



Australian Government

Great Barrier Reef  
Marine Park Authority

# THE REEF PLAYS PROGRAM

## TEACHER/DIRECTOR GUIDE



Written by Tania Nash,  
commissioned by Marine Education  
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*Shiff*

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Published by the Great Barrier Reef Marine Park Authority.

Author: Tania Nash (commissioned by Marine Education) © Great Barrier Reef Marine Park Authority.

Illustrator: © Skye Elizabeth Fine Art.

Designed by: Vetta Creative.

ISBN 978-0-6450438-2-2.

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**A catalogue record for this publication is available from the National Library of Australia**

**This publication should be cited as:**

Great Barrier Reef Marine Park Authority 2022, *The Reef Plays Program: Teacher / Director Guide*, GBRMPA, Townsville.

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# THE REEF PLAYS PROGRAM

## Two plays have been written for primary schools

### Short Play:

*The Mystery of the Colourful Coral.* A 15 page script with 22 speaking roles and opportunity for endless non-speaking roles. Suitable for an extended science/drama project, cross-curricular activity, or school concert performance. Includes a recording of the performance.

### Readers Theatre:

*Colourful Coral and Warming Oceans.* A 3 page script with 22 speaking roles and opportunity for endless non-speaking roles. Suitable for a class project, assembly item or introduction of characters for the short play.

### Introduction:

The Reef Plays Program is a creative educational opportunity for primary school students to learn about the reef across multiple learning areas/subjects from the Australian Curriculum.

Two plays have been written by Tania Nash (B App Sci, Grad Dip Ed. playwright, director, actor, teacher). The *Mystery of the Colourful Reef* follows the adventures of a group of underwater friends who go in search of the colourful coral. Along the way they learn about the animals, rising sea temperatures, and caring for our endangered flora and fauna.

*Colourful Coral and the Warming Oceans* is a Readers Theatre that introduces each of the characters and sets the context for the short play. The Readers Theatre can be performed as a stand-alone play, or adapted to introduce the characters and storyline before the short play begins.

The characters are the same for both plays. They are derived from the Great Barrier Reef Marine Park Authority's Citizen Science programs such as *Eye on the Reef* and *Be a Marine Biologist for a Day*. The plays were created to give teachers and schools the opportunity for students to learn about key Reef indicator species in learning areas/subjects other than science. Students can engage with the characters and utilise their creative thinking skills, as well as learn about sustainability - both features of the Australian curriculum by ACARA.

Below are some examples of content descriptions from the Australian Curriculum by ACARA that can be taught using the plays.

### Year 5/6 Drama:

- Explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations
- Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action
- Rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience

### Year 6 English:

- Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (Content elaboration: experimenting with voice effects for different audiences and purposes, such as tone, volume, pitch and pace, recognising the effects these have on audience understanding and engagement).

Working alongside program creator, Gail Riches from Marine Education, Tania has used the adaptations of each species to distil the character traits to create two funny, engaging, and educational plays for kids.

To assist teachers in the productions, this easy-to-use production planner has been created. It incorporates face painting ideas, costuming and prop ideas, directing and acting hints.

This Teacher/Director Guide includes the following:

- Meet the characters
- Synopsis: Scene by scene
- Let the script inspire you
- Welcome to the theatre
- Auditions and casting
- Cast announcement to young people
- Marking your script
- Theatre tips
- Building great characters
- Costuming
- Face painting
- Set and props

Dear Teacher/Director,

It has been a joy to write 'The Mystery of the colourful Coral' and 'Colourful Coral and Warming Oceans,' for the Great Barrier Reef Marine Park Authority's Play Program.

As a young child living on the edge of Sydney Harbour, I would snorkel the harbour waters and the world beneath would entrance me. When I was asked by Gail Riches of Marine Education to write a story for children that encapsulated the ecology of the Great Barrier Reef and the dangers it faces, it could not have been a more perfect fit. My mission as a playwright is humanising animals to create stories that inspire conversations on the issues facing our world.

In 'The Mystery of the colourful Coral' and 'Colourful Coral and Warming Oceans', I have based the characters on their adaptations:

The Butterflyfish, beautiful yet manipulative, with its third eye to confuse its prey; the character 'Regina George' from 'Mean Girls' immediately came to mind.

I love sharks and find them incredibly misunderstood, so that's why Snarkie is everyone's dopey mate, except for when he's hungry and his pectoral fins go down when in hunting mode.

The blue and orange coloured Coral Trout lurk under ledges to dart out when the ladies swim past. It just gelled that he was a smooth talker, a great dresser and talented dancer - the ultimate ladies man.

