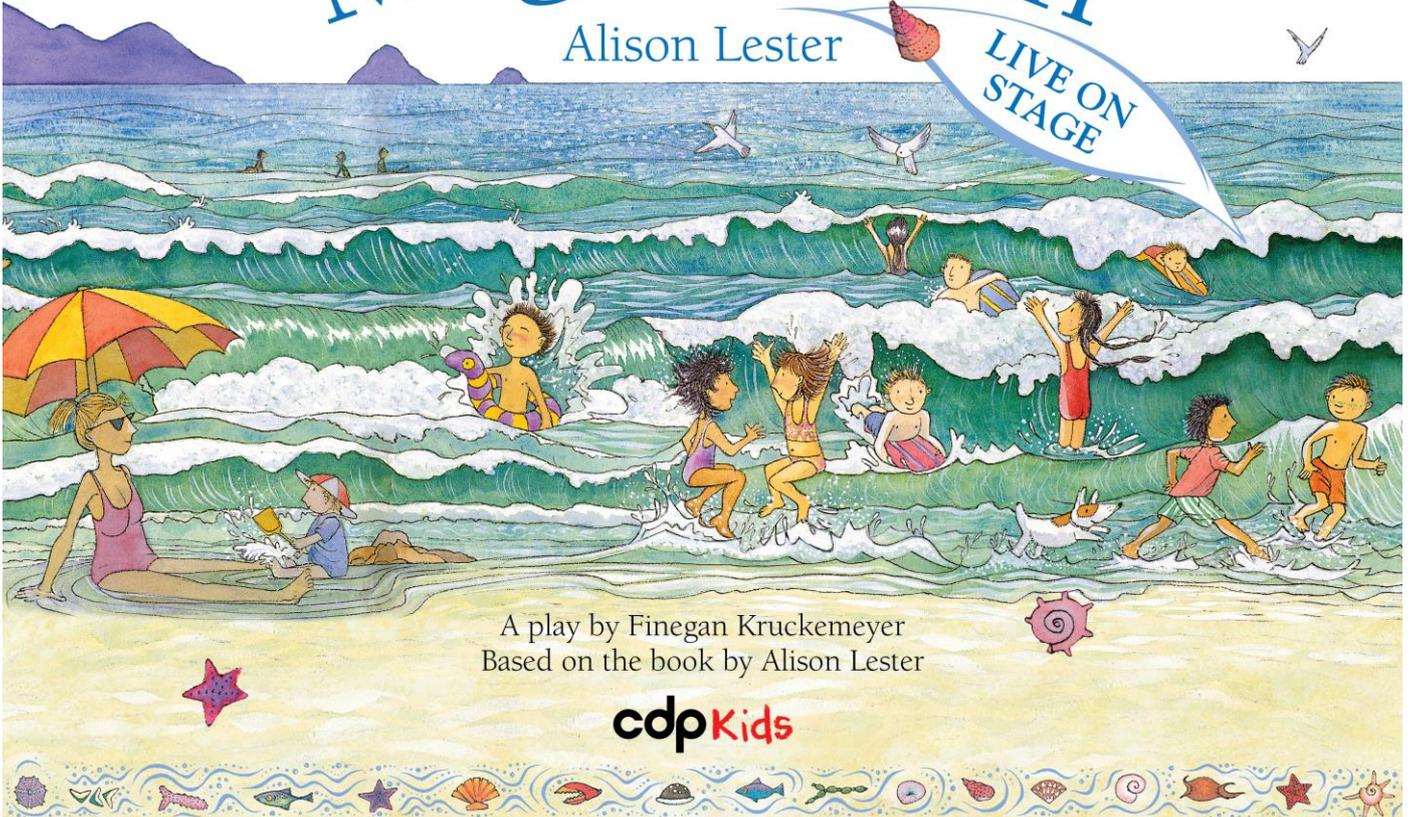


CDP Kids Presents

# Magic Beach

Alison Lester

LIVE ON  
STAGE



A play by Finegan Kruckemeyer  
Based on the book by Alison Lester

cdpKids

## Teacher Resource Kit

A teaching resource for children 3-8 years

The Magic Beach Teacher Resource Kit accompanies CDP's new Australian adaptation of Alison Lester AM's classic book.

Produced by **CDP Theatre Producers**

Playwright: Finegan Kruckemeyer

Original Director: Liesel Badorrek

Designer: Isla Shaw

Lighting Designer: Nicholas Higgins

Sound Designer: Gail Priest

Original Cast (in alphabetical order): Kate Betcher, Jade Fuda, Alex Packard

### ***CDP Theatre Producers***

CDP Theatre Producers is a boutique production house with an unsurpassed track record for developing new productions, putting ideas into action and for producing some of the best theatrical entertainment in Australia. CDP was recently described by Melbourne's *The Age* as "a reliable and prolific source of high-quality children's theatre".

Our productions for children and families include adaptations of the popular books *The 13-Storey Treehouse*, *The 26-Storey Treehouse*, *The 52-Storey Treehouse*, *The 78-Storey Treehouse*, and *The 91-Storey Treehouse*, David Walliams' *The Midnight Gang*, *David Walliams' Billionaire Boy*, *David Walliams' Mr Stink*, *Spot*, *Snugglepup* and *Cuddlepie*, along with the Australian productions of *The Gruffalo*, *The Gruffalo's Child* and *Room on the Broom*. CDP also produced Sydney Opera House's *Meeting Mozart* for Sydney Opera House and have toured it extensively in China and the Middle east.

## Introducing Magic Beach

Magic Beach is a new production from playwright Finegan Kruckemeyer, based on Alison Lester AM's classic picture book about the magic of Australian beach holidays.

As the story begins we are introduced to siblings Danny, Lucy and Sally, packing frantically for the car trip for their annual beach holiday to Magic Beach with their Mum and Dad. The car trip begins with an excited Danny and Lucy enjoying the city scenery and talking about all the things they do each year. Eleven year old Sally is quiet and thoughtful. It emerges that she is feeling confused about the trip away, and is unsure whether she will still be able to enjoy the "little kid" things that they do at Magic Beach every year.

The family arrive and take their ritual first dive into the ocean. Lucy and Danny are immediately transported into the world of their imagination, riding on their seahorses through the waves. Sally is saddened as she finds herself unable to get carried away in this powerful game of imagination. Lucy and Danny are worried about how things will be without Sally in their magical games. Danny and Lucy move on to exploring the rockpools. They are joined by Toby, a holiday friend who became a mortal enemy to Lucy after trying to prise anemones off rocks. Lucy is on her guard, and threatens Toby with her "Karate-jitsu-kwondo" moves. After some discussion the three children decide there is enough room for everyone and are transported once again into the world of imagination. They float in a gigantic rock pool, witnessing the beautiful colourful fish, anemones, crabs, limpets and molluscs. Their reverie is interrupted as Lucy and Danny are called by their Mum.

Danny and Lucy move to a new part of the beach where they start some serious sandcastle construction. They are joined by Sally, who is secretly wanting to play. She satisfies herself with the serious job of bringing water to Danny and Lucy. As the sandcastle grows into a fortress Danny and Lucy are transported into a lively seascape where they are threatened by a ferocious dragon. Just as they think all is lost Sally rejoins their play and enters as a knight to defeat the dragon, smashing back the predator and saving her siblings from certain destruction. As their game ends, Sally allows herself to join the fun, and is happily reunited with her siblings.

