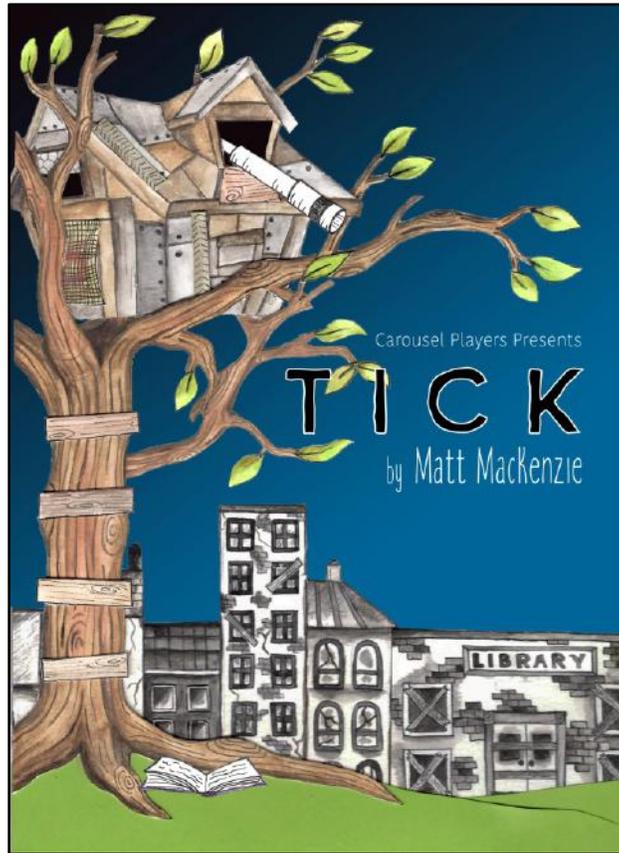


# Carousel Players

... THEATRE YOU NEVER OUTGROW ...



**Touring to Schools January - February 2017**  
**Teachers' Study Guide for Grades 5 – 8**  
**By Kristen Smyth**

Thank you to Canadian Tire for Sponsoring this School Tour



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**Themes:** Activism, Family Conflict, Perseverance, Friendship, Literacy,  
Team & Community Building, Character Education

You can download this study guide at [www.carouselplayers.com](http://www.carouselplayers.com)

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# TICK

by **Matt Mackenzie**

Director – **Jessica Carmichael**  
Set & Costume Designer – **Jenna McCutchen**  
Sound Designer – **Verne Good**

Tick- **Elena Belyea**  
Dawn/Mom/J. K. Rowling- **Sehar Bhojani\***  
Chelsea/Murray/Che Guevara- **Philip Nozuka\***  
Rudeger/Mr. Emeline/Louis Riel- **Simon Bracken\***  
Stage Manager – **Allan Teichman\***  
Study Guide by **Kristen Smyth**  
Cover Design by **Clelia Scala**  
\* Member of Canadian Actors' Equity Association

## THE CHARACTERS

**Tick** is a young adolescent who lives with her mother. She is an advocate for reading and democracy.

**Dawn** is one of Tick's best friends. She loves doughnuts and playing hockey.

**Chelsea** is one of Tick's best friends. He loves animals.

**Rudeger** is one of Tick's best friends. He loves science and is looking forward to the solar eclipse.

**Mom** has been raising Tick on her own since Tick was little. She is newly dating Murray.

**Murray** is a member of City Council. He is leading the campaign to close the library.

**JK Rowling** is a single mother. She is the author of the bestselling *Harry Potter* books.

**Che Guevara** was a physician, Marxist revolutionary, author and guerilla leader.

**Louis Riel** was a Canadian politician, political leader of the Métis people and a founder of Manitoba.

## THE PLAYWRIGHT



**Matt Mackenzie (Playwright)** Alberta playwright Matt MacKenzie is a graduate of the playwriting program at the National Theatre School of Canada where he was the winner of the Lieutenant Governor's award for excellence and community involvement. His play *SIA* won the 2010 Alberta Playwriting Competition, receiving critically acclaimed productions in Toronto, Calgary and Edmonton. In 2012, Toronto's Tarragon Theatre awarded Matt Canada's top emerging artist award, naming him their Urjo Kareda resident. In 2014, Matt won the Grand Slam Short Story Championship with a version of *Bears*. *Tick* was written while Matt was a student at the National Theatre School, and was produced at the Monument National as part of the school's 2008-2009 Season.