'Flip' a Hawksbill Turtle swims the ocean, keeping a keen eye on all and so he became the smart one.

'Major Greenway' is also wise, as like many turtles, he has grown to a ripe and wise old age.

'Greenie' is just a younger but no less dynamic version of 'Major Greenway.'

'Polly' the Parrotfish, with her protective mucous shield, is portrayed as the nervous one.

'Bozo' the Anemonefish is fiercely protective of the sea anemone - highlighting the symbiotic relationship of the two.

'Big Mama,' the Giant Clam, is protective and caring, providing a safe space for many creatures to take shelter in her shell.

Maori (Humphead) Wrasse have an inquisitive nature making them popular with tourists. Thus, the character 'Rassey' is a chilled-plodder just going with the flow, bringing an easy energy to the group.

'Snowey' the Unicornfish is continually on edge, which is not surprising as Unicornfish usually stay together in schools, feeling much safer.

The Crown-of-thorns starfish are known for being highly reproductive multiplying to plague proportions. So, 'Spike,' is billed as the ultimate family man.

Corals bring joy because of their colour, thus all the corals are welcoming, joyful and loving.

'Sea cucumber,' is unassuming, just grazing on the sea floor watching closely. He provides important information of our need to reduce carbon emissions.

With each species providing their key personality traits, the story wrote itself.

I encourage you to use the task as a cross-curricular activity and investigate the species and the Reef as part of the project.



I sincerely hope that you enjoy creating and performing these plays as much as I have delighted in writing and staging them.

Warm regards

**Tania Nash**  
*B. App. Sci. Grad. Dip Ed.*

### **Gail Riches, owner of Marine Education**

*"Tania and I met as teachers working at the same school. After school had finished, Tania was always busy writing, directing and rehearsing plays in Noosa, Sunshine Coast. The first play I went to see that Tania had produced was called 'The Rogue Toad'. It was a play based on the characters of Wind in the Willows but with a very Australian twist (featuring a cane toad that went rogue) performed on a boat on the Noosa River as part of the Anywhere Theatre Festival. It was extremely clever, most entertaining, a huge success and not surprisingly, won the Anywhere Award. When I finished writing the 'Be a Marine Biologist for a Day program' for GBRMPA, to make their 'Eye on the Reef' Citizen Science Program more accessible to schools, I felt with Tania's expertise, students could learn about the 10 indicator species and the issues they face in more subjects than just science. She was extremely excited to hear my idea, GBRMPA were extremely supportive, and so that is how the play came to be. I hope you all enjoy it too!"*



# MEET THE CHARACTERS



**BIG MAMA (GIANT CLAM) – CARING AND WORRISOME**

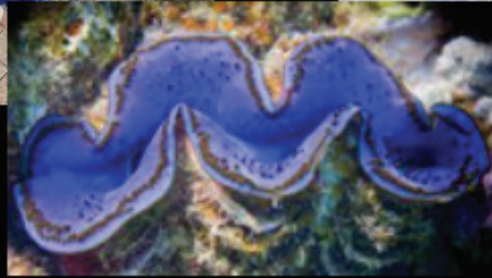
## Giant Clam



Costume



Face paint



**MAJOR GREENWAY (GREEN TURTLE) – KNOWLEDGEABLE AND POMPOUS**

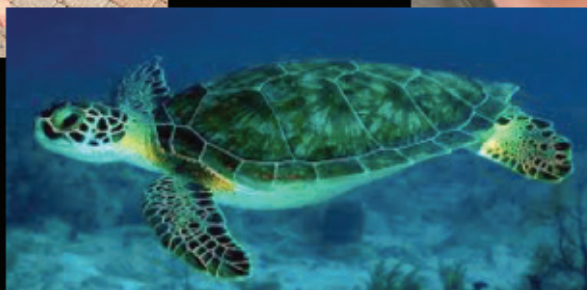


Costume

## Green Turtle



Face paint

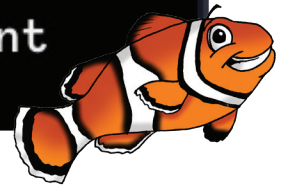


**BOZO (ANEMONEFISH) – PROTECTIVE AND MOUTHY**

**Anemone Fish**

**Costume**

**Face paint**



**FLUFFY (SEA ANEMONE) – TRUSTING AND DOPEY**

**Sea Anemone**




**Costume**

**Face paint**



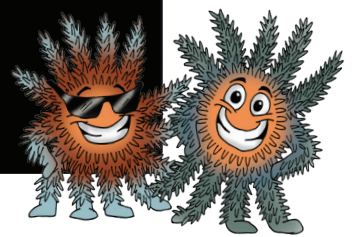
**SPIKE (CROWN-OF-THORNS OR COTS) – FAMILY MAN AND PROUD  
SPINEY (COTS) – YOUNG AND NAÏVE**