The action begins again the next day, after a happy dinner with holiday friends at the Surf Club.

Lucy is found at the jetty fishing, and eventually snags something big.....

Meanwhile Danny and Sally are fishing from their tangerine boat, and being towed by something enormous. To Sally's amusement they find they have tangled their lines! Lucy joins them in the boat. They are once again transported into their imaginary world, a pirate ship captained by Sally.

The pirate ship journeys until meeting with a huge storm, with Danny on the top of the mast, swaying wildly in fear. When the storm finally calms, Sally is jubilant at rediscovering her sense of fun and imagination.

The day ends with a bonfire at the beach. The three siblings sit together and talk of the magic of their holiday, and what the memories mean to them when they return to their everyday lives. Danny and Lucy slowly fall asleep as imaginary smugglers appear with caskets of rum. Sally holds her siblings close, glad to be with her family, with a new understanding that the beach will always be a magical place for her. The story and the day end in a peaceful glow.

## Meet the Author

Alison Lester (born 1952) is one of Australia's most popular authors. She is the bestselling creator of over 25 picture books, that mix the world of the imaginary with everyday life. Her books are published in many languages. Alison Lester has won numerous prestigious awards, including the Children's Book Council of Australia (CBCA) Picture Book of the Year Award for her much-loved classic *Are We There Yet?* Alison Lester became Australia's first Children's Book Laureate in 2012, a position shared with Boori Monty Pryor. In 2016, Alison was awarded the Dromkeen Medal for her outstanding achievement in the creation of Australian children's and young adult literature. In 2018 she became the first children's book writer to win the Melbourne Prize for Literature, for her contribution to Australian literature and cultural and intellectual life.

Alison lives on a farm in country Victoria. She continues to write and illustrate, and travels to schools around Australia, helping students and teachers develop their own stories.



## Bringing Magic Beach to the Stage – The Workshop Process

CDP have commissioned the world premiere stage adaptation of *Magic Beach*. The process of bringing a children's book to stage is a complex and extended creative process.

The creative process for *Magic Beach* has been as follows

- In 2016 the CDP team read and fell in love with Alison Lester's "Magic Beach" and discussed adapting it for the stage with playwright Finegan Kruckemeyer.
- CDP obtained the rights to adapt the book for the stage from Alison Lester's agent.
- A director, Liesel Badorrek was appointed. She worked with the producers at CDP to appoint the other creatives including set and costume designers, composer, lyric writers, sound designer and a lighting designer.
- The playwright wrote a first draft of the script, and sent it to Alison Lester who offered feedback.
- The director and producer worked with the playwright to make changes, and a new draft was written.
- The creative team and a cast of three actors came together for a week of creative development, where the team explored the story and characters, and experimented with different ideas about how the play could be brought to life on stage.
- The team showed their work to industry colleagues, who offered their feedback and suggestions.
- The playwright wrote a final draft in consultation with the director and producer.
- The designers created final plans for the show.
- Sets and costumes were built and made, and a soundtrack and lighting plans created.
- The show rehearsed for 3 weeks in preparation for the opening at The Art House in Wyong.

# Live Performance

## The Ultimate Teaching and Learning Opportunity

Attending a live performance is a rich and engaging learning opportunity. Prepare children through explicit teaching to make the most of their theatre experience.

- **Talk about and practice being an audience member.** Audience members sit and listen quietly for most of the time. They join in the action when invited, and clap and cheer to show their appreciation. They allow fellow audience members to watch the show without interruptions.
- **Talk about and roleplay theatre conventions.** What is a theatre? What are actors? What are characters? What are costumes? What is a stage? What are props? What is a set? What is a script? Is theatre 'real'? How can song, dance and movement tell a story?
- **Explore the role of the actors in telling the story.** *Magic Beach* is performed by a team of three actors. A physical storytelling style, original music, a wonderful set, and magical design help to bring the story to life. Discuss and explore physical storytelling. Consider how actors can work with design elements such as sound, sets, props and light to evoke a magical world.
- **Familiarise children with the *Magic Beach* picture book** in the lead up to the performance. There are many suggestions for how to use *Magic Beach* as a learning resource in the following pages.

## Links to Curriculum

A wide range of learning activities from all curriculum areas are described in this resource. Links to the Australian Curriculum v8.4, Victorian Curriculum and NSW Board of Studies Syllabi for activities in these learning areas appear at the end of each section.

See *The Australian Curriculum Online* for further details [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au).

See Victorian Curriculum for further details [www.vcaa.vic.edu.au/Pages/foundation10/f10index.aspx](http://www.vcaa.vic.edu.au/Pages/foundation10/f10index.aspx)

See NSW Board of Studies Syllabi at [www.boardofstudies.nsw.edu.au/k-6/](http://www.boardofstudies.nsw.edu.au/k-6/)

## Suggested Age Guidelines

*Magic Beach* is suitable for children ages 3-8 years. A suggested age range appears next to each of the teaching ideas, for example

- Tell the story of the image of six children reeling in a shark. Name the characters and create a line of dialogue based on their facial expressions in the picture. *6-8 years*

# Teaching and Learning Activities

## Learning About and Through the Arts

Attending a live performance can be a stimulus for a huge range of rich learning experiences. Not only can you plan for learning **about** the arts, but for whole of curriculum learning **through** the arts.

## Literacy and the Arts

The *Magic Beach* picture book can be the impetus for a range of literacy and arts experiences, before, during and after the performance. Use this list below as a jumping off point for planning learning around the book in your setting.

**Involve the children in their own spoken word performance** by selecting an illustration and creating dialogue to tell the story.

- Tell the story of the image of six children reeling in a shark. Name the characters and create a line of dialogue based on their facial expressions in the picture. 6-8 years

**Experiment with using sound to tell a story.** *Magic Beach* is full of both real life and imaginary action as the families explore the beach.

- Add percussion instruments, vocal sounds, everyday objects from your classroom and other sound makers to tell the story with sound. 4-8 years
- Use sounds to bring the story's events to life – the plunging of the wild white horses, the dragon spitting out flames, the chiming and tinkling of the treasure chest, the splash of the waves on the sides of the tangerine boat. 4-7 years
- Add a sound to key words in the text. When you read the words *Magic Beach* play the hanging windchimes, or a triangle. 3-6 years
- Make a radio play and experiment with recording sounds on a tablet device, laptop or phone, throwing a ball into a tub of water to make the shark's splashing, clapping coconut shells as the horse gallops to save Prince James from the dragon. 5-8 years

**Explore rhythm of the text and build a chant or song.**

- Tap out the underlying beat as you read a short section of the text. Say the text faster and slower and matching the beat. 3-7 years
- Choose one of the four-line stanzas from the text. Perform it in unison as a chant and as a round. 5-8 years
- Add a rhythmic ostinato to create a new arrangement. One group repeats one line over and over while another group performs four lines. Repeat *Shrieking and laughing with glee* while the rest of the group chant *At our beach, at our magic beach, we swim in the sparkling sea, surfing and splashing and jumping the waves, shrieking and laughing with glee.* 5-8 years
- Add a beat and repeated rhythms on bodies and instruments. 5-8 years

**Explore the many characters in the illustrations.** *Magic Beach* depicts a real world full of babies, children, mums, dads and pets enjoying the beach on their holiday, and an imaginary world of dragons, horses, sharks, smugglers,

and sea creatures. Choose a character from the illustrations and explore them in depth. Develop the characters through music, movement and visual arts.