# Carousel Players

... THEATRE YOU NEVER OUTGROW ...

## ABOUT TICK

What can a girl do to stop city hall? Meet Tick. She's convinced that her city's cost saving measures amount to a war on adolescents. Closing arenas? Shutting down the wildlife park? Now Tick's local library is about to be closed. Forever. Tick decides to start a revolution against adults. She needs support. Her Mom won't help though, because her Mom's new boyfriend supports the city. Tick's three friends refuse to help because she's become obsessed. Tick turns to the heroes she's met in books: Louis Riel, Ché Guevara and J.K. Rowling. But will their advice coupled with Tick's tenacity be too explosive to handle?

## OUR COMPANY

Carousel Players is an award-winning professional theatre company for young audiences. We are committed to the development of new work and the production of theatre that entertains and challenges our audiences. We present inspiring and creative plays for children aged 5 to 15 years in theatres, schools and other performance venues. We ensure that our performances, summer theatre school, and outreach programs can be accessed by all children and families regardless of their socio-economic background. We believe live theatre develops artistic awareness, learning skills and a sense of well-being in children.

## OUR HISTORY

Carousel Players is a non-profit charitable organization founded in 1972 by the late Desmond Davis, a professor of Drama at Brock University in St. Catharines. Des and his wife Faye came to Canada from Australia and created a theatre to serve youth in Niagara. The name for the company is inspired by one of Canada's oldest carousels in nearby Port Dalhousie, where you can still enjoy a ride for just a nickel.

Throughout our 45 year history, over 2.8 million students, teachers and families have seen our productions. We regularly perform in schools across Ontario, and have toured to theatres in London, Toronto, Orangeville, Port Hope and Midland. We have also toured nationally to theatres and festivals in Ottawa, Montreal, Winnipeg, Calgary and Vancouver. Our award-winning plays have toured as far away as England and Japan.

Artistic leaders of the company are Duncan McGregor (1980-1990), Pierre Tetrault (1990-1998), Kim Selody (1998-2006), Pablo Felices-Luna (2007-2014) and Jessica Carmichael (February 2015- Present).

### Carousel Players Staff

Jessica Carmichael (Artistic Director), Jane Gardner (General Manager), Kate Leathers (Production Manager), Lauren Hundert (Outreach & Marketing Manager) Alan Dyer (Bookkeeper).

### Carousel Players Board of Directors

Carolyn Mackenzie (Chair), Corey Miles (Treasurer), Jenniffer Anand, Sande Farrauto, Sarah Lynch, Paddy Parr, David Thomas.

## Carousel Players acknowledges the support of our generous funders



Special thanks to *Knights of Columbus Chapter 1652*, & the *Rotary Club of Niagara Falls Sunrise* for sponsoring In-School performances

## TABLE OF CONTENTS

Cast, Characters, & Playwright.....	2
About <i>Tick</i> , Company History.....	3

## PRE-PERFORMANCE ACTIVITIES

Arena Time! (Language Arts & Social Studies).....	5
Zoo Charades (Dramatic Arts & Dance).....	5
Library Scavenger Hunt (Language Arts).....	6
Library Research Assignment (History, Social Studies & Media Literacy).....	6
Library Scavenger Hunt Handout.....	7
Library Research Assignment Handout.....	8
Research Assignment Rubric.....	9

