

The Good Word **STUDY GUIDE**

This Study Guide has been written to support the four-part TVNZ 7 series *The Good Word jnr*.

The Guide provides ideas and activities suitable for Years 6-9 students.

Also included are links to Level 1 NCEA Media Studies for secondary school teachers and learners.

Key Curriculum areas

The content and themes explored in *The Good Word jnr* provide a range of teaching and learning opportunities. For this Guide, we have focused on the following learning areas:

English in the New Zealand Curriculum

<http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum/Learning-areas/English/English-curriculum-achievement-objectives>

Social Sciences in the New Zealand Curriculum

<http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum/Learning-areas/Social-sciences/Social-sciences-curriculum-achievement-objectives>

Technology in the New Zealand Curriculum

<http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum/Learning-areas/Technology/Technology-curriculum-achievement-objectives>

We have also included links to

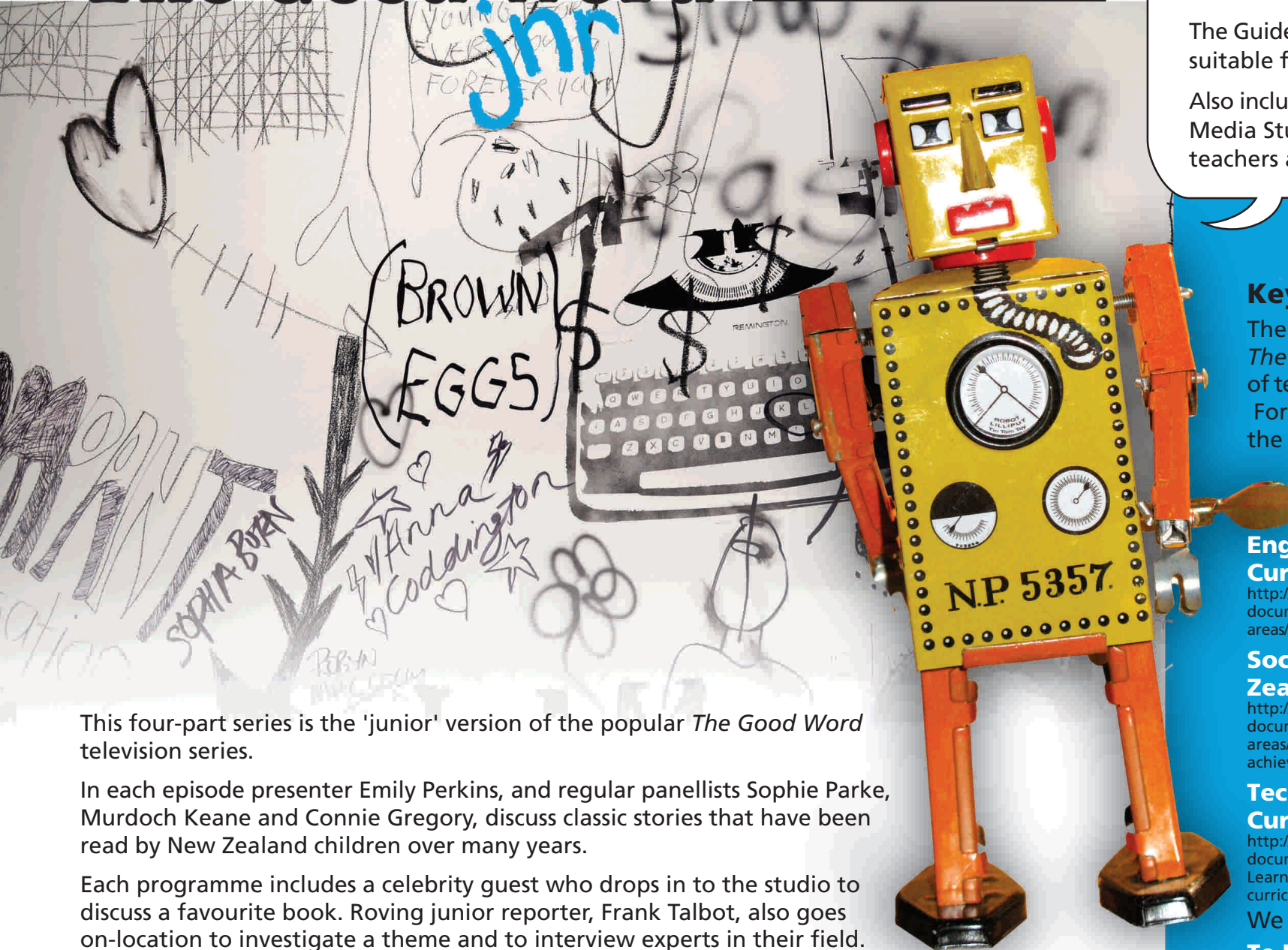
Te Marautanga o Aotearoa

<http://tmoa.tki.org.nz/>

This four-part series is the 'junior' version of the popular *The Good Word* television series.

