various cultures, religions, races, ethnicities, attitudes and opinions within an environment

Playwright - a person who writes plays

Props - items carried on stage by an actor; small items on the set used by the actors

Rehearsal - practice sessions in which the actors and technicians prepare for public performance through repetition



Set Design - all the scenery, furniture and props the audience sees at a production of a play

Script - the written text of a play

Stage - the area where actors perform

Stage Crew - the technicians responsible for running the show - during performances, they change the scenery and run the lights and sound

Stage Left - left side of the stage as determined by the actor standing in the center of the stage facing the audience

Stage Manager - the director's liaison backstage during rehearsal and performance; the stage manager is responsible for the running of each performance

Stage Right - right side of the stage as determined by the actor standing in the center of the stage facing the audience

Theatre - to imitate or represent life in performance for other people; the performance of dramatic literature; drama, the milieu of actors, technicians, and playwrights; the place where dramatic performances take place

Tradition – a belief or practice handed down

Trait – a distinguishing feature of character or mind

Understudy - an actor who learns the lines and blocking (moment-by-moment movement and grouping of actors on stage) of one of the principal characters in the play; should one of the principal actors be unable to perform, the understudy would step in at a moment's notice - understudies are rare in all but the largest theatre companies

Definitions from:

Webster's Dictionary (1986)

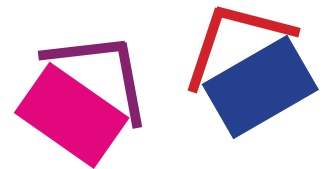
<http://dictionary.reference.com/browse/analyze>

<http://www.artsvivants.ca/en/eth/infozone/glossary.html>

<http://www.kqed.org/assets/pdf/arts/programs/spark/theatervocab.pdf>

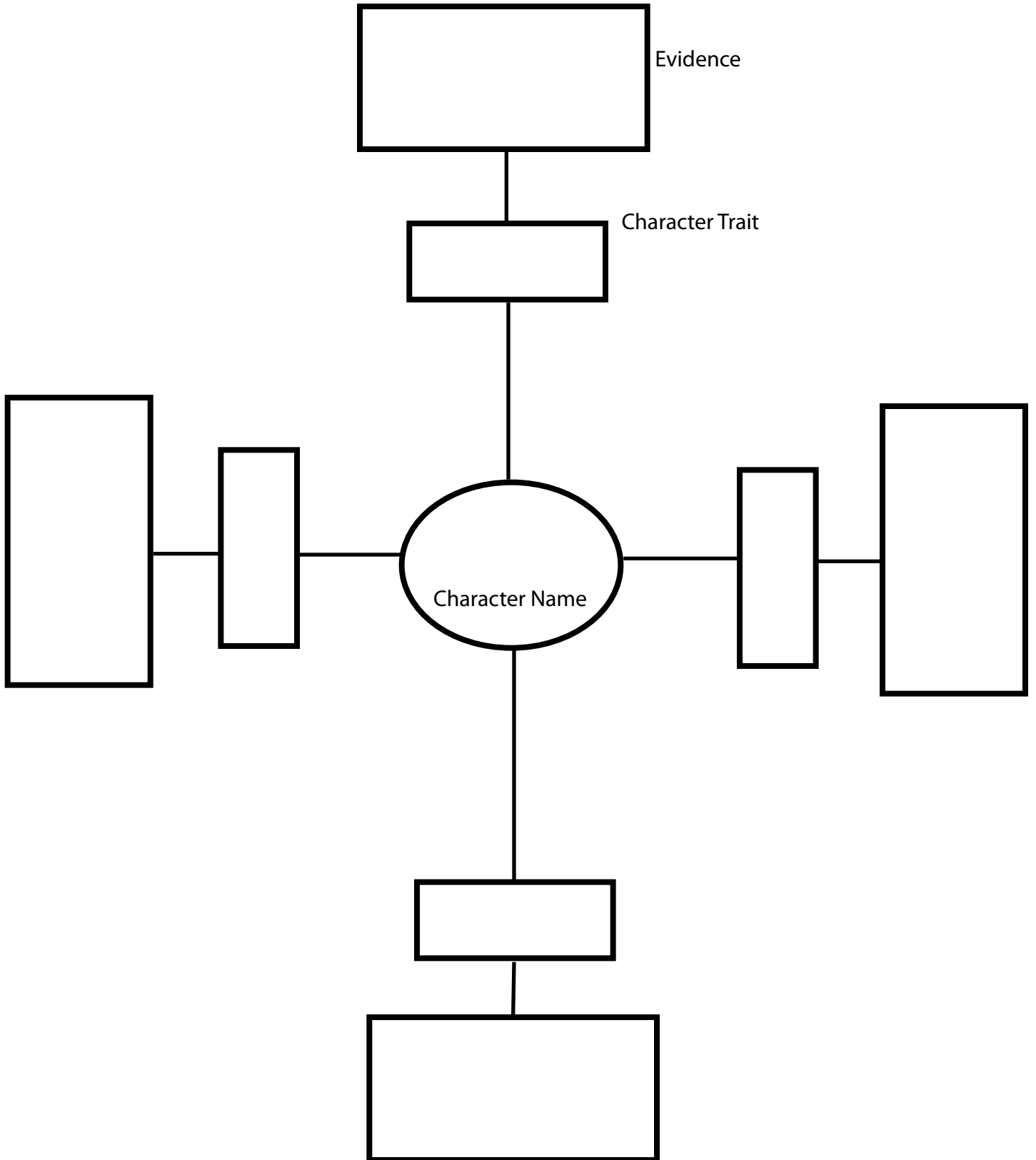
<http://wordnetweb.princeton.edu/perl/webwn?s=multiculturalism>