## POST-SHOW ACTIVITIES

Find Your Power (Dramatic Arts).....	10
Yes Boss! (Dramatic Arts).....	10
Sculptor/Statue (Dramatic Arts).....	10
Playing Card Tableaux (Dramatic Arts).....	11
Guided Imagery (Health & Physical Education).....	11
Guided Imagery Script.....	12
Debate (Language Arts & Social Studies).....	13
Debate Peer Assessment Rubric.....	14
Story Book Tableaux (Dramatic Arts, Language Arts & Visual Arts).....	15
Build a Solar Eclipse Viewer (Mathematics & Science).....	15
Build a Solar Eclipse Viewer Handout.....	16
Let's Work Together! (Dramatic Arts).....	17
The Machine (Dramatic Arts).....	17
Pulse (Dramatic Arts).....	17
Shipwrecked(Dramatic Arts).....	18
Crack the Code! Answer Key (Language Arts & Science).....	19
Crack the Code! Worksheet (Language Arts & Science).....	20

## ADDITIONAL RESOURCES

For biographical information on Che Guevara, Louis Riel, and J.K. Rowling, visit Carousel Players' website [www.carouselplayers.com](http://www.carouselplayers.com).

## CONTACT US

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**www.carouselplayers.com** **Twitter:** @CarouselPlayers

## Pre-Show Activities

### SAVING OUR COMMUNITY: ARENA TIME!

#### **Curriculum Connections:** Language Arts & Social Studies

Tick, who is the main character in the play, spends lots of time at the local arena with her friend Dawn. They love to play hockey. However, the city has shut down the arena in an effort to save money! This activity allows students to brainstorm other ways that the arena could be used in an effort to save it.

#### **Procedure:**

- Divide students into groups of four.
- In these groups, have students think of all of the different ways in which the arena could be used by both the city and its citizens. Examples could be to create a youth hockey league, to cover the ice and use it as a convention space, etc.
- Give the students a certain amount of time to think of as many ways as possible.
- After the time has elapsed, have the groups share their ideas with the class.
- Optional: the groups can present their ideas to the class as though the class is the city council! The more convincing, the better!



### ZOO CHARADES

#### **Curriculum Connections:** Dramatic Arts & Dance

Tick loves spending her time at the zoo with her friend Chelsea. Chelsea uses dance and movement to represent animals! In this activity, students will explore all of the great things that are in a zoo.

#### **Procedure:**

- Ahead of time, prepare slips of paper that have ideas written on them. For younger students, write the name of an animal on each one. For older students, write scenes or scenarios that could happen at a zoo.
- Have one student at a time come up to the front of the room and grab a slip of paper. They must use gestures and body movement (but no sound!) to represent the animal or scenario that is on the slip of paper, just like Chelsea. Students will try to guess what their peer is representing!
- Optional: divide the class into two teams. The teams will compete against each other. If a team guesses the charade correctly, they get a point. The team with the most points at the end of the game wins!

## LIBRARY SCAVENGER HUNT

### Curriculum Connection: Language Arts

Tick, the main character in the play, wants to do everything she can to save her library! Through this activity, students will discover the resources in their own library and understand its usefulness.

#### Procedures:

- Students will be divided into teams of four.
- Each group will be given a handout of things to find in the library. The examples on the next page can be photocopied and used.
- In a set amount of time, the students will have to go through the library to find as many items on the list as possible!
- After the time has elapsed, have groups trade papers with one another to verify and mark their peers' work.

## LIBRARY RESEARCH ASSIGNMENT

### Curriculum Connections: History, Social Studies, & Media Literacy

There are three characters in *Tick* that help her throughout the story: J.K. Rowling, Che Guevara, and Louis Riel! In this activity, students will get to know one these characters very well.