In each episode presenter Emily Perkins, and regular panellists Sophie Parke, Murdoch Keane and Connie Gregory, discuss classic stories that have been read by New Zealand children over many years.

Each programme includes a celebrity guest who drops in to the studio to discuss a favourite book. Roving junior reporter, Frank Talbot, also goes on-location to investigate a theme and to interview experts in their field.



The Good Word jnr

TEAM



The presenter

Emily Perkins is a well-known writer.

About each programme

Each programme is between 22-24 minutes in duration, and is made up of 3 parts.

- In part 1, Emily and the panellists have an in-depth discussion about a well-read Kiwi classic.
- In part 2, a well-known New Zealander is interviewed about her/his favourite book.
- In part 3, roving reporter Frank Talbot explores a theme and meets an interesting guest.

The panellists



Murdoch Keane



Sophie Parke



Connie Gregory

Murdoch, Sophie, and Connie attend Ponsonby Intermediate School. They enjoy immersing themselves in the world of books and reading.

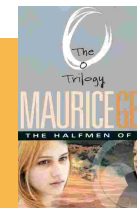
Roving reporter



Frank Talbot

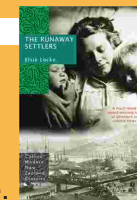
Episode 1

- Part 1. Emily and the panellists review **"The Halfmen of O"**, by Maurice Gee.
- Part 2. **U Channel host Rose Matafeo** talks about her favourite book, "Maus: A Survivor's Tale", by Art Spiegelman
- Part 3. Frank investigates **the joys of the library**.



Episode 2

- Part 1. Emily and the team review **"The Runaway Settlers"**, by Elsie Locke.
- Part 2. **Playwright Tom Sainsbury** talks about his favourite book, "Z for Zachariah" by Robert C O'Brien.
- Part 3. Frank meets New Zealand **poet Kevin Ireland**.



Episode 3

- Part 1. Emily and the team review **"The Changeover"**, by Margaret Mahy.
- Part 2. **TV2 host Erin Simpson** talks about her favourite book, "What would Audrey Do?", by Pamela Keogh.
- Part 3. Frank talks history with **Dame Anne Salmond**.



Episode 4

- Part 1. Emily and the team review **"See Ya Simon"**, by David Hill.
- Part 2. **Midnight Youth singer Jeremy Redmore** talks about his favourite book, "Pillars of the Earth", by Ken Follett.
- Part 3. Frank investigates **the world of comics**.



USING THIS STUDY GUIDE



This Guide provides a range of suggested starter ideas and activities. Teachers are encouraged to adapt these to reflect the needs and interests of their students, school, whānau and community.

In the first section, we list possible key competencies and learning outcomes that could be supported. Later sections offer a selection of discussion points and activities that students could undertake before, during and after viewing the series. At the end of the Guide, we offer links to a range of reference websites.

Key competencies

Many of the activities provide opportunities for students to develop the Key Competencies. In particular they can:

- practise thinking when they analyse and critique books and authors; process information from the programme and other sources;
- identify, describe and interpret different characteristics and qualities; and distinguish fact from opinion;
- practise relating to others as they form opinions, critique and review the books and analyse why people read and write how and what they do;
- practise participating and contributing when they work in pairs and groups to complete activities.

Te Marautanga o Aotearoa

Activities in this Study Guide could also be adapted by teachers in kura and wharekura to suit the needs of their students and to fit within the suggested achievement objectives of Te Marautanga o Aotearoa.

Learning outcomes

English in the New Zealand Curriculum

Students will be able to:

- recognise and understand the qualities of a popular book;
- understand how to recognise genre in writing;
- understand the role of illustration and images which accompany text;
- recognise and understand the qualities of a successful author;
- understand how writers come up with ideas.