**Crown  
- of -  
Thorns**






**Costume**

**Face paint**



**SANDY (SEA CUCUMBER) – KNOWLEDGEABLE AND TRUSTWORTHY**

**Sea  
Cucumber**



**Costume**

**Face paint**

PEARLY (PEARLFISH) – CHILDLIKE AND PROUD

## Pearl Fish



Costume



Face  
paint



HORSEY (SEAHORSE) – LAID BACK AND FRIENDLY

## Seahorse



Costume



Face  
paint



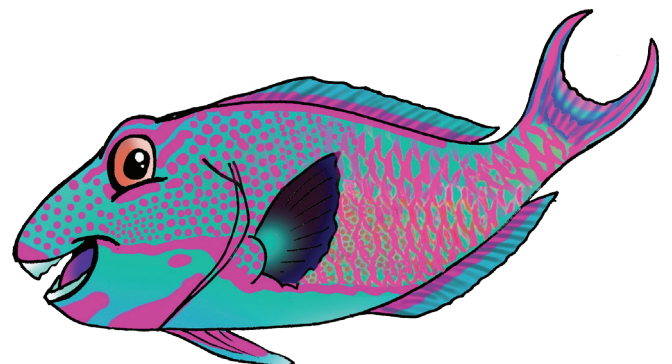
RED CORAL, PINK CORAL, BLUE CORAL, GREEN CORAL, YELLOW CORAL (COLOUR TO SUIT)

# Coral



Costume

Face paint








# THE FRIENDS

RASSEY (HUMPHEAD WRASSE) – SLOW AND KIND

## Wrasse






Costume

Face paint



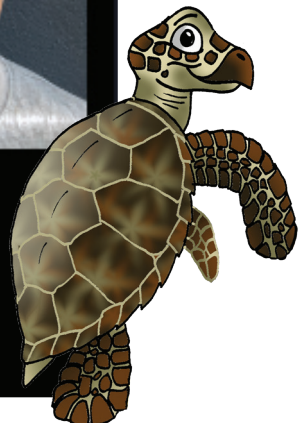
FLIP (HAWKSBILL TURTLE) – SMART AND HELPFUL

## Hawksbill Turtle



Costume

Face paint



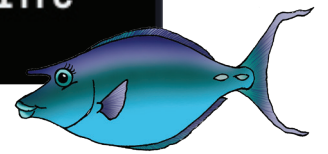
UNICORNFISH – SCARED AND DEFENSIVE

Unicorn Fish



Costume




Face paint



GREENIE (GREEN TURTLE) – GIGGLY AND FRIENDLY



Green Turtle



Costume

Face paint



POLLY (PARROTFISH) – NERVOUS AND SHY

## Parrot Fish

Costume

Mucous shield

Face paint

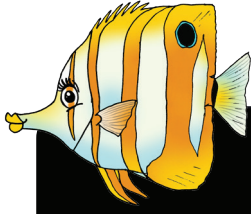
SNARKIE (WHITETIP REEF SHARK) – FUNNY AND CLUMSY

## Whitetip Reef Shark

Costume

Face paint





REGINA (BUTTERFLYFISH) – VAIN AND MEAN

# Butterfly Fish



Costume

Third Eye



Face paint



TROUTIE (CORAL TROUT) – SMOOTH AND FRIENDLY

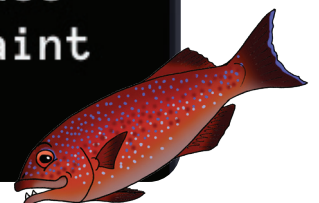


Costume

# Coral Trout



Face paint



# SYNOPSIS

## SCENE BY SCENE

### SCENE 1

We are introduced to the youngsters of the Reef; Rassey (Wrasse), Snowey (Unicornfish), Regina (Butterflyfish), Snarkie (Whitetip Reef Shark), Greenie (Green Sea Turtle) and Flip (Hawksbill Turtle) who ask to go to Hollomans Reef but Big Mama (Giant Clam) won't allow them.

They try to convince her, but Big Mama tells them it's not safe as there is colour there.

They promise her they won't go.

We learn about Polly's (Parrotfish) ability to create a mucus cocoon to protect her from parasites and predators while she sleeps.

We learn about Snarkie's (Whitetip Reef Shark) attack