#### Procedure:

- Students will choose one of the following people: J.K. Rowling, Che Guevara, or Louis Riel. Ensure, if possible, that there are an even amount of students doing research on each person.
- Using the computer to complete research, the students will have to find the answers to questions about the person. The questions on the following page can be photocopied and used.
- Once all of the questions have been completed, have students get into groups of three. Each member of the group should have researched a different individual.
- Have the students share their findings with their peers.
- The attached rubric can be used for the grading of this assignment.
- Short bios of each hero can be found on Carousel's website: [www.carouselplayers.com](http://www.carouselplayers.com)



## THE GREAT LIBRARY SCAVENGER HUNT!

1. Find a book that was published in the year that you were born.

Title: \_\_\_\_\_

2. Find a book that was published in Canada.

Title: \_\_\_\_\_

3. Find a book about your favourite sport.

Title: \_\_\_\_\_

4. Find a non-fiction book about your favourite animal.

Title: \_\_\_\_\_

5. Find a book about something that you are passionate about.

Title: \_\_\_\_\_

6. Find a non-fiction book about a famous Canadian leader.

Title: \_\_\_\_\_

7. Find a non-fiction book about an historical landmark.

Title: \_\_\_\_\_

8. Find a book by an author with the last name 'Smith'.

Title: \_\_\_\_\_

9. Find a non-fiction book about space.

Title: \_\_\_\_\_

10. Find a book about a country other than Canada or the United States of America.

Title: \_\_\_\_\_

**Score:            / 10**

## LIBRARY RESEARCH ASSIGNMENT

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

Person Being Researched: \_\_\_\_\_

Please answer the following questions.

1. When and where was this person born?
2. Is this person still alive? If not, when did they die?
3. For what is this person known? What makes them so important?
4. What are two interesting facts about this person?
5. Why do you think it is important for students to learn about this person?
6. What websites did you use to locate this information?

**RUBRIC FOR RESEARCH ASSIGNMENT**

<b>Criteria</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Questions	Some questions were answered.	Most questions were answered completely.	All questions were answered completely.	All questions were answered completely and included a great amount of detail.
On-Task	The student did not remain on task while working on the assignment.	The student remained on task for some of the time spent working on the assignment.	The student remained on task for most of the time spent working on the assignment.	The student remained on task for the entire time spent working on the assignment
Presentation	The student did not share the information that they found with their peers.	The student shared most of the information with their peers.	The student spoke clearly when teaching their peers about their figure. All information was shared.	The student spoke clearly and with expression. All information was shared, and their peers were engaged.
Sources	One source was used.	More than one source was used, but the sources are from websites that are not reliable.	Multiple, reliable sources were used.	Multiple, reliable sources were used effectively.

## **Post-Show Activities**

### **FIND YOUR POWER**

#### **Curriculum Connections:** Dramatic Arts

Tick struggles with power dynamics and the silencing of her voice because of her age. The following activities explore this dynamic, and the effect of it on both sides. What does it mean to have power? What does it mean to have none?

### **YES BOSS!**

#### **Curriculum Connections:** Dramatic Arts

##### **Procedure:**

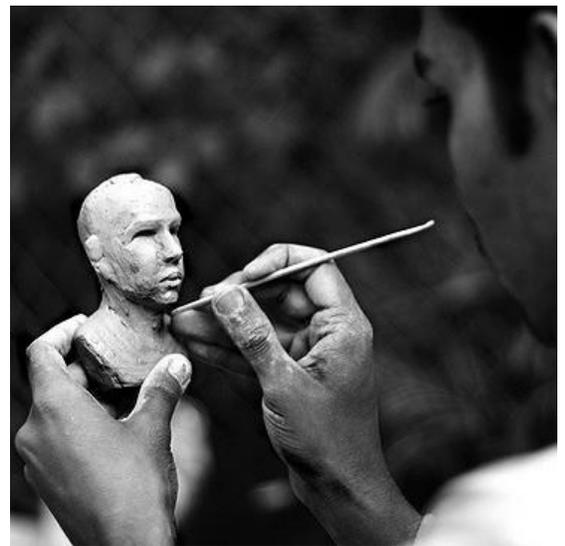
- Students are split up into pairs. It is important that the students are working with someone with whom they are comfortable.
- One person should be person 'A' and the other should be person 'B'.
- To begin the activity, person 'A' will become the boss, and person 'B' will become the assistant. Instruct the students that the assistant must do whatever the boss says and reply with "Yes Boss!".
- Important: Ensure that the students know that they must not make their partner do something with which they are uncomfortable. The classroom should be a safe space, and the students need to respect it as such. If person 'B' is asked to do something that makes them uncomfortable, they do NOT have to do it.
- After a few moments, have the students switch roles. Continue the activity until it reaches its natural end.
- After the activity is complete, discuss with your students how they felt when in each role. There will be some students who felt uncomfortable as the boss; why did they feel that way? Would it have been different if their partner was someone that they didn't know?