Social sciences in the New Zealand Curriculum

Students will be able to:

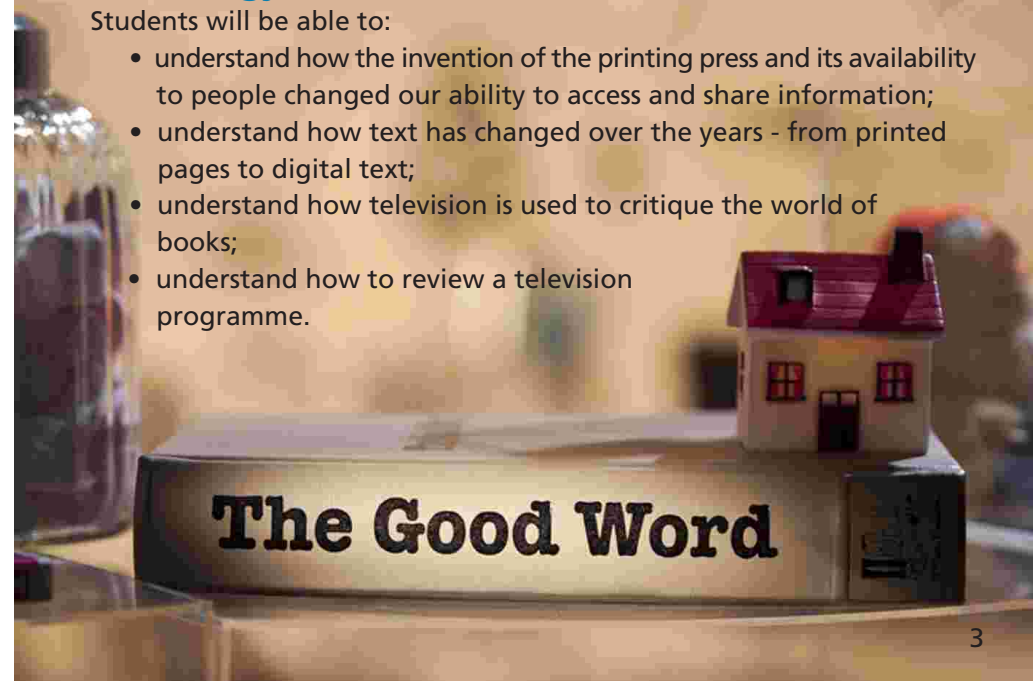
- understand how authors use fiction to portray historical events;
- understand how authors use fiction to portray social issues;
- understand how authors explore social themes;
- understand how text can convey and reflect our identity (citizenship) and place in the world;
- understand the role of oral traditions and written traditions in terms of telling our stories and sharing information.

These learning outcomes lend themselves to being developed as a stimulus for Social Inquiry. <http://socialinquiry.ssol.tki.org.nz/>

Technology in the New Zealand Curriculum.

Students will be able to:

- understand how the invention of the printing press and its availability to people changed our ability to access and share information;
- understand how text has changed over the years - from printed pages to digital text;
- understand how television is used to critique the world of books;
- understand how to review a television programme.



BEFORE VIEWING

The following are some suggested activities that students could undertake before watching the programmes. Teachers are encouraged to adapt these to reflect the needs and interests of their students, school, whānau and community.

Part 1: The featured books

The relevance of printed books today

In each episode, the panellists discuss a book that was written and first printed many years earlier. Students could be asked to consider and discuss the following statements:

"...older books aren't worth reading - they are out of date now, and irrelevant..."

"...we don't need printed books any more - it's a digital world..."

The structure of the series

The panellists are young people who enjoy books. Students could be asked to consider:

- what questions the panellists might discuss in each programme;
- how the series has been produced to appeal to young people and readers - for example, the structure of each programme, the set design, the script, the book selection.



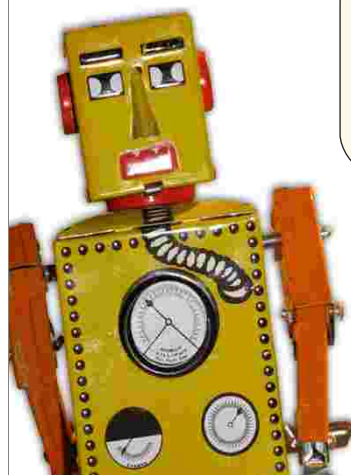
Part 2: The featured studio guests

The favourite books

In each episode, the studio guests discuss their favourite books. Students could be asked to consider and discuss the following statements:

"...you can always tell what someone will like to read..."

"...you can't tell a book by its cover..."



Students could also discuss the qualities of a 'favourite' book, and why people might choose a particular book as their favourite.

The studio guests

The series features studio guests from different walks of life. Students could be asked to:

- research the featured guests in advance of viewing the episode;
- consider the favourite book the guest has selected, and why they may have made this choice.