- Move like a baby at the beach or a prancing seahorse to matching musical excerpts. 3-6 years
- Use your body to make freeze frames of key scenes in the story. 5-8 years
- Take digital photos of your character and how they appear in different scenes of the story. 5-7 years
- Make a drawing, painting, cartoon or plasticine sculpture of your character. 3-7 years
- Choose a musical sound or musical excerpt to represent some of the characters in the illustrations. 5-8 years
- People move very differently in the water than when they are on land. Choreograph a dance using watery moves from both real and imaginary characters. 5-8 years
- Become a character from an illustration. Tell your story of your time at the beach and answer questions from your class while in character. 6-8 years

**Listen to some music about the sea. There is a wide range of music inspired by the ocean.**

- Learn and sing the sea shanty Blow the Man Down. Dress up as seafaring pirates and sing the song. 3-8 years
- Write your own rollicking sea shanty and perform it with a jig. 6-8 years
- Close your eyes and be transported away by Debussy's *La Mer* or Saint Saen's *Aquarium* from the Carnival of the Animals. 3-8 years
- Play tambourines and rhythm sticks along to the catchy tunes of the Beach Boys. 3-8 years
- Create your own dance to Surfin' USA with all your best surfing dance moves. 5-8 years

The illustrations in the picture book are detailed, colourful and intriguing.

**Explore the illustrations in depth.**

- Look at the colour palette that Alison Lester has chosen to use in *Magic Beach*. Why has she selected these colours? Would it be different if the story were set in a magic rainforest or magic desert? 5-8 years
- Create illustrations using the colour palette found in the book. What type of feelings and ideas do they evoke? 5-8 years
- Each page in *Magic Beach* has a border decorated with details that evoke the events, characters, environment and time of day as the story unfolds. Make a picture and add graphic design techniques like borders, headings, underlines and watermarks to help tell the story. 5-8 years
- Alison Lester's pictures are clear yet detailed, and add depth to the text of the book. Experiment with different art mediums to create pictures that have detail and tell a story beyond the words. 5-8 years
- Explore other picture books by Alison Lester such as *Nony the Pony* and identify similarities and differences in the pictures in each book. Explore how different illustration styles have different effects. 6-8 years

**Write an innovation on the text** by changing the setting:

- What's a magical place for you and your family or friends? Write a new poem or story about your adventures. 6-8 years
- Write a new story based in an everyday place like school or home and make it magical! 5-8 years

*Magic Beach* is an adventurous recount that chronicles the magic of beach holidays through the eyes of children.

**Explore the structure and style of this rich recount.**

- Verbally tell the story of *Magic Beach* to a friend. 5-7 years
- Create a class story map putting key illustrations in order. 4-6 years
- Write your own magical recount by letting an everyday experience take you into the world of your imagination. 6-8 years

The production of *Magic Beach* explores many worlds – the everyday world of home, and the everyday and magical worlds of holiday time. The audience are transported both to the world of holidays at the beach, and the world of the imagination with Lucy, Danny and Sally.

**Explore the way stories can move between worlds.**

- Draw pictures of the worlds represented in the story – the world of home and the world of holidays, the world of the beach and the world of the imagination. What’s the same? What’s different? What are the things that link the worlds? 4-8 years
- Read and enjoy some other stories set in two worlds – the C.S. Lewis *Narnia* series, *Alice in Wonderland* by Lewis Carroll, *Peter Pan* by J.M. Barrie , *A Wrinkle in Time* by Madeleine L’Engle, *Where the Wild Things Are* by Maurice Sendak, 3-8 years

**Australian Curriculum Content Codes**

<u>English</u>	Foundation	Year 1	Year 2	Year 3
Literature – Creating literature	ACELT1580, ACELT1831	ACELT1586 ACELT1832	ACELT1593 ACELT1833	ACELT1601 ACELT1791
Literature - Responding to literature	ACELT1577 ACELT1783	ACELT1582	ACELT1589 ACELT1590	ACELT1596
Literature - Examining Literature	ACELT1578 ACELT1579	ACELT1584 ACELT1585	ACELT1591 ACELT1592	
Literature – Literature and context		ACELT1581		
Literacy – Interacting with others	ACELY1646 ACELY1647	ACELY1656 ACELY1657	ACELY1667	ACELY1676 ACELY1677
Literacy – Interpreting, analysing, evaluating	ACELY1650	ACELY1659 ACELY1660	ACELY1669 ACELY1670	ACELY1678
Literacy – Texts in context		ACELY1655	ACELY1665	ACELY1675
Literacy – Creating texts	ACELY1651	ACELY1661	ACELY1671	ACELY1682
Language – Language for Interaction		ACELA1787		
Language – Expressing and Developing Ideas	ACELA1786	ACELA1453	ACELA1469	ACELA1483
Language - Text structure and organisation.			ACELA1463	
<u>The Arts</u>				
Drama	ACADRM027 ACADRM028 ACADRM029			ACADRM031 ACADRM032
Visual Arts	ACAVAM107 ACAVAM108			ACAVAM111 ACAVAM112
Music	ACAMUM080 ACAMUM081 ACAMUM082			ACAMUM084 ACAMUM085
Dance	ACADAM001 ACADAM003			ACADAM005 ACADAM007
Media Arts	ACAMAM054 ACAMAM055 ACAMAM056			ACAMAM058 ACAMAM059

## Victorian Curriculum Content Codes

<b>English -</b>	<b>Levels D</b>	<b>Foundation</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Reading and Viewing, Language-Text Structure and Organisation.	VCELA106			VCELA212	VCELA246
Reading and Viewing, Language – Expressing and Developing Ideas	VCELA110	VCELA145		VCELA215	VCELA248
Reading and Viewing, Literature - Examining Literature	VCELT 114 VCELT 115	VCELT149 VCELT150		VCELT219	VCELT253 VCELT254
Reading and Viewing, Literacy, Interpreting, analysing, evaluating	VCELY118	VCELY153	VCELY186	VCELY222	VCELY257
Reading and Viewing, Literacy, Texts in Context			VCELY185	VCELY220	VCELY255
Writing, Literature – Creating literature	VCELT124	VCELT159	VCELT192 VCELT193	VCELT228 VCELT229	VCELT264 VCELT265
Writing, Literacy – Creating texts	VCELY125	VCELY160	VCELY194	VCELY230 VCELY233	VCELY266 VCELY269
Speaking and Listening, Language – Expressing and developing ideas				VCELA237	
Speaking and Listening, Literature – Literature and context			VCELT205	VCELT240	VCELT274
Speaking and Listening, Literature - Responding to literature	VCELT137	VCELT170 VCELT171	VCELT206 VCELT207	VCELT242	
Speaking and Listening, Literature - Examining Literature	VCELT138	VCELT172	VCELT208, VCELT209	VCELT243	
Speaking and Listening, Literacy – Interacting with others	VCELY139 VCELY140	VCELY174 VCELY175	VCELY210 VCELY211	VCELY244 VCELY245	VCELY275 VCELY276
Speaking and Listening, Literature – Creating Literature	VCELT135	VCELT173			
<b>The Arts</b>					
Drama	VCADRE013 VCADRD014 VCADRD015	VCADRE017 VCADRE018 VCADRP019	VCADRD021 VCADRP023	VCADRD022	VCADRD026 VCADRP027
Media Arts	VCAMAP13 VCAMAP14 VCAMAP15	VCAMAP017 VCAMAP018 VCAMAP019	VCAMAP021 VCAMAP023	VCAMAP022	VCAMAP026
Visual Arts	VCAVAE013 VCAVAV014 VCAVAP015	VCAVAE017 VCAVAV018 VCAVAV020	VCAVAE021 VCAVAV024	VCAVAV022	VCAVAV026 VCAVAV028
Music	VACMUE013 VCAMUM014 VCAMUP015 VCAMUP016	VCAMUE017 VCAMUM018 VCAMUP019 VCAMUP020	VCAMUE021 VCAMUP023	VCAMUM022	VCAMUP027
Dance	VCADAD014 VCADAD015	VCADAD018 VCADAD019	VCADAD022 VCADAD023		VCADAD025 VCADAD026 VCADAD027

