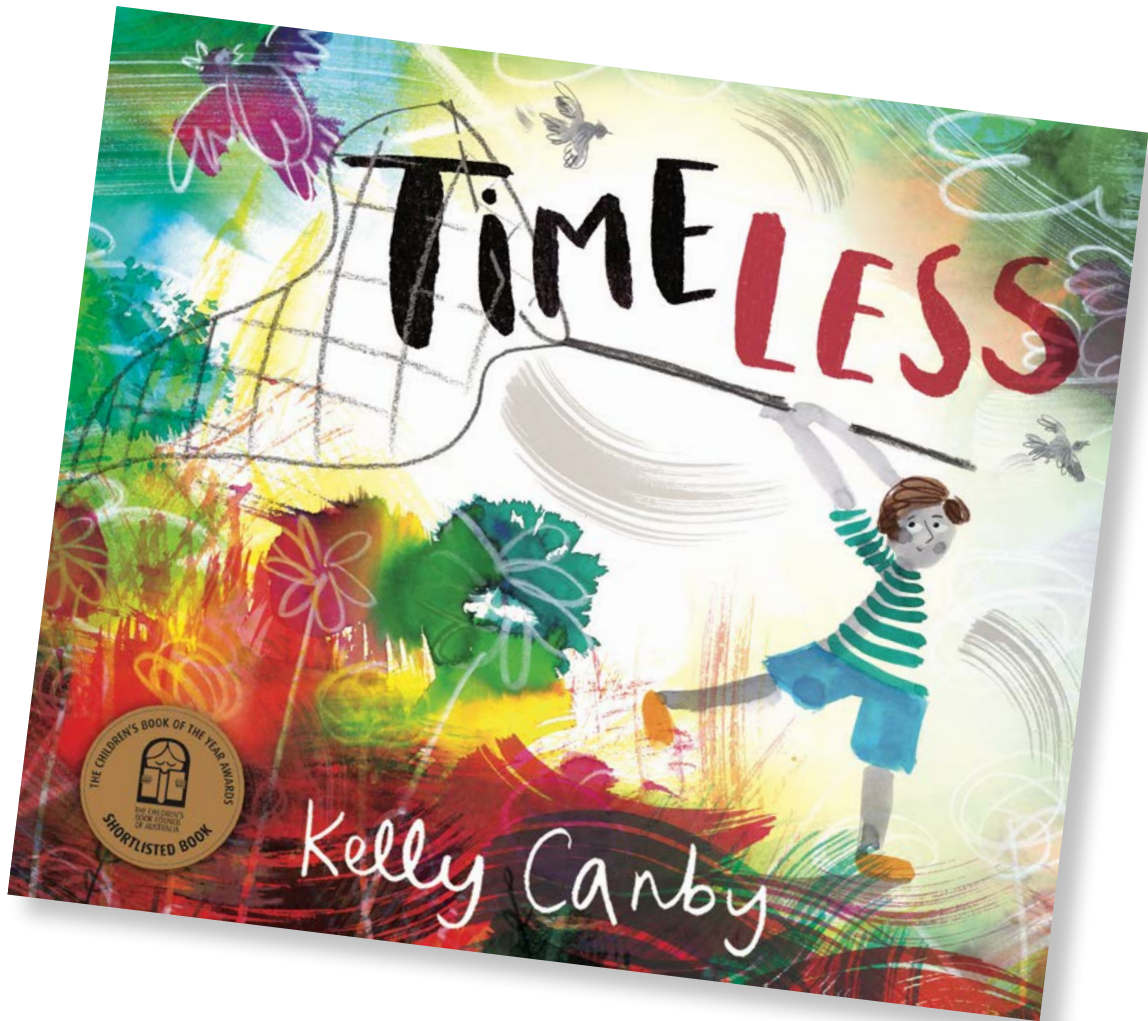


**Meerkat**  
Productions



## TEACHER RESOURCE PACK

FOR TEACHERS WORKING WITH STUDENTS  
IN GRADES K/P – 6

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# INTRODUCTION TO THIS RESOURCE PACK

This resource pack is designed to deepen your students' engagement with both the book and the theatre experience before and after our visit. It includes photographs of the creative process, context for the play and in-depth classroom activities.