Part 3: The on-location reports

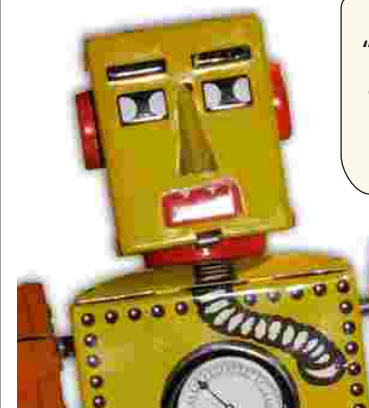
Episode 1: The joys of the library

In this episode, roving reporter Frank goes on a library tour. Students could be asked to consider and discuss the following statements:



"...libraries aren't needed anymore - the Internet has replaced them..."

"...publishers won't be needed in the future. We can publish our own content on the Internet now..."



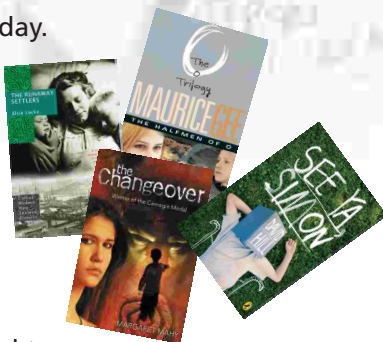
Students could also research their local community library, or their school library, and consider how they may have changed over the years, and why.

They could also consider the difference between the systems used by libraries to catalogue books so visitors can find them (eg the Dewey Decimal System), and how search engines such as Google and Bing work to help online visitors find content.

BEFORE VIEWING continued

The featured authors

The featured books were written by popular New Zealand authors at a different time than today.



Students could be asked to:

- explore the author's background, and the time in which the book was written, and consider how these may have shaped the story;
- consider the genre and style in which the author chose to write their books, and why;
- research other books written by the authors and compare/contrast their styles.

Students could also consider and discuss the techniques used by the authors and their publishers, to

- 'hook' their readers - ie encourage readers to want to pick the book up and read it;
- convey the spirit and contents of the book through its cover design and style;
- engage readers through the use of strong verbs and adjectives;
- illustrate the books;
- consider the role the books have played in telling New Zealand's stories.

Selecting the guests for the series

The series has invited a range of people to come into the studio to be interviewed. Students could be asked to:

- consider why the television producers selected these guests;
- research the background of the guests and their likely reading choices - for example, do comedians like funny stories, do musicians like stories about music?
- consider the types of questions that the guests could be asked;
- decide who they would have invited to be interviewed on the series, and why.



Jeremy Redmore



Rose Matafeo



Erin Simpson



Tom Sainsbury

Episode 2: Poet, Kevin Ireland

In this episode, Frank meets poet Kevin Ireland. Before viewing this programme, students could be asked to:



- consider the role of the poet and poetry in conveying a story;
- discuss the analogy – "catching a fish is like catching a reader".

Episode 3: Historian, Dame Anne Salmond

In this episode, Frank meets eminent historian, writer and academic Dame Anne Salmond. Students could be asked to:



- research Dame Anne Salmond;
- browse a selection of her works;
- discuss the influence Dame Anne has had on our understanding of New Zealand's history.

Episode 4: The world of comics

For this episode, students could be asked to:



- discuss their favourite comics;
- say what they like/don't like about them and why;
- ask their parents, grandparents or whānau about the types of comics they may have read when they were young, and the impact they had;
- discuss the role of comics in storytelling or capturing history.

DURING VIEWING

The following are ideas relating to observations and notes that students could make, for later discussion, while viewing the programmes. Teachers are encouraged to adapt these to reflect the needs and interests of their students, school, whānau and community.

The approach to reviewing books

Each episode features panellists reviewing a selected book. While viewing, students could be asked to:

- note the panellists' comments - especially what they first thought of the book and what 'hooked' them;
- consider how the panellists talk about the story without giving the plot away;
- note how they discuss the themes of the book - for example using terms such as "light and dark", "good and evil";
- note how presenter, Emily Perkins, brings the best out of the panel discussions.



The programme

The set design is very distinctive. Students could be asked to consider:

- the opening titles, and the mix of exterior and interior settings (window and studio set);
- the scenery and props used in the studio setting, and what they are trying to convey;
 - other ways in which the audience are drawn into the programme;
 - any changes made to the setting over the four episodes.



The books selected by the guests

Each studio guest discusses their favourite book with the panellists. Students could be asked to:

- note what the guests say about their memories of the selected book from their own youth;
- consider the reasons the guests gave for selecting the book as a favourite;
- reflect on the books the guests selected, and what others might have thought they would have selected, and why.