## NSW Board of Studies Syllabus

<u>English</u>	Early Level 1	Stage 1	Stage 2	Stage 3
<b>English - Objective A</b>	<b>Ene-1A, ENe-2A, Ene-4A</b>	<b>EN1-1A, EN1-2A, EN1-4A</b>	<b>EN2-1A, EN2-2A, EN2-3A, EN2-4A</b>	<b>EN3-1A EN3-2A, EN3-3A</b>
<b>English – Objective C</b>	<b>ENe-10C</b>	<b>EN1-10C</b>	<b>EN2-10C</b>	<b>EN3-7C</b>
<b>English – Objective D</b>	<b>ENe-11D</b>	<b>EN1-11D</b>	<b>EN2-11D</b>	
<b><u>Creative Arts</u></b>				
<b>Visual Arts</b>	<b>VAES1.1 VAES1.2 VAES1.3 VAES1.4</b>	<b>VAS1.1 VAS1.2</b>	<b>VAS2.1</b>	<b>VAS3.1 VAS3.2</b>
<b>Music</b>	<b>MUES1.1 MUES1.2 MUES1.4</b>	<b>MUS1.1 MUS1.2 MUS1.4</b>	<b>MUS2.1 MUS2.2</b>	<b>MUS3.1 MUS3.2 MUS3.4</b>
<b>Drama</b>	<b>DRAES1.1</b>	<b>DRAS1.1 DRAS1.2</b>	<b>DRAS2.1 DRAS2.2</b>	<b>DRAS3.1 DRAS3.2</b>
<b>Dance</b>	<b>DAES1.1 DAES1.2</b>	<b>DAS1.1 DAS1.2</b>	<b>DAS2.2</b>	<b>VAS3.2</b>

## Social and Emotional Learning Through the Arts

The *Magic Beach* book and *Magic Beach* production explore the power of the imagination, the magic of the natural environment, sibling relationships, and the journey to adolescence, and examine the learning about self and others that often unfolds when experiencing new places.

### Examine each of these themes.

- Danny, Lucy and Sally escape into the world of their imagination at their Magic Beach. What are the good things about being imaginative? How can your imagination help you solve problems? What are some ways that your imagination has helped you? How can you build on your imagination? What helps you to access your imaginative powers?
- The children have named their holiday spot Magic Beach. They are fully engaged in the magic of the natural environment, exploring, imagining and experiencing. What is your favourite type of environment? Have you got a special place you like to go? How do you feel when you are outside?
- Sally is confused about growing older, and whether or not to play with her siblings. Have you got brothers, sisters, cousins or friends? Will things always stay the same between you? What do you do when something is worrying you about getting along? How can you find new ways to get along?
- Is it ok to disagree with your friends or family? What are some respectful ways to sort out disagreements between friends and family?
- Sally is changing as she gets older. What are some changes you have experienced? What has stayed the same about you?
- Danny, Lucy and Sally live in the city. They take the time each year to have a magical beach adventure. What kind of adventures have you experienced? What are some things you've learnt on your adventures?

*Magic Beach* also examines further common childhood emotions and emotional experiences. Lucy and Danny are excited to be going on holiday. Danny is frightened when he is tossed about on the tall mast of the tangerine boat. Sally is confused about her changing role with her siblings as she grows into adolescence. Lucy is frustrated by her holiday friend Toby when he wants to hurt the sealife in the pool. The children feel loved and safe around the campfire and in their big holiday bed. **This story is a great starting point for discussions and activities that will help children to understand and manage these feelings.**

- Have you ever been frightened?
- What makes you and other people frightened?
- How can you help yourself if you are feeling frightened? How can you help others?
- Have you ever been confused? What makes you confused?
- Have you found a good way to help yourself when you feel confused?
- What is something that makes you excited? How does your body feel when you are excited?
- When do you feel safe? What places or people make you feel safe? What makes them safe to you? How does your body feel when you are safe?
- Have you ever felt frustrated because you can't work out how to solve a problem? How did you get through that feeling?
- When do you feel loved? How can you make other people feel loved? Why is it important to feel loved?

These discussions and activities may support progress towards the Personal and Social Capability learning area in the Victorian Curriculum, Australian Curriculum and NSW Board of Studies Syllabi.

## Teaching and Learning Activities Across the Curriculum

There are countless ways to incorporate **Magic Beach** into all areas of the curriculum. Following is a list of jumping off points. The rest is up to your imagination.

### Mathematics

- How many pages does the girl in the watermelon hat appear on? How many times do you see the little dog?  
*3-5 years*
- How many rectangle illustrations are there in the book? How many circle illustrations?? *3-5 years*
- Imagine and then draw a bird's eye view map the favourite spots the children visit at Magic Beach. *6-8 years*
- Many of the borders are decorated with patterns. Create your own pattern with seaside shapes and images.  
*5-7 years*
- Give and follow directions to find your way through the Magic Beach in your classroom and playground. *6-8 years*
- What is the perimeter of the picture border? Measure how wide and how long? Measure and make your own rectangle border choosing your own dimensions. *6-7 years*
- Make scale drawings of the boy with the fish hat and the girls with the watermelon hat compare them. *6-8 years*
- Create a timetable that shows all the events in the magical day at Magic Beach. *5-6 years*
- Look closely at the illustrations and identify the different lines and shapes that you see in the different pictures of the sea. *4-6 years*

### Australian Curriculum v8.4 - Mathematics

Mathematics	Foundation	Year 1	Year 2	Year 3
Measurement and Geometry - Using units of measurement.	ACMMG007 ACMMG008 ACMMG006	ACMMG021 ACMMG019		
Measurement and Geometry – Location and Transformation	ACMMG010	ACMMG023	ACMMG044	ACMMG065
Measurement and Geometry - Shape	ACMMG009	ACMMG022	ACMMG042	
Number and Algebra – Number and Place Value	ACMNA001 ACMNA002			
Number and Algebra – Pattern and Algebra	ACMNA005			