### **SCULPTOR/STATUE**

#### **Curriculum Connections:** Dramatic Arts

##### **Procedure:**

- Students are divided up into pairs. One person is person 'A', and the other is person 'B'.
- Person 'A' will begin as the sculptor, and person 'B' will begin as the statue.
- Person 'B' will stand in a neutral position. Person 'A' will begin to pose person 'B' into a statue of something or someone of their choice. It is important that the sculptor is not touching the statue, but rather using voice and gestures to indicate to their partner what they want them to do.
- Once all of the statues are complete, the sculptors will go around the room viewing everyone's statues.
- Once this is complete, the partners switch roles and the activity continues.
- After the activity is complete, ask students how they felt when in each role. As the statue, how did it feel to have no control over the way that you were posed? As the sculptor, how did it feel to have complete control over another person?



## PLAYING CARD TABLEAUX

**Curriculum Connections:** Dramatic Arts

**Materials Needed:** Numbered playing cards, or slips of paper with each having a number on it between one and ten.

**Procedure:**

- Choose one student to be the leader of the game. Or, assign yourself this role.
- Give each student (except the leader) a playing card or a slip of paper. Ensure that they keep their number a secret from their peers.
- Tell the students that the number on their card indicates their status. If they have a 2 (or a 1 if it's a slip of paper), they are the lowest status. If they have a 10, they are the highest status.
- Tell the students that they have 60 seconds to move around the space and display their status using only their body movements. At the end of the 60 seconds, they must freeze in a tableau that they feel best represents the number on their card.
- A tableau is like a frozen picture! Students must stand as still as they can in a pose. Tableaux are a great way to convey meaning to an audience.
- The leader of the game must observe the other students moving around the space and take mental note of the way that they are moving. When the students freeze into their tableaux, the leader of the game must try to place the students in a line in order from lowest number to highest number.
- When the line has been created, the students will reveal their numbers one at a time to see how close the leader of the game was.
- Ask the students: how did it feel to have your number? Why did you choose to represent the number on the card in the way that you did? How did it feel to interact with your peers who may have had different numbers?

## GUIDED IMAGERY

**Curriculum Connections:** Health & Physical Education

For Tick, the treehouse was a place where she felt safe. This activity allows the students to discover and visit their own safe place. If possible, take the students to a location like the library or the gymnasium for this activity.

**Materials Needed:** calming music if available. A great piece is available at [https://www.youtube.com/watch?v=5OcA\\_0VZq8](https://www.youtube.com/watch?v=5OcA_0VZq8)

**Procedure:**

- Ask the students to sit at their desk or lie on the floor in a position that is comfortable for them. If possible, dim the lights and eliminate external noises.
- Tell them that they are about to experience guided imagery. If at any time, they get uncomfortable with the activity, or they choose not to participate, that is okay, but they must ensure that they are not disturbing their peers.
- The script on the following page can be read aloud by you. If you are uncomfortable with this, you can use the following link: <https://www.youtube.com/watch?v=pPBxNLpOLNU>



## GUIDED IMAGERY SCRIPT:

To begin this guided meditation find a comfortable position and close your eyes. Once you settle in notice your body. How does it feel? Let your body begin to relax by releasing the areas of tension by breathing. Take slow deep breaths and as you exhale let the tension go. Where is your body feeling tense? Focus your attention on this area as you take another breath in. Feel this area relaxing as you breathe out. Allow your breathing to gradually slow down. Breathe in and out.