For teachers, this pack will:

- provide material to guide discussion about the book
- give you strategies to explore the learning potential offered by a theatre visit and how to develop children's responses
- enable you to use drama to develop literacy, particularly with reluctant writers
- increase your confidence in using drama in the classroom

The classroom activities have been designed to support and extend your students' experience of the performance and offer teachers ways to pick up on and explore the themes in the play, before and after our visit.

We use drama and storytelling as ways of exploring ideas that are relevant to the play. We employ characteristics such as **playing and exploring, active learning, creating and thinking critically** to enable effective learning. There are also links to key areas of learning:

- **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT;**
- **COMMUNICATION AND LANGUAGE;**
- **PHYSICAL DEVELOPMENT;**
- **EXPRESSIVE ARTS AND DESIGN, AND**
- **UNDERSTANDING THE WORLD**

While the activities will not take an objective led approach, teachers will be able to establish links to the relevant curriculum objectives for their particular year group and can adapt them for their particular educational setting. Our teacher resources always put drama at the centre of our activities. Working through drama allows children to explore subjects that matter to them within a fictional context, draw on their prior knowledge and apply it to new situations, develop language as they give expression to new understandings and develop **emotional intelligence and critical thinking** as they see things from different perspectives. It will also allow the students to take responsibility, make decisions, solve problems and explore possibilities from within the drama.

# CLASSROOM ACTIVITIES RATIONALE

## AIM

To allow the students to engage with the themes of the book and the play by exploring their own understanding and experience of feelings.

## TEACHER ROLE

Many of the activities are teacher led and will require the teacher to go into role. This is not about performance, or being an actor, more about speaking from a different perspective to enable the students to enter the fictional world.

Facilitating whilst in role encourages students to explore the themes more deeply and extends the impact of the theatrical experience back to the classroom and long beyond the end of the show.





# ABOUT TIMELESS

## SYNOPSIS

Emit (whose parents turned back time to name him) is surrounded by busyness. Dad is too busy to read stories, Mum is too busy to play games and Emit's brother and sister are simply too busy doing nothing to do anything, at all. Emit tries everything he can think of to get more time, he tries to catch it, wait for it, but it's not until Emit tries to buy some time that he learns the secret which is, if you want time, you have to make it.

## DIRECTOR'S NOTE ABOUT THE SHOW

Our production of "Timeless," is inspired by the book by Kelly Canby. When we first encountered this story, we were captivated by its whimsical illustrations and profound message about the essence of time. It spoke to the child in all of us, reminding us of the magic that can be found in everyday moments.

In our adaptation, we've taken inspiration from the delightful image of the lady in the shop—a character who embodies wisdom, warmth, and a touch of whimsy. She becomes Granny Grace in our story, a mentor and guide to young Emit. Granny Grace is a beacon of light in a world that often feels rushed and chaotic, teaching Emit and all of us about the true nature of quality time.

Emit's journey is one of discovery, filled with humour, heart, and a bit of chaos. As he navigates his way through a busy world, he learns that time cannot be bought or hoarded; it is a gift to be cherished. Through the wisdom of Granny Grace, Emit realises that quality time is not about the quantity of minutes, but the richness of moments shared with loved ones, the joy of laughter, and the beauty of simple pleasures.

Bringing this story to life has been a joy for our entire team. The vibrant illustrations of Kelly Canby have guided our visual storytelling, helping us create a world that is both fantastical and relatable.

We hope that "Timeless" inspires you to pause, reflect, and embrace the moments that truly matter and that our performance leaves you with a renewed appreciation for the simple, timeless treasures that fill our lives—love, laughter, and the precious gift of time.

Enjoy the show!



## **THEMES EXPLORED IN OUR PRODUCTION OF “TIMELESS”**

In our adaptation of “Timeless” we delve into several resonant themes, using the captivating images of the lady in the shop as our inspiration for the character of Granny Grace. These themes not only drive the narrative but also offer meaningful lessons for audiences of all ages.

### **1. THE VALUE OF TIME**

Our production emphasises the intrinsic value of time, highlighting that it is a finite and precious resource. Granny Grace teaches Emit that time cannot be bought or stored but must be cherished and used wisely.

### **2. QUALITY OVER QUANTITY**

Through Emit’s interactions with Granny Grace, we explore the idea that quality time is more important than the sheer quantity of time. Meaningful moments, genuine connections, and shared experiences create lasting memories and deeper bonds.