### Victorian Curriculum – Mathematics

Mathematics	Level D	Foundation	Year 1	Year 2	Year 3
Measurement and Geometry - Using units of measurement.	VCMMG062	VCMMG078 VCMMG079 VCMMG080	VCMMG095 VCMMG097	VCMMG115	
Measurement and Geometry – Location and Transformation	VCMMG065	VCMMG082	VCMMG099	VCMMG122	VCMMG143
Measurement and Geometry - Shape	VCMMG064	VCMMG081	VCMMG098	VCMMG120	
Number and Algebra – Number and Place Value	VCMNA052	VCMNA069			

## NSW Board of Studies Syllabus – Mathematics

<b>Mathematics</b>	<b>Early Stage 1</b>	<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>
Number and Algebra	<b>MAe-4NA</b>			
Measurement and Geometry	<b>MAe-9MG</b> <b>Mae-13MG</b> <b>Mae-15MG</b> <b>MAe-16MG</b>	<b>MA1-9MG</b> <b>MA1-11MG</b> <b>MA1-13MG</b> <b>MA1-15MG</b> <b>MA1-16MG</b>	<b>MA2-15MG</b> <b>MA2-17MG</b>	<b>MA3-9MG</b> <b>MA3-15MG</b>

## Health, Wellbeing and Physical Education

- Discuss the role of emotions in the story by examining the illustrations. 3-6 years
- How do Sally's feelings change throughout the production? How are they different to Danny and Lucy's feelings? 6-8 years
- Mime the emotions, play them on an instrument, move like the children on the beach when they experience all the feelings of the day. 3-6 years
- Move like the children on their adventure through the real and imagined worlds of the beach, climb, dig, run, peer, jump, hide, splash, swim, hunt. Ride a seahorse, rock in a boat. 3-8 years
- Choreograph a beach dance using the actions from the book to "Under the Sea". 3-8 years
- Go on a treasure hunt through some obstacles to fill a treasure chest. 4-8 years
- Discuss sibling relationships and how siblings like Danny, Lucy and Sally can work together to solve problems. 4-7 years

### Australian Curriculum v8.4 Health and Physical Education

Health and Physical Education	Foundation	Year 1 and Year 2	Year 3 and 4
Personal, Social and Community Health – Communicating and interacting for health and wellbeing	ACPPS005	ACPPS019 ACPPS020	ACPPS037 ACPPS038
Personal, Social and Community Health – Contributing to healthy and active communities	ACPPS007	ACPPS023	ACPPS041
Movement and Physical Activity - Moving our body.	ACPMP008.	ACPMP025 ACPMP027	ACPMP043 ACPMP045
Movement and Physical Activity – Understanding movement		ACPMP029	ACPMP047
Movement and Physical Activity – Learning through movement	ACPMP012 ACPMP014		

### Victorian Curriculum. Health and Physical Education

Health and Physical Education	Level D	Foundation	Year 1 and Year 2	Year 3 and 4
Personal, Social and Community Health – Communicating and interacting for health and wellbeing	VCHPEP047	VCHPEP060 VCHPEP061	VCHPEP075 VCHPEP076	VCHPEP092 VCHPEP093
Personal, Social and Community Health – Contributing to healthy and active communities	VCHPEP049	VCHPEP063	VCHPEP079	VCHPEP096
Movement and Physical Activity - Moving the body.	VCHPEM050	VCHPEM064 VCHPEM065	VCHPEM081 VCHPEM082	VCHPEM097 VCHPEM098 VCHPEM099
Movement and Physical Activity – Understanding movement			VCHPEM084	VCHPEM101
Movement and Physical Activity – Learning through movement	VCHPEM055	VCHPEM068		

### NSW Board of Studies Syllabus Personal Development, Health and Physical Education

Personal Development, Health and Physical Education	Early Stage 1	Stage 1	Stage 2	Stage 3
Knowledge and Understanding – Objective 1	PDe-3	PD1-3	PD2-3	PD3-3
Knowledge and Understanding - Objective 2	PDe-4	PD1-4	PD2-4	PD3-4
Skills - Objective 2	PDe-11	PD1-11	PD2-11	PD3-11

## Information and Communications Technology

- Take digital photos and video of children's characterisations and freeze frames. Use them to make a PhotoStory, iMovie or other multimedia presentation. *4-8 years*
- Plan and code a path for robots to make a journey through the magic beach. *6-8 years*
- Record a soundtrack for the story. *6-8 years*
- Create a Magic Beach themed stop motion animation with Stop Motion or another app. *6-8 years*
- Create a slide show showing the transformation between real and imagined words on the beach. *7-8 years*
- Explore the Alison Lester official website. *h years*
- Create a Magic Beach digital game. *7-8 years*
- Email your creations to CDP Theatre Producers. *7-8 years*

## Design and Technology

- Cook some damper, marshmallows and other campfire delights. *4-8 years*
- Plan and make a picnic for a day at the beach or other favourite picnic spot. *3-8 years*
- Design and create creative sunhats with a holiday theme. *6-8 years*
- Design and build your own invincible amazing sandcastle. *3-8 years*
- Design and create your own fishing line. *6-8 years*
- Design and build your own boat using objects you find at school and home. *6-8 years*
- Design and make a sensory book using different materials that uses texture to tell the story. *6-8 years*
- Design and create a set with props for your own performance of Magic Beach. *6-8 years*

### Australian Curriculum v8.4 Technologies

Technologies	Foundation – Year 2	Years 3-4
Digital Technologies Knowledge and Understanding	ACTDIK001	ACTDIK007
Digital Technologies Processes and Production Skills	ACTDIP003 ACTDIP004 ACTDIP006	ACTDIP009 ACTDIP010 ACTDIP013
Design and Technologies Knowledge and Understanding	ACTDEK004	ACTDEK013
Design and Technologies Processes and Production Skills	ACTDEP006 ACTDEP007 ACTDEP009	ACTDEP015 ACTDEP016 ACTDEP018

### Victorian Curriculum Technologies

Technologies	Level D	Foundation – Year 2	Year 3-4
Digital Technologies – Digital Systems	VCDTDS010	VCDTDS013	VCDTDS019
Digital Technologies - Data and Information	VCDTDI011	VCDTDI015 VCDTDI016	VCDTDI021 VCDTDI022
Digital Technologies – Creating Digital Solutions	VCDTCD012	VCDTCD017	VCDTCD023
Design and Technologies - Technologies Contexts – Materials and Technologies Specialisations	VCDSTC011	VCDSTC017	VCDSTC027
Design and Technologies – Creating Designed Solutions	VCDSCD012	VCDSCD019 VCDSCD020 VCDSCD022	VCDSCD029 VCDSCD030 VCDSCD032

### NSW Board Of Studies Syllabus Science and Technology

Science and Technology	Early Stage 1	Stage 1	Stage 2
Skills	STe-2DP-T	ST1-2DP-T ST1-3DP-T	ST2-2DP-T ST2-3DP-T