As you do this, allow yourself to picture in your mind's eye, a safe place. What is the first place that comes to mind? What type of place does your mind choose as a safe place? Maybe you are in a beautiful garden, or in the mountains, or in an open field or the beach. Picture a place that feels calm, safe, and serene. A place you feel safe and protected. Imagine the details of your surroundings. Notice the foliage and beautiful colors and hues. What season is it? Notice the ground. Is it earthy soil, rock, or sand? Are you barefooted? What does it feel like beneath your feet? What smells do you notice? Is it sweet, pungent, or refreshing? Are there birds overhead? Listen to their singing. What other sounds do you hear? Let these sounds lull you peacefully. Notice if there is any water. Is there a pond or a waterfall or waves? Can you hear the sound of the water? Let the water flow over your skin. Notice how it feels on your skin. Can you taste it? Notice if there is a breeze or wind. What does it feel like on your face? Is it warm or cool? Allow yourself to take in all the senses feeling calm, serene, and peaceful. Breathe in and out.

Now allow yourself to lie down in the safe place and feel the ground beneath your body. Notice the gentle earth below warming you. Imagine the earth cradling you allowing you to relax even more and feel safe during this meditation. Feel your body resting on the ground allowing any tension to be released into the ground letting it seep away. Can you hear the water lapping in the pond, tricking by, or splashing as it makes waves? Imagine the water washing over you and taking away any tension left in your body. Breathe in and out.

Now look above you and notice the color of the sky. Notice the sun. Feel the warm rays of the sun on you skin. What else do you see? Are there clouds? Are there any trees around? What kind of leaves do they have? Notice their beautiful colors. Breathe in and out.

Now look around, notice a bench, or rock or tree stump in this place, and go sit on it. Feel the sun warming you and further relaxing you. Breathe in the warmth and vibrancy of the sun allowing it to fill you with a sense of calm and peace from the top of your head to the tips of your toes. Notice as you become part of your safe place that you feel more rested, more relaxed, more at peace. Breathe in and out.

After you have thoroughly visualized this place and you are ready to leave, allow yourself to come back into the room and leave your safe place for now, knowing that you can return to your safe place anytime you like. Open your eyes but stay in a relaxed position taking a moment to reawaken completely. Continue to breathe smoothly and rhythmically. Take a few moments to experience and enjoy your relaxing guided meditation.

Your safe place is available to you whenever you need to go there.

## DEBATE

### Curriculum Connections: Language Arts & Social Studies

Tick, the main character in *Tick*, was very passionate about the library and did everything that she could to convince those around her of her views. In this activity, students will do the same!

#### Procedure:

- Students will be given a list of possible topics. These topics will have no right or wrong answer. They will choose one that they are passionate about, and choose a side. They can also suggest possible topics if they do not like any of the ones listed.
- Students should do research on their topic.
- When students feel as though they are ready, they must present their side of the topic to the class. The goal is to try and convince the class of their opinion!
- The attached peer assessment rubric can be used.

#### Possible Topics:

- Should cell phones be allowed to be used in the classroom?
- Are violent video games, such as *Call of Duty*, appropriate for students to play?
- Should students be required to wear uniforms to school?
- Should school hours be changed to 12pm – 6pm?
- Should students be allowed to choose their own bedtime?
- Should screen time be limited for students?



## DEBATE PEER ASSESSMENT RUBRIC

Name of Assessor: \_\_\_\_\_

Name of Presenter: \_\_\_\_\_

Please circle the number that best represents your opinion on each topic. 1 means you disagree completely and 10 means you completely agree.

The presenter was very well prepared for this presentation.

1    2    3    4    5    6    7    8    9    10

The ideas presented made logical sense.

1    2    3    4    5    6    7    8    9    10

It was clear that the presenter had done research about their topic.

1    2    3    4    5    6    7    8    9    10

The presenter made eye-contact with the class and spoke confidently.

1    2    3    4    5    6    7    8    9    10

The presenter was convincing in their argument.

1    2    3    4    5    6    7    8    9    10

Overall, this presentation was very well done.