### **3. MINDFULNESS AND PRESENCE**

A key theme in our adaptation is the importance of being present in the moment. Granny Grace shows Emit that true joy and fulfillment come from engaging fully in the present, rather than being preoccupied with the past or future.

### **4. THE MAGIC OF EVERYDAY MOMENTS**

We highlight the beauty and magic that can be found in ordinary, everyday moments. Granny Grace’s shop is filled with simple, timeless treasures that symbolise the wonder in the mundane, encouraging Emit to find joy in the little things.

### **5. INTERGENERATIONAL WISDOM**

The relationship between Emit and Granny Grace underscores the value of intergenerational wisdom. Granny Grace, with her years of experience and insight, provides Emit with timeless lessons that transcend age and time.

### **6. CONNECTION AND RELATIONSHIPS**

Our production emphasises the importance of building and nurturing relationships. Emit learns that time spent with loved ones, friends, and family is invaluable and forms the foundation of a fulfilling life.

### **7. SIMPLICITY AND CONTENTMENT**

In a world often obsessed with speed and complexity, our adaptation promotes simplicity and contentment. Granny Grace’s teachings encourage Emit to slow down, appreciate what he has, and find satisfaction in the simple pleasures of life.

### **8. CREATIVITY AND IMAGINATION**

The whimsical elements of the story, inspired by Kelly Canby’s illustrations, celebrate creativity and imagination. Emit’s journey is filled with fantastical adventures that remind us of the limitless possibilities that come with a free and imaginative mind.

THESE ACTIVITIES ARE DESIGNED TO EXPLORE THE STORY AND THE THEMES IN THE BOOK. THEY WILL HELP STUDENTS TO ENGAGE WITH THE PLAY.

## ANALYSING THE BOOK

### ACTIVITY 1:

BEFORE READING LOOK AT THE COVER OF THE BOOK AND DISCUSS

#### QUESTIONS TO ASK YOUR STUDENTS:

1. What do you see on the [front cover](#)?
2. What do you see on the [back cover](#)?
3. Why do you think the book is called Timeless?
4. What do you think this book might be about?
5. Do you think this is a fiction book (a story) or a non-fiction book (facts)?
6. Is this a book you want to read? Why/why not?
7. What is the person on the front cover holding and why?

### ACTIVITY 2:

#### EXPLORING THE STORY

- A. Show the class the [cover](#), [end papers](#) and [title page](#) of the story. Ask them to think about what might happen in the story and make a prediction based on the information they have. They can tell the class their predictions or write them down (younger children may like to draw a picture).
- B. Now read the story to the class and as a group discuss how the story may have been different or similar to their predictions.
- C. Explain what a pun is. Read the puns on the [front](#) and [end](#) pages out loud. Which ones are your favourite and why?



### ACTIVITY 3:

#### AFTER READING

With the whole class, go around in a circle with each child taking it in turns to recap a part of the story. By the time everyone has spoken the entire story must have been retold. Each child may say as much as they can remember. Try and piece the story together in chronological order.

#### QUESTIONS TO ASK YOUR STUDENTS:

1. Did you enjoy this story? Why/why not?
2. What do you think the story is about?
3. How would you describe Emit?
4. How would you describe Emit's family?
5. How would you describe the lady in the shop?





# BEFORE OUR VISIT

## PREPARING FOR THE PLAY

These activities can be used before watching the show to explore some of the themes and feelings in the book. It prepares students to work together using discussion, research and drama techniques.

### ACTIVITY 4: INTERPRETING THE ILLUSTRATIONS

Much of our adaptation will take inspiration from the illustrations in the book

- Discuss how you think the theatre company will show the [lady in the shop](#).
- What do you expect them to look like?
- Do you think there will be an actor pretending to be the lady? Or do you think they will make a puppet?

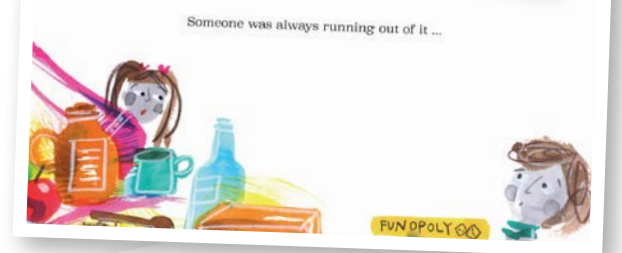
### ACTIVITY 5: ADAPTING THE STORY

- The book is very short, and the show will be 40 minutes long. What parts of the story do you think we might find out more about?
- Which of the words in the book do you think are the most important? Why?
- What are you most looking forward to about the show?