## Science

- Learn more about the animals of the sea. What sea creatures will you find in the sandhills? In the rockpools? Underwater? *4-8 years*
- Group the creatures in the illustrations into mammals, birds, and other types of animals. What do they have in common? What is different? *6-8 years*
- What type of habitat does ocean life need? *6-8 years*
- The children go floating in a tangerine boat. What things float? What things sink? What makes things float or sink? *5-8 years*
- The children have an energetic tug-of-war with a monstrous shark in their imaginative world. How do they eventually pull the shark to land? What forces are in action? What would happen if they were pulling a sunken boat to land? A starfish? Another group of children? *6-8 years*
- What different types of vegetation do you see on the beach and underwater? How does the ocean plant life help ocean creatures to survive? *6-8 years*
- What makes the waves at the beach? What is the impact of the waves on the landscape? The sealife? Visitors to the beach? *6-8 years*

### Australian Curriculum v8.2 - Science

Science	Foundation	Year 1	Year 2	Year 3
Science Understanding – Biological Sciences	ACSSU002	ACSSU017 ACSSU211	ACSSU030	ACSSU044
Science Understanding – Physical Sciences	ACSSU005	ACSSU019	ACSSU033	
Science Understanding – Earth and Space Sciences	ACSSU004			ACSSU048
Science Inquiry Skills – Questioning and Predicting	ACSIS014	ACSIS024	ACSIS037	ACSIS053

### Victorian Curriculum - Science

Science	Level D	Foundation - Year 2	Year 3-4
Science Understanding – Biological Sciences	VCSSU032	VCSSU042 VSSU043	VCSSU057 VCSSU058
Science Understanding – Physical Sciences	VCSSU035	VCSSU049	
Science Understanding – Earth and Space Sciences		VCSSU046	VCSSU061
Science Inquiry Skills – Questioning and Predicting	VCSIS036	VCSIS050	VCSIS065

### NSW Board of Studies Syllabus - Science

Science	Early Stage 1	Stage 1	Stage 2	Stage 3
Science Knowledge and Understanding	STe-3LW-ST STe-5PW-ST STe-6ES-S	ST1-4WS-S ST1-5WS-S ST1-8PW-S	ST2-4LW-S ST2-8PW-ST	ST3-4WS-S ST2-9PW-ST ST2-10ES-S
Science Skills	STe-1WS-S	ST1-1WS-S	ST2-1WS-S	ST2-1WS-S

## Humanities and Social Sciences

- Sally, Danny and Lucy and their family visit the beach for a holiday each year. Where else do people visit or go on holidays? Do all families take holidays? Why do families go on holidays? Why else do people travel? 6-8 years
- Where in the world do you find beaches? What different types of beaches are around the world? What do people do at the beach around the world? 6-8 years
- People live in many types of structures when they travel. Explore and compare houses, tents, caravans, camper trailers, holiday units, homestays, cruise ships, refugee camps, convict ships, temporary shelters for people who are homeless? 6-8 years
- What are the different types of landscapes and environmental features on the Magic Beach? 6-8 years
- Going to the beach in the summer holidays is a popular activity with many Australian families. What other holiday traditions do people celebrate? What other places do people visit as part of community celebrations? 5-8 years
- The Magic Beach transports the children to the worlds of pirates, smugglers, and knights and castles. Learn more about the lives and times of the characters that now appear in magical stories and imaginative play. 6-8 years
- Sally, Danny and Lucy live with their Mum and Dad. Lots of different family groups visit the beach. Everyone's family is different. What different types of families are in your class? 3-5 years

### Australian Curriculum Version 8.2 – Humanities and Social Sciences

Humanities and Social Sciences	Foundation	Year 1	Year 2	Year 3
Inquiry and Skills - Questioning	ACHASSI001	ACHASSI018	ACHASSI034	ACHASSI052
Inquiry and Skills - Researching	ACHASSI002	ACHASSI019	ACHASSI035	ACHASSI053
Inquiry and Skills - Analysing	ACHASSI006		ACHASSI038	
Inquiry and Skills - Evaluating	ACHASSI008	ACHASSI025	ACHASSI041	ACHASSI058
Knowledge and Understanding - Geography	ACHASSK015	ACHASSK031 ACHASSK033	ACHASSK047 ACHASSK051	ACHASSK069
Knowledge and Understanding - History	ACHASSK012	ACHASSK028 ACHASSK029	ACHASSK045	ACHASSK065

### Victorian Curriculum - Humanities and Social Sciences

Humanities and Social Sciences	Level D	Foundation – Level 2	Level 3-4
Geographical Concepts and Skills – Data and Information	VCGGC048	VCGGC060	VCGGC074 VCGGC075
Geographical Concepts and Skills – Place, Space and Interconnection	VCGGC044 VCGGC045	VCGGC058 VCGGC059	VCGGC070 VCGGC073
Geographical Knowledge– Places and our connections to them	VCGGC051 VCGGC054 VCGGC055 VCGGC056	VCGGK065 VCGGK068 VCGGK069 VCGGK070	VCGGK082 VCGGK082 VCGGK084
Historical Concepts and Skills – Historical Significance		VCHHC057	VCHHC071
Historical Knowledge– Personal Histories	VCHHK046		
Historical Knowledge – Community Histories	VCHHK050 VCHHK051	VCHHK064	

**NSW Board of Studies – HSIE**

<b>Humanities and Social Sciences</b>	<b>Early Stage 1</b>	<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>
<b>Geography</b>	<b>GEe-1 GEE-2</b>	<b>GE1-1 GE1-2 GE1-3</b>	<b>GE2-1 GE2-2 GE2-3 GE2-4</b>	<b>GE3-1 GE3-2 GE3-4</b>
<b>History</b>	<b>HTe-1</b>	<b>HT1-2</b>	<b>HT2-1</b>	

# Differentiating Magic Beach Activities for Students with Special Needs

Students with special needs can be fully involved in enjoying and learning with the *Magic Beach* performance and education activities. All learners enjoy being challenged and thrive on high expectations. Take an open approach to different modes of participation, and create a teaching environment where all contributions are valued. Students with special needs have a right to access high quality arts and education experiences, and to learn along with their peers. Given the right supports these students will rise to the challenge.

The *Magic Beach* picture book is a magical story that can engage all ages and abilities. All of the activities listed above can be adapted to provide many entry points for students with a wide range of extra needs – physical, sensory, socio-emotional, intellectual disabilities, communication, behavioural and medical needs, and students with profound and multiple disabilities. A list of examples and ideas is below.

## Physical Disabilities

Students with physical disabilities may have difficulty expressing their ideas through drawing, moving, making, writing or speaking.

- Record responses or ideas as an audio or video file, using an iPad or similar technology. *Make a video recording your ideas and thoughts about one of the characters to add to a group character profile.*
- Share responses and ideas as a spoken or sung presentation. Be a storyteller. *Become one of the children on holidays and help us see inside the imaginary worlds you have visited on holidays at Magic Beach.*
- Use talk to text apps such as *EverNote* or *Just Press Record* to record responses. *Write your own innovation on the story using the **Just Press Record** app to create a text version.*
- Work with a partner or small group to collaborate to complete tasks. Work with a team to choreograph a dance using watery moves from both real and imaginary characters. *Allocate tasks such as the Scribe, the Ideas Boy/Girl, the Key Creator, the Performer, the Designer, the Reporter.*
- Use the students' existing Assistive Technologies such as augmentative communication apps and eye-gaze technology to collect and share responses. *Choose fabrics, colours, shapes and textures to be used when designing creative sunhats using iTobii eye gaze technology or communication apps such as Proloquo2Go.*
- Work with physical strengths to promote participation in movement activities. *Choreograph a jig for the sea shanty. Incorporate unusual or amazing physical actions that are shared by all group members. Create a dance circle where each person takes a turn to lead.*

## Vision and Hearing Loss

The *Magic Beach* book has medium sized text and detailed pictures using many shades of colour. The illustrations may be difficult to access for students with vision loss.