1    2    3    4    5    6    7    8    9    10

Please add up the numbers you have circled to get a final mark out of 60.

**Final score:            / 60**

## STORY BOOK TABLEAUX

**Curriculum Connections:** Dramatic Arts, Language Arts, & Visual Arts

Books are so important for Tick. They are how she and Rudeger learn about the upcoming solar eclipse! In this activity, students will explore a well-known story.

**Materials Needed:** well-known stories or fables

### Procedure:

- Students will be divided into groups.
- Each group will then be assigned a well-known story that is available in the school library.
- In their groups, the students will read the story that they were assigned, and pick the scenes that they feel best represent the beginning, middle, and end of the story.
- The students will create a series of tableaux to present these three crucial aspects of their story.
- Have the students rehearse their tableaux so that they flow as nicely as possible.
- Have the students present their tableaux to the class. See if the class can guess the story!
- Now that they have decided what the most important parts of the story are, the students need to find a way to represent their story visually. If the library is closing and this book won't be read anymore, they need to create a poster to tell the story of their book to others.

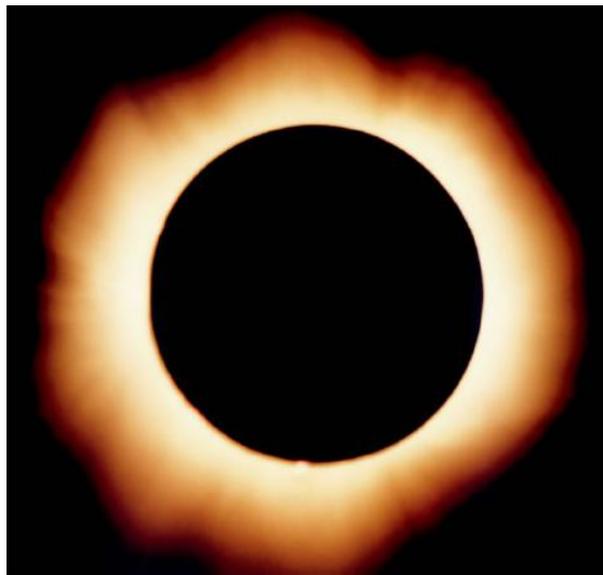
## BUILD A SOLAR ECLIPSE VIEWER

**Curriculum Connections:** Mathematics & Science

**Materials Needed:** cardboard tubes, white cardboard, coloured construction paper, duct tape, hole puncher, pencils, push pins, & scissors

### Procedure:

- Draw an image of the sun that is 40 centimeters (15.7 inches) in diameter on the board. Have students cover or close one eye and hold up their thumbs very close to their faces as they look toward the sun image. Have them move their thumbs slightly left or right to try to block the image. Explain that this demonstrates an eclipse if their heads were the Earth and their thumbs were our moon. Tell students that they are going to investigate solar activity and build a viewer to allow them to observe a solar eclipse. One safe way of viewing the sun during a partial eclipse, or anytime, is a pinhole camera, which allows users to view a projected image of the sun. Remind students to never look directly at the sun, even during a total solar eclipse.
- Use the following handout to help students to build their own solar eclipse viewer!



## **How to Build a Solar Eclipse Viewer**

- 1) Lay the cardboard tubes end-to-end to reach approximately one meter in length.
- 2) Tape the tubes together, ensuring that there are no gaps. If needed, you can tape construction paper over any gaps that may appear.
- 3) Hold one tube perpendicular to the white paper and trace the end of the tube to create two circles, which will be used to cover the ends of the tube.
- 4) Cut out each circle.
- 5) Tape one of the circles to one end of the tube.
- 6) In the center of the other circle, cut a square.
- 7) Cut out a square of aluminum foil and tape it over the square hole in the circle.
- 8) Gently push a pushpin through the center of the foil to make a small hole.
- 9) Tape the circle to the opposite end of the tube.
- 10) Cut a small rectangle (approximately 3cm x 1.5cm) near the end of the tube that does not have the foil on it. This will be your viewing area.
- 11) Congratulations! You have just built a solar eclipse viewer!