DURING VIEWING continued

Episode 1: The joys of the library

In this episode, the role of libraries is explored. Students could be asked to consider:

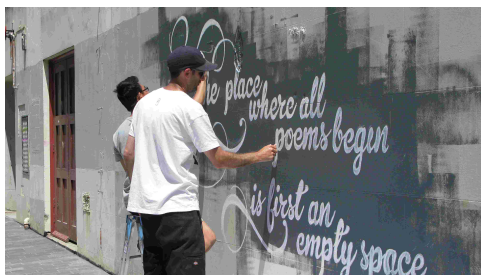
- why libraries may have been established;
- what role libraries have played over the years;
- what makes a book, 'a book', and why.



Episode 2: Poet, Kevin Ireland

In this episode, Kevin Ireland talks about his work. Students could be asked to:

- consider Frank's attitude to poetry at the start of the programme, and if/how it changes;
- note and recall later Kevin's statement about being "a good writer";
- note what Kevin does to help him in his work, including how he uses a notebook and what is in his 'bottom drawer'.



Episode 3: Historian, Dame Anne Salmond

In this episode, Dame Anne Salmond discusses her work. Students could be asked to:

- note what Dame Anne says she does to ensure what she writes is accurate;
- consider the time it takes her to write a story.



Episode 4: The world of comics

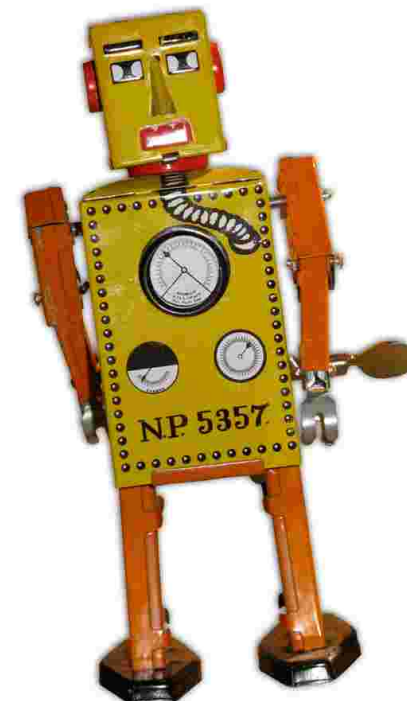
In this episode, roving reporter Frank explores comics. Students could be asked to:

- consider how effective comics can be to convey serious themes and stories;
- note what people love about comics and why (for example their illustrations, short bursts of text, escapism);
- note how comics are used for different genre, and if/how this has changed over the years.

Critiquing

Fairly reviewing a piece of creative work is a skill. Students could be asked to:

- note the way the panellists describe and critique the techniques and styles the authors use, including
 - characterisation
 - setting
 - style
 - genre
 - imagery;
- consider how accurate and/or fair, they believe the reviews were, and give reasons.



AFTER VIEWING

These activities are suggested following viewing of the series. They could be linked to some of the 'before' and 'during' viewing suggestions or be undertaken independently. Teachers are encouraged to adapt these to reflect the needs and interests of their students, school, whānau and community.

The role of the reviewer

The series features a wide range of books which are critiqued or discussed by the panellists. Students could be asked to:

- consider the responsibility reviewers have in terms of promoting (or not) a book or an author (or other areas such as music, TV, movies etc), and the impact that reviews can have;
- write a review of their own relating to a book they know - suitable for publishing in a newspaper, magazine or on the web.

Themes of the books

Each of the featured books contains one or more themes. Students could be asked to:

- identify the themes explored in the books, eg
 - family relationships
 - working hard, working together
 - coping with challenges
 - facing change
 - class hierarchy and race relationships
 - following dreams – taking chances
 - making a living;
- compare the themes that the students identify, and how views may have changed over time.