- Provide a significantly enlarged copy of drawings and text. *Make A3 copies of key illustrations. Use pictures such as the capture of the shark that have contrasting colours and a relatively clear background.*

- Use a black border made out of A4 paper or smaller to focus in on particular sections of enlarged drawings, and to reduce visual distractions. *Use a black frame to focus on the facial expressions of the children in enlarged copies of the illustrations.*
- Present images on a contrasting background to increase visibility. *Cut out an enlarged picture of the tangerine boat and stick it on a piece of contrasting cardboard.*
- Provide an audio recording or talking book version of important sections of the text. *Make an audio recording of the book using character voices and sound effects.*
- Focus on the sounds of the story. *There are distinctive sounds associated with the beach. Add the gentle whoosh of the ocean waves, the splashing in the rock pools, the excited shouts of children, the woofing dog, the slap of the boat on the waves when you read the story aloud.*

Students with hearing loss often have difficulty hearing and following spoken instructions and class discussions.

- Provide clear step by step written instructions and examples for student activities. *Write your own magical recount by letting an everyday experience take you into the world of your imagination. Provide a visual template for each stage of the task, with clear examples and suggestions included.*
- Conduct silent class discussions where all contributions and questions are shared through writing, mime or drawing, much like Pictionary or Charades. *Discuss the habitat of the beach, and different types of beach habitats using no talking. Contributions could include drawings, mimes and written descriptions of beach and ocean habitats around the world.*
- Aid understanding through the use of signed English or Auslan. *Use the Auslan sign dictionary and discussion with students to tell the story of the Magic Beach, to describe how the children spend their beach holiday, and to sing Blow the Man Down. A comprehensive video sign dictionary can be found on the online Auslan sign bank.*

## Socio-emotional and Behavioural Needs

Students with additional emotional and behavioural needs often find it difficult to complete challenging, complex or lengthy learning tasks.

- Encourage students to work collaboratively to complete extensive written or drawn activities. *Work in duos to create your illustration using the colour palette of Magic Beach. Combine your illustration ideas with other duos to create a richer and more detailed exploration of colour, or a picture series to share with the rest of the class.*
- Provide alternative forms of sharing and presenting ideas that include movement elements. *Work in groups to research, choose, rehearse and present information about beach habitats and the ocean creatures in Australia. Present the information as a news report, advertorial, YouTube style clip or short documentary for the rest of the class.*
- Create a safe learning environment where all students are treated with respect, and reserve the right to pass. *Enable a positive and supportive class discussion about different types of families and sibling relationships. Emphasise and explore the diversity of families and their experiences. Recognise that not all people go on holidays or travel for recreation. Understand and discuss that travel can be forced upon some families. Provide a safe outlet such as a class postbox to privately share thoughts, concerns and ideas.*

## Intellectual Disabilities

Students with intellectual disabilities often have difficulty with comprehending and responding to written, spoken and visual texts.

- Break the story down into key moments and examine in depth to aid comprehension. There are endless opportunities for increasing comprehension with a simple story with a clear timeline. *Make a timeline of the real life trip to the beach mapping all the everyday activities such as fishing, boating, the campfire and climbing into bed. Make a checklist of all the activities for day. Illuminate the children's thoughts and feelings in each scene using thought bubbles.*
- Use physical and visual supports. *Use real life objects to represent a scene. Create a rock pool, the great big holiday bed, the campfire, the treasure chest from classroom objects. Move people through the beach in the classroom as you tell the story to give a strong sense of place and time.*
- Make use of strong structures, time and repetition to aid learning and comprehension. *Break the story into sections. Read and repeat one short section a day. Add to a large class story map as you read and examine each short section of the text over time. Play with the expression in the spoken dialogue to help with anticipation and maintaining interest through repetitions.*
- Offer many alternative ways of responding; speaking, talk to text, drawing, photography, drama, videos, collage, air dried clay or plasticine models, song, musical improvisation. *Make a plasticine representation of the characters. Move the figures around and take photos to represent key points in the storyline.*
- Use alternative communication systems to support understanding. *Use the Auslan Signbank to learn the Auslan signs for the picture book. Use Boardmaker or other picture symbols to create a simplified pictorial version of the story.*

## Profound and Multiple Disabilities

Students with profound and multiple disabilities will require a range of supports and adaptations to participate in these activities.

- Draw out the sensory elements of the text and pictures to engage learners with profound and multiple disabilities. *Smell, feel, hear, see and taste the sensory elements of the story. Choose and share textured objects or material associated with characters and settings – some grainy sand and bumpy shells, splashing wavy cool salty water, shiny smooth treasures, fishing rod and line, squishy marshmallows, and soft warm blankets.*
- Provide opportunities to make choices and indicate preferences. *Work with a partner to design your sunhat. Use eye gaze, sign or vocal sounds to choose between real objects or images. What colour? What shape? Fabric or paper? Wool or felt?*
- Use real life experiences in the environment and community for learning. *Visit the beach. Go for a walk listening to all the new sounds, seeing the colour and movement, and feeling the textures. Have a campfire and toast some marshmallows. Go fishing. Visit the aquarium and meet the sea creatures.*
- Use alternative communication devices to help read and retell the story. *Record "Magic Beach" onto a BigMack switch and play it as part of the reading of the story.*

# Resources

The Australian Curriculum Online

[www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)

Board of Studies New South Wales NSW Syllabuses for the Australian Curriculum

[www.syllabus.bos.nsw.edu.au](http://www.syllabus.bos.nsw.edu.au)

The Victorian Curriculum

[www.victoriancurriculum.vcaa.vic.edu.au](http://www.victoriancurriculum.vcaa.vic.edu.au)

Visit the Auslan Signbank for a video dictionary of Australian sign language.

[www.auslan.org.au](http://www.auslan.org.au)

CDP Theatre Producers website

[www.cdp.com.au](http://www.cdp.com.au)

Alison Lester's official website

[www.alisonlester.com](http://www.alisonlester.com)

## Acknowledgements

This resource was created and assembled from a variety of sources:

[www.allenandunwin.com/authors//alison-lester](http://www.allenandunwin.com/authors//alison-lester)

[www.penguin.com.au/authors/alison-lester](http://www.penguin.com.au/authors/alison-lester)

*Alison Lester's official website*

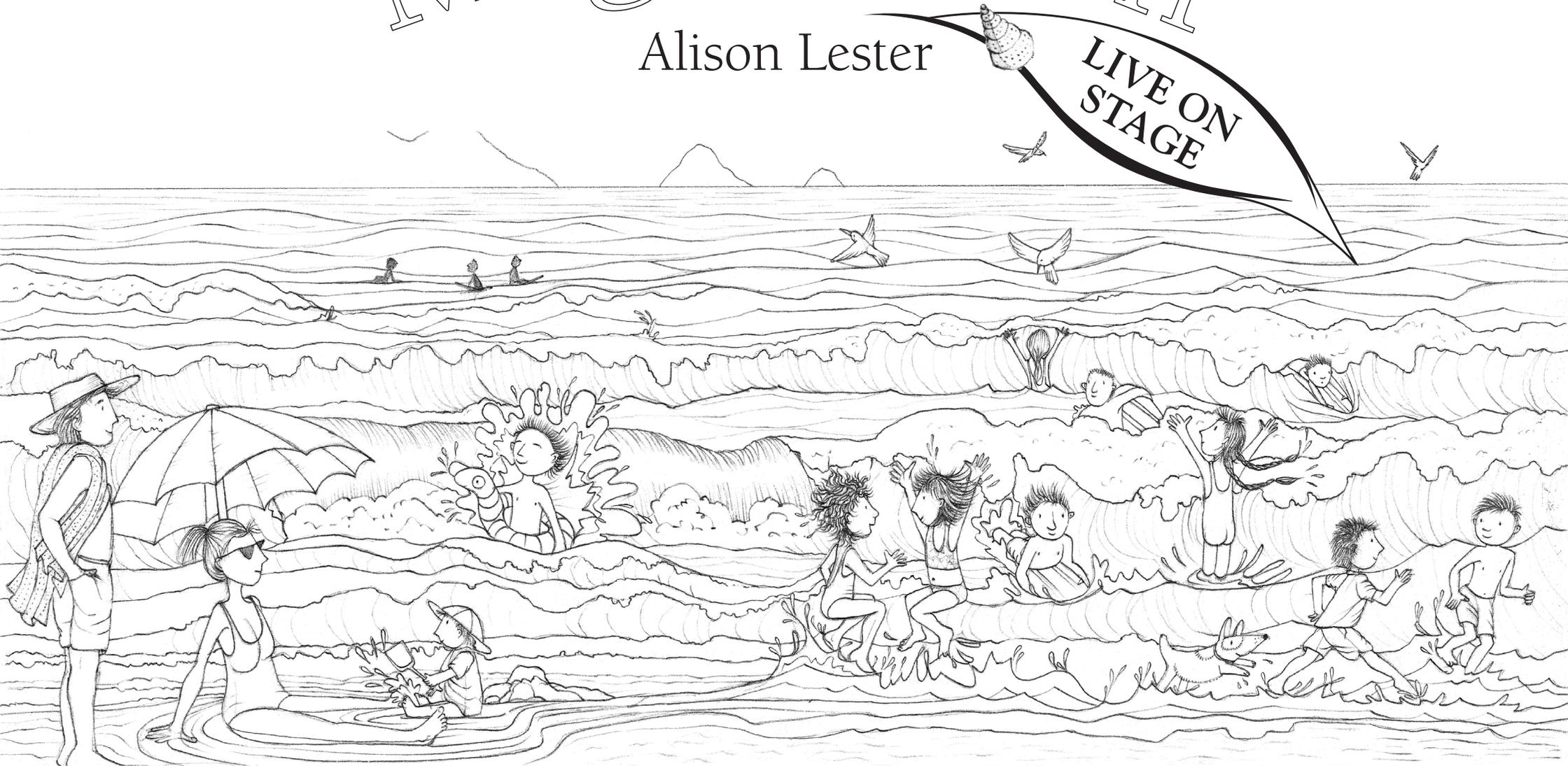
*The Magic Beach by Alison Lester*

This resource was compiled by Catherine Threlfall (BMus, BTeach, MEd) 2020.

# Magic Beach

Alison Lester

LIVE ON  
STAGE



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A play by Finegan Kruckemeyer based on the book by Alison Lester

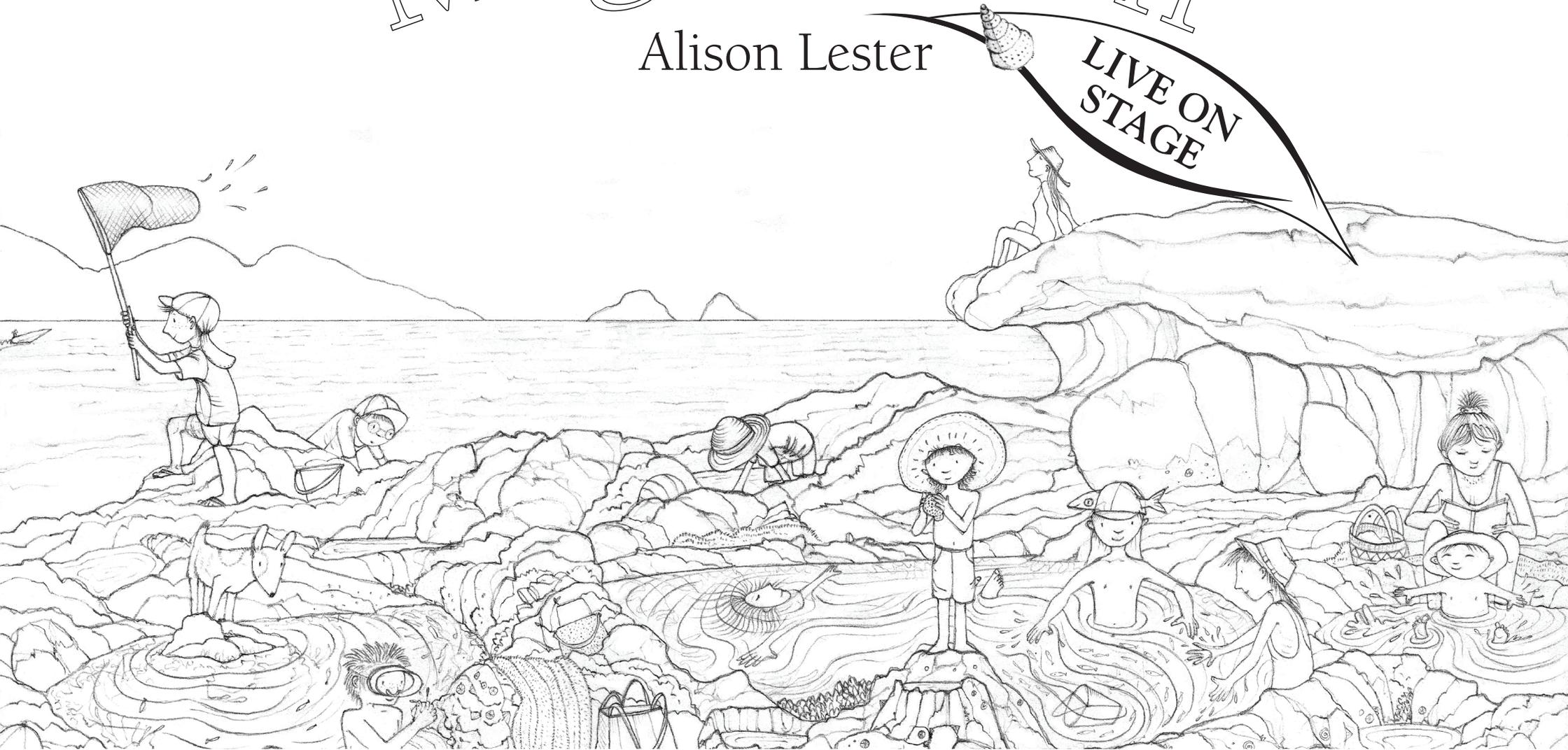
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