## LET'S WORK TOGETHER!

### Curriculum Connections: Dramatic Arts

In order to save the library, Tick must work together with her friends. The following activities cannot be completed unless the students work as a team!

### THE MACHINE

#### Curriculum Connections: Dramatic Arts

##### Procedure:

- Have one student begin at the front of the room. They must do an action that is able to be repeated. For example, they can extend their arm in front of them and then pull it back. They must also add a verbal sound to their movement. This student continues to repeat their gesture and sound.
- One by one, the students join the first student to create the machine. Challenge the students to connect with each other and complement the movements that their peers are making.
- You may choose to only allow five students to join a machine, or you can allow the entire class to join. If this is the first time that the students will be doing this, it is recommended to limit the participants until they get the hang of it.
- Once the students are a part of the machine, challenge them to speed up the pace of their movements. Remind them that they must always be in pace with their peers, or else the machine will fall apart! What happens if the machine were to slow down? Why is it so important that they pay attention to their surroundings? What would happen if one student was not paying attention to a pace change?

### PULSE

#### Curriculum Connections: Dramatic Arts

**Materials Needed:** something soft, like a bean bag or a scarf

- Students are divided into two teams. The teams must sit in a line facing each other.
- You will sit at the end of the lines, and hold the hands of the person at the end of each team. On the opposite end of the line, the object will be placed.
- Students must hold hands and close their eyes. At a random time, you will squeeze both hands that you are holding. When those students' hands are squeezed, they will squeeze their other hand. The 'pulse' is then passed down the line. When the person at the end receives the pulse, they will open their eyes and try to grab the object as quickly as possible. The person who completes this first will earn a point for their team. That person will then move down to the end of the line by you, allowing a new person to have a chance to score a point for their team.
- The game ends when the original person at the end of one line reaches the end once more.



## SHIPWRECKED

**Curriculum Connections:** Dramatic Arts

**Materials Needed:** large pieces of chart paper

**Procedure:**

- If possible, move desks and chairs to the sides of the classroom, allowing for a large empty space the middle.
- Divide students into groups of 6-8. Give each group a piece of chart paper.
- Tell the students that they must make it to the other side of the classroom using only the chart paper. However, they must not touch the ground. If even one member of their team does, their entire team must go back to the beginning.
- Tell your students that they must get very creative, but they must also ensure that they are being safe.



## CRACK THE CODE!

### Curriculum Connections: Language Arts & Science

Tick has sent the students a special message that she does not want adults to read! Students will need to uncover the answers to the following questions to reveal the message!

#### Procedure:

- Photocopy the handout on the following page. Give it to your students for a fun activity!
- Students will likely need access to the internet or the library for this activity.

#### Answer Key:

1. SOLAR
2. DAWN
3. VENUS
4. HOCKEY
5. TREE
6. HARRY POTTER
7. BEAVER
8. LENS
9. JUPITER
10. BOOKS
11. LACROSSE
12. TRUDEAU
13. PRAYING MANTIS
14. MAPLE SYRUP

**CODE:  
SAVE THE LIBRARY!**

## CRACK THE CODE!

Tick has sent you a special message! However, she needed to send it in code so that the adults wouldn't be able to read it. Complete the activity below the reveal her message!

1. What kind of eclipse do Tick and her friends want to see?
2. What is the name of Tick's friend that she goes to the arena with?
3. What planet is second closest to the sun?
4. What sport do the Toronto Maple Leafs play?
5. Where is Tick's fort located?
6. What book is J.K. Rowling most famous for writing?
7. What Canadian animal can you find on the nickel?
8. What does Tick break of Rudeger's?
9. What is the biggest planet in our solar system?
10. What is Tick trying to save in the library?
11. What is Canada's national sport?
12. What is the last name of our current prime minister?
13. What animal does Chelsea do a dance of?
14. What Canadian staple do you put on pancakes?

**Insert the circled letter from each question above to reveal the message!**

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