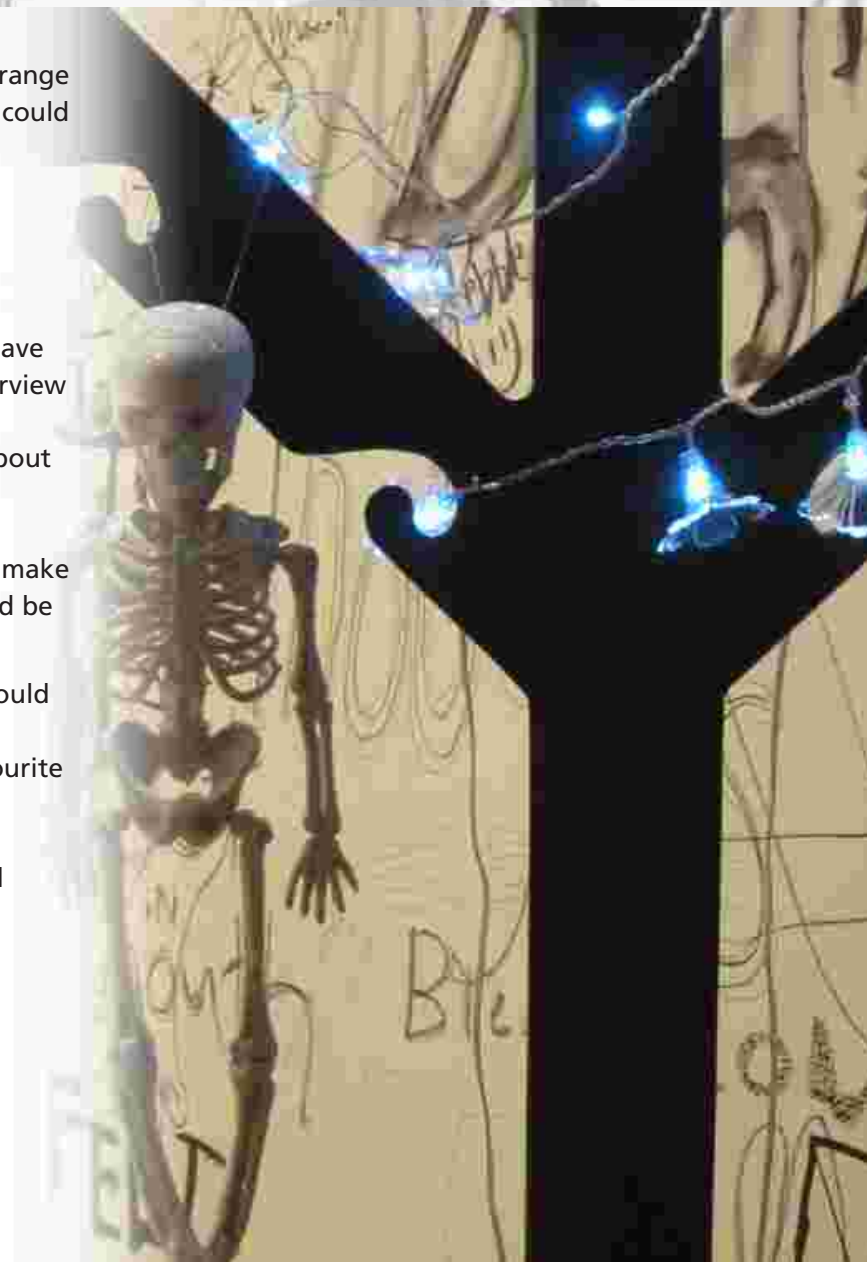
Interviewing techniques

The presenter and panellists interviewed a wide range of guests about the books they chose. Students could be asked to:

- identify the qualities that make a good interviewer;
- identify the qualities that make a good interviewee;
- select guests they would have liked to have been included the series, and write interview questions for them;
- interview other students in their class about their favourite books.

Guests or celebrities from the community could make interesting subjects for interview. Students could be asked to:

- identify a local guest or celebrity they could invite to their school;
- ask them to select and talk about a favourite book;
- design a set of interview questions;
- record or photograph the interview and discuss it.



AFTER VIEWING continued

Author's purpose

Each of the featured authors had their own style of writing. Students could be asked to:

- discuss why the authors chose to be writers, and why they chose to write the books they did;
- consider in which genre the author's work fits;
- consider what ideas and messages the writers wanted to convey;
- identify the techniques the writers used to convey their story and key messages.



The ingredients of a good book

The series explores the relationship between books and readers. In pairs, or groups, students could be asked to:

- make a list of their favourite books and authors;
- identify the characteristics that made their chosen books enjoyable;
- identify what the authors did to keep their readers reading;
- consider the role of the plot, characterisation and writing style;
- consider how accurately the cover of the book conveyed the contents;
- consider how the ingredients of good books translate, or not, to other media - for example into televised series, and movies.

Episode 1: The joys of the library

In this episode, the role of libraries was a featured theme. Students could be asked to:

- consider their attitude towards libraries;
- list and discuss the ways technology has impacted on the world of libraries and books;
- discuss how books can be accessed and read today, and what a reading experience might be like in the future;
- write a job description for a book publisher of the future.

Students could also be invited to undertake and discuss the following activity:

- divide a sheet of paper into three columns - headed 'Past', 'Present' and 'Future';
- in groups, or pairs, consider what libraries were like for their parents/grandparents and write those characteristics in the 'Past' column;
- list the characteristics of libraries today in the 'Present' column;
- consider what libraries might be like 20 or even 50 years time – and write those in the 'Future' column.

Episode 2: Poet, Kevin Ireland

In this episode, Kevin Ireland was interviewed. Students could be asked to:

- research the poetry that has told New Zealand's stories;
- consider how the styles of poets and authors differ;
- shape a story of their own culture, family or friends in a poetry format.