We will feature the following characters in our production: Emit, Mum, Dad, Sister, Lady in the shop, person in bank. Look closely at the [images](#) of each of the above people. What clues do the pictures give you about each person.

Think about the following:

- What feelings did you have when Emit was trying to play tennis or funopoly with his family?
- Have you ever felt like your family is too busy? How did it make you feel?
- What jobs do the students think Emit's mum and dad have? What clues in the illustrations lead them to this conclusion?
- What jobs do Emit's mum and dad do around the house?
- How do the students' own families compare to Emit's family? For example, do both parents work? Do they have siblings? Who does the household chores?





## ACTIVITY 6:

One of the key themes we will explore in our adaptation is the concept of Quality Time. Use the following activities to explore this with your students:

A. Discuss what is Quality time?

What Quality Time Is: Quality time means spending moments with the people you care about in a special and meaningful way. It's not just being together; it's about enjoying each other's company, listening, and doing fun things together.

B. Discuss why is quality time important

Quality time helps us feel loved and connected to the people we care about. It creates happy memories and strengthens our relationships. Even if we can't spend a lot of time with someone, making that time special and enjoyable makes a big difference.

C. Discuss examples of Quality Time:

EG: Sitting with your family during dinner, talking about your day, and listening to each other. Reading a book together with your parents or siblings and discussing the story. Going for a walk or playing a game where everyone is focused on having fun and being together.

D. Create a recipe for your family for quality time together

## ACTIVITY 7:

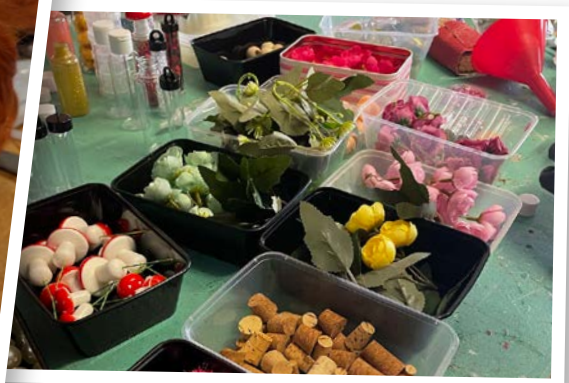
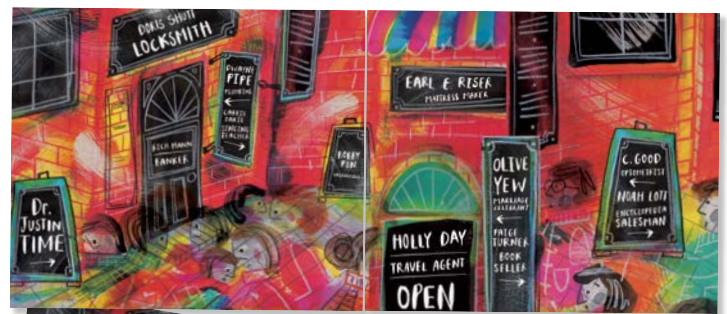
Kelly Canby has used puns on the [front](#) and [end](#) papers.

As a class create your own puns and create your own artwork advertising businesses and their owners.

There are writing resources available [HERE](#)

## ACTIVITY 8:

Activity sheets on Timeless from publisher's website [HERE](#)



# AFTER OUR VISIT

THE FOLLOWING ACTIVITIES ARE DESIGNED TO EXPLORE STUDENTS' RESPONSE TO THE PLAY.

## ACTIVITY 1: IN YOUR OWN WORDS

In a circle, go around and each tell us a little bit about the story from the play. Remember to describe the atmosphere and mood of each setting/scene:

- Meeting Granny Grace for the first time
- Emit describing the busyness of his family life
- Emit learning about the people in the pictures from his Dad
- Emit searching for time at the museum, the bank and the art gallery
- Emit trying to buy time
- Emit learning from Granny Grace that if you want more time you have to make it
- Emit spending quality time with his dad
- Emit spending quality time with his sister
- The end song

## ACTIVITY 2: REVIEW THE PRODUCTION (USE RESOURCE A)

Which were your favourite bits?

Which were your favourite characters?

Use the template at the back of this pack to review the production and share with the class.

- Template 1 for Kinder to grade 2 students
- Template 2 for grade 3 to grade 6 students.

We'd love to read your reviews! Send them to us at [admin@meerkatproductions.com.au](mailto:admin@meerkatproductions.com.au)

## ACTIVITY 3: EXPLORING THE BOOK AND PLAY USING CLASSROOM-BASED ACTIVITIES

### 1. CHARACTER EXPLORATION

#### QUESTIONS TO ASK:

- Who is your favourite character in the story and why?
- How would you describe Emit and his family to a friend who hasn't seen the performance?

#### ACTIVITIES:

##### Character Walk

- Have the students spread out in the room.
- Ask them to walk around the space as themselves for a minute.
- Then, call out different characters from "Timeless" (Emit, Granny Grace, Emit's family members) and ask students to walk as they think these characters would walk. Encourage them to consider each character's age, personality, mood and pace

##### Character Interviews

- Divide the class into pairs.
- One student will play the role of a journalist, and the other will play the character of Granny Grace
- Provide the journalists with a list of questions to ask (e.g., "What do you enjoy doing in your free time?", "What is your greatest wish?", "How do you feel about Emit's journey?").
- After a few minutes, have the pairs switch roles so each student gets a chance to play both the interviewer and the character.

## 2. PLOT UNDERSTANDING

### QUESTIONS TO ASK:

- What is the main problem Emit faces in the story?
- How does Emit try to solve the problems he faces?
- What happens at the end of the story? Do you think it was a good ending? Why or why not?

### ACTIVITIES:

#### Role play

1. Divide the students into small groups.
2. Assign each group a key scene from the story to role-play. Some suggested scenes include:
  - Emit realising he doesn't have enough time.
  - Emit visiting Granny Grace's shop.
  - Emit trying to find time from various places (museum, bank art gallery)
  - Emit's family being too busy for him.
  - Emit's realisation about the importance of quality time.
3. Give each group time to plan and rehearse their scene.

#### Storyboarding

- Ask students to create a storyboard or a comic strip that illustrates the main problem, Emit's attempts to solve it, and the resolution of the story.
- Provide art supplies and allow students to work individually or in pairs.
- Once the storyboards or comic strips are complete, have students share their work with the class and explain their interpretation of the plot.

## 3. THEMES AND MESSAGES

### QUESTIONS TO ASK:

- What do you think the story is trying to teach us about time?
- How does Emit's journey change his perspective on time and memories?
- What are some things you think are timeless, like the things Emit discovered?

### ACTIVITIES:

#### Creative writing

- Ask students to draw or create a collage of their own timeless treasures. These could be moments, people, or objects that they consider priceless and timeless.
- Once the drawings or collages are complete, have students share their work with the class and explain why they chose those particular treasures.

## 4. PERSONAL CONNECTION

### QUESTIONS TO ASK:

- Can you think of a moment in your life that you want to remember forever? Why is it important to you?
- What are some things you enjoy doing that make you lose track of time?
- Dad had a special memory of his Aunt Mabel, Can you think of a special memory that you think will be timeless for you? Why is it special?
- Have you ever wished you could have more time for something? What was it and why?

## **ACTIVITIES:**

### **Collage work**

- Ask students to draw or create a collage of their own timeless treasures. These could be moments, people, or objects that they consider priceless and timeless.
- Once the drawings or collages are complete, have students share their work with the class and explain why they chose those particular treasures.

## **5. CRITICAL THINKING**

### **QUESTIONS TO ASK:**

- If you could give Emit some advice at the beginning of the story, what would you tell him?
- What do you think would happen if Emit could really control time? How would it change his life and the lives of those around him?

## **ACTIVITIES:**

### **Advice alley**

- Gather the students in 2 rows facing each other.
- Write the question on a large paper: "If you could give Emit some advice at the beginning of the story, what would you tell him?"
- As Emit walks through advice alley, allow students to share their advice one by one, encouraging them to explain why they think their advice would be helpful.

### **Discussion: Controlling Time**

- Return to the circle and pose the next question: "What do you think would happen if Emit could really control time? How would it change his life and the lives of those around him?"
- Write this question on a large paper for reference.
- Encourage students to think about both positive and negative consequences of controlling time. List their ideas on the paper.

## **6. CREATIVE IMAGINATION**

### **QUESTION TO ASK:**

Imagine you found a shop like the one Granny Grace owns. What would you hope to discover there?

## **ACTIVITIES:**

### **Writing a Sequel**

- Return to the circle and pose the next question: "If you could write a sequel to 'Timeless,' what new adventure would you send Emit on?"
- Write this question on a large paper for reference.
- Encourage students to brainstorm ideas for a new adventure, considering:
  - What new challenge or problem does Emit face?
  - Who are the new characters Emit meets?
  - What important lesson does Emit learn on his new adventure?

**WRITER KELLY CANBY SHARED A TEACHERS PACK [HERE](#)**



# ABOUT MEERKAT PRODUCTIONS

At Meerkat Productions our goal is to provide a theatrical experience that makes students and teachers alike lean forward and engage rather than sit back and watch passively. We want the memory of our performance to be long lasting; we want the work we do to be inspirational and we want you to be counting down the days until our next visit!

Our Book Week shows aim to support Literacy in the classroom, and we have found during our 20 year history that most Primary school teachers identify an impact, particularly in engaging lower ability children as well as increasing enthusiasm for and motivation to write.

## OTHER SHOWS

DID YOU KNOW MEERKAT PRODUCTIONS ALSO OFFERS OTHER IN-SCHOOL PERFORMANCES?



**BOOK WEEK: YOUNGER READERS BOOK ADAPTATION**



**ANTI-BULLYING: BULLY BULL RING**



**STORYTELLING & PUPPETRY:  
GOOD THINGS COME IN THREES & FRACTURED FAIRYTALES**



**MINDFULNESS, MANAGING ANXIETY, RESILIENCE: MR HUFF**



**CHRISTMAS SHOW: RUDOLPH'S RECRUITS**

**FOR MORE INFORMATION VISIT OUR WEBSITE  
MEERKATPRODUCTIONS.COM.AU  
OR GIVE US A CALL ON 1300 308 311**

# RESOURCE A

## TEMPLATE FOR STUDENTS IN GRADE 3-6

Here are some phrases that people might use to describe the experience of watching a piece of theatre. For each pair, please mark a point on the scale towards whichever is closest to your experience of watching the performance today.

My concentration was wandering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I was completely absorbed by what was happening
I didn't feel like I was learning anything	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	My eyes were opened to some new ideas
It didn't really get me going	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I was gripped by the sights and sounds of the performance
There wasn't much sense of atmosphere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I noticed a real buzz in the audience
I didn't feel much connection with the characters/story	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I felt I could really identify with the characters/story
It felt like time was passing slowly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I hardly noticed the time passing
I was mostly in my 'comfort zone'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I felt challenged and provoked
I felt tired and uninterested	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I felt lively and enthusiastic
I didn't feel much connection with other audience members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	It felt good to be sharing the experience with other people
There wasn't really much that touched me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I found aspects of the performance very moving
The performance didn't really hold my attention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I was often on the edge of my seat
There was nothing much new for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	It got me thinking about things differently
I felt flat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I felt tense and excited
I don't feel much urge to discuss the performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I will be talking about the experience for some time to come
It didn't say much about my life or experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Some aspects of the performance seemed relevant to my own life

# TEMPLATE FOR STUDENTS IN KINDER/PREP TO GRADE 2

## ENGAGEMENT AND CONCENTRATION

### TIME PASSED...

REALLY  
SLOWLY

--	--	--	--	--

REALLY  
QUICKLY

## LEARNING AND CHALLENGE

### NEW IDEAS

REALLY  
SLOWLY

--	--	--	--	--

REALLY  
QUICKLY

## ENERGY AND TENSION

### EXCITEMENT

I NEARLY FELL  
ASLEEP

--	--	--	--	--

I WAS REALLY  
EXCITED

## SHARED EXPERIENCE AND ATMOSPHERE

### LOVED BEING HERE

I FELT LONELY

--	--	--	--	--

I LOVED BEING HERE  
WITH EVERYONE

## PERSONAL RESONANCE AND CONNECTION

### FEELINGS

I DIDN'T FEEL  
ANYTHING

--	--	--	--	--

I FELT REALLY  
EMOTIONAL