<http://admin.utep.edu/Default.aspx?tabid=43916>



APPENDIX A

Character Analysis Web



APPENDIX B

Scavenger Hunt Questions #1

Questions	Answers
Find someone who speaks another language at home	Name Language
Find someone who is an only child	Name
Who has the most siblings in the class?	Name How many?
Find someone who has a religion that is different than yours	Name Religion
Find someone who has travelled outside of Canada	Name Country
Find someone who was born outside of Canada	Name Country
Find someone who is of a different ethnicity than you	Name Ethnicity

Scavenger Hunt Questions #2

Item	Where you found it	Describe the items
3 Flags from another country (can be pictures)		Countries flags are from:
2 books in a different language		Titles of books: Languages:
5 news articles about stories around the world		Title of each article and country it's from:
2 books that deal with different cultures		Cultures of books:
1 item of food that is not North American		Name of food: Origin:

Answer the following questions:

<p>Ask 2 people from a different group to name 2 dishes each that their family eats. These foods should be related to their culture.</p>	<p>Names:</p> <p>Food:</p>
<p>Write the spelling of the words Hello and Goodbye in 3 different languages</p>	<p>Hello:</p> <p>Goodbye:</p>
<p>Go to Grandpa’s Globe and explore the world with Franny: http://pbskids.org/frannysfeet/globe/index.html</p> <p>Click on the globe and chose 1 destination.</p>	<p>What destination was it?</p> <p>What did you learn about it:</p>
<p>Ask 3 people in the class if they speak a different language at home. Ask them to write down 2 words (in a different language) that they use at home along with its English counterpart.</p>	<p>Person 1:</p> <p>Person 2:</p> <p>Person 3:</p>
<p>Go to shoebox adventures: http://pbskids.org/frannysfeet/adventure/messymonkey.html</p> <p>Choose 1 pair of shoes and describe the adventure</p>	<p>Describe the adventure:</p>

APPENDIX C

Mad Libs

The First Day of School

One very nice morning near the end of summer, my mother woke me up at 4:00 A.M. and said, "Wake up and smell the grass, sleepy head - today is your first day of school and you can't be late." I groaned in my bed for twenty seconds, but eventually, I got dressed. I wore a blue and white striped long sleeve _____ (noun) with a collar on it, a red tie, dark gray pants, white socks, black shoes, and a(n) _____ (adjective) hat. In ten minutes I made lunch and ate my breakfast. _____ (number) hours later, the bus came, and in a few minutes I was already at school. In school, I met two really _____ (adjective) kids. All of us became friends very fast. That day we had science, and luckily my friends and I were at the same _____ (noun) . My friends' names are _____ (proper noun) and _____ (proper noun). At math, we weren't together, and that really bugged me. We learned what _____ (plural noun) were, and when to use them. At snack and recess, we played 'Three - Square' together. It was extremely fun. At P.E., we were _____ ("ing" verb) off of the ropes onto _____ (plural noun). I thought it was a very _____ (adjective) idea. In swimming class, we needed to swim extremely _____ (adverb), or else... we would get tortured. Thirty minutes later, school was over. I grabbed all my belongings, and put them into my back-pack. In two minutes, the bus came. Before I went into the bus, I shouted, "Goodbye, adios amigos, sayinara, and shalom," to my friends. Then I went into the bus. In a flash, I was back home. This day was an extremely exciting day!

APPENDIX D

Geordie Productions Word Scramble

Using the decoder, create a mystery sentence for your fellow classmates. Try and make it about friendship!

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
4	10	20	21	1	16	8	25	3	17	26	13	7	11	15

P	Q	R	S	T	U	V	W	X	Y	Z
22	5	18	9	24	12	2	6	23	14	19



ABOUT GEORDIE PRODUCTIONS

Geordie Productions is a professional theatre company that has presented live English-language theatre for young audiences for over twenty-five years. Based in Montreal, Geordie tours extensively across Québec, Ontario and the Maritimes, performing in schools, theatres, libraries and community centres. Geordie has also visited the Far North and has performed across Canada and in the United States. Closer to home, Geordie's Mainstage series entertains thousands of families and school groups in downtown Montreal.

CONTACT US

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