Episode 3: Historian, Dame Anne Salmond

In this episode, Dame Salmond talked about her work. Students could be asked to:

- discuss the analogy used to compare a historian with a 'cold case' detective;
- choose a New Zealander to research, find different references to them (in books, newspapers, on the web), and compare and discuss which version or versions of the references may be accurate, and why.

Episode 4: The world of comics

In this episode, the role of comics was explored. Students could be asked to:

- identify comics that aim to convey stories of a more serious nature;
- write a short story about something they know, and design a simple comic to convey it;
- ask a classmate or group to review the comic, and explain what they think its story is about.





Suggested offline activities

The series lends itself to a variety of offline activities relating to a range of learning areas of the New Zealand Curriculum or Te Marautanga o Aotearoa. Students could be asked to:

- select a book or story and review it – considering its genre, style, use of images, plot, characterisation and setting;
- share their review with another student - and ask them to then read the book or story, and say whether or not the review was helpful/accurate;
- create a short story, and ask another student to create an illustrated cover to convey the story's meaning and to 'hook' potential readers;
- keep a journal for a week or so, and use it to write a story about something that has occurred - either as poetry, non-fiction or fiction;
- ask other students to review their story, and compare their reviews;
- select a book, and create a promotional poster or bookmark that conveys the key focus or theme of the book;
- as a class or in groups - plan, produce, role play and photograph, or videotape, their own *The Good Word Jnr* programme. As part of this activity, students could determine
 - the book/s to review
 - the roles of the presenter and panellists
 - the angles the interviews will take
 - the set
 - the guests to interview
 - the review style
 - the audience to target
 - the props to be used in the set;
- design and discuss the library of the future. As part of this activity, students could consider
 - who might use libraries in the future
 - what purpose libraries would have in the future
 - where libraries might be located
 - what might change and what might stay the same in terms of books and libraries
 - what technologies might be used by libraries
 - how books might change in the future (refer to the handmade book referenced in episode 1);
- select a contemporary event, and depict it in a comic book style;
- ask another student what story, theme or message they think the comic is intending to convey.

Assessment opportunities

This Study Guide has suggested a range of activities that could provide opportunities for student self and peer assessment, as well as assessment within a group.

Assessment activities could include:

- a student's ability to analyse, compare, and contrast information;
- a student's ability to understand and clarify their reasons for their decisions about writing styles and techniques;
- a student's ability to write persuasively. This includes structuring a book or author review with an interesting introduction, convincing ideas, and a satisfactory conclusion, that could be undertaken at this time or at a later stage;
- a student's ability to view situations from different perspectives;
- a student's ability to describe literary structures, for example

- characterisation
- setting
- style
- genre;

- a student's ability to write a story in different formats, for example in comic format or as poetry. This includes keeping the main events to the fore while retelling the story;
- a student's ability to present information clearly when they design book covers, posters or bookmarks. This includes creating an attractive design with short punchy statements to 'hook' the reader.

Assessment could also be made against the Key Competencies of thinking, relating to others, and participating and contributing.



THE NEW ZEALAND CURRICULUM

The following provides extracts from selected learning areas of the New Zealand Curriculum.

English in the New Zealand Curriculum

Reading and viewing

Students will show a developing understanding of:

- how texts are shaped for different purposes and audiences (Level 3)
- ideas within, across, and beyond texts (Level 3)
- how language features are used for effect within and across texts (Level 3)
- text structures (Level 3)

Students will show an increasing understanding of:

- how texts are shaped for different purposes and audiences (Level 4)
- ideas within, across, and beyond texts (Level 4)
- how language features are used for effect within and across texts (Level 4)
- text structures (Level 4)

Students will show an understanding of:

- how texts are shaped for different purposes and audiences (Level 5)
- ideas within, across, and beyond texts (Level 5)
- how language features are used for effect within and across texts (Level 5)
- text structures. (Level 5)

Writing and Presenting

Students will:

- show a developing understanding of how to shape texts for different purposes and audiences (Level 3)
- select, form, and communicate ideas on a range of topics (Level 3)
- use language features appropriately, showing a developing understanding of their effects (Level 3)
- organise texts, using a range of appropriate structures (Level 3)

Students will:

- show an increasing understanding of how to shape texts for different purposes and audiences (Level 4)
- select, develop, and communicate ideas on a range of topics (Level 4)
- use a range of language features appropriately, showing an increasing understanding of their effects (Level 4)
- organise texts, using a range of appropriate structures (Level 4)

Students will show an understanding of:

- show an understanding of how to shape texts for different audiences and purposes (Level 5)
- select, develop, and communicate purposeful ideas on a range of topics (Level 5)

- select and use a range of language features appropriately, showing an understanding of their effects (Level 5)
- organise texts, using a range of appropriate, effective structures (Level 5)



Social Sciences in the New Zealand Curriculum

Identity, Culture and Organisation

Students will gain knowledge, skills and experience to:

- understand how people pass on and sustain culture and heritage (Level 4)
- understand ideas within, across, and beyond texts (Level 3)
- understand how exploration and innovation create opportunities and challenges for people (Level 4)

Identity, Culture and Organisation

Students will gain knowledge, skills and experience to:

- understand how people remember and record the past in different ways (Level 3)

Technology in the New Zealand Curriculum

Nature of Technology

Students will:

- understand how society and environments impact on and are influenced by technology in historical and contemporary contexts (Level 3)
- understand how technological development expands human possibilities (Level 4)

NCEA Achievement Standards

The following are suggested Level 1 NCEA Achievement Standards that could be supported by *The Good Word jnr* series.

Media Studies

- AS90989 1.1

- Demonstrate understanding of how individuals interact with the media

- AS90990 1.2

- Demonstrate understanding of selected elements of media text(s)

- AS90992 1.4

- Demonstrate understanding of characteristics of a media genre

- AS90993 1.5

- Produce a design and plan for a media product using a specified range of conventions

- AS90996 1.8

- Write media texts for a specific target audience



INTERESTING WEBSITES AND LINKS

The following are sites that may be of interest to teachers and learners. We recommend teachers review links prior to use.

Te Kete Ipurangi

www.tki.org.nz

The New Zealand Curriculum

<http://nzcurriculum.tki.org.nz/>

- **English in the NZ Curriculum**
<http://englishonline.tki.org.nz/>
- **Social Sciences in the NZ Curriculum**
<http://ssol.tki.org.nz/>
 - Social Inquiry
<http://socialinquiry.ssol.tki.org.nz/>
- **Technology in the NZ Curriculum**
<http://www.techlink.org.nz/>

NCEA Media Studies

<http://ncea.tki.org.nz/Resources-for-aligned-standards/Social-sciences/Media-studies>

Te Marautanga o Aotearoa

<http://tmoa.tki.org.nz/>

- **Tikanga-a-iwi**
<http://tmoa.tki.org.nz/Nga-Marautanga-o-Aotearoa/Te-Marautanga-o-Aotearoa/Nga-Wahanga-Ako/Tikanga-a-Iwi>
- **Hangarau**
<http://tmoa.tki.org.nz/Nga-Marautanga-o-Aotearoa/Te-Marautanga-o-Aotearoa/Nga-Wahanga-Ako/Hangarau>
- **Te Reo Māori**
<http://tmoa.tki.org.nz/Nga-Marautanga-o-Aotearoa/Te-Marautanga-o-Aotearoa/Nga-Wahanga-Ako/Te-Reo-Maori>

Learning Media - Writers and Editors

<http://www.learningmedia.co.nz/contributors/writers-and-editors>

The New Zealand Book Council

<http://www.bookcouncil.org.nz/Education/Introduction/Information.htm>

The New Zealand Book Council - Writer's Files

<http://www.bookcouncil.org.nz/Writers/Information/Introduction.htm>

The New Zealand Book Council - Writer in Schools programme

http://www.bookcouncil.org.nz/Education/Programme_Overview/Writers_in_Schools.htm

The School Library Association of New Zealand

<http://www.slanza.org.nz/>

The National Library – Services to Schools

<http://schools.natlib.govt.nz/home>

Storylines – Children's Literature Charitable Trust

<http://www.storylines.org.nz/>

The Publishers Association of New Zealand (PANZ)

<http://bpanz.org.nz/>

Book Discussion Scheme

<http://www.bds.org.nz/>

KidsBooksNZ

<http://kidsbooksnz.blogspot.co.nz/>

The New Zealand Post Book Awards

<http://www.booksellers.co.nz/awards/new-zealand-post-book-awards>



The 4-part *The Good Word jnr* series first screened on TVNZ 7 in March 2012.



screenrights

TVNZ

Please note that schools require a licence to record television programmes for use as a resource. Please contact Screenrights for more information about the process of obtaining an educational copying licence under provisions in the New Zealand Copyright Act.

<http://www.screen.org.nz/>



The Good Word jnr
was produced by
3rd Party Productions

3rd Party Productions

This Study Guide and *The Good Word jnr* series are also available through the TVNZ 7 Learning Hub.
Visit: tvnz.co.nz/tvnz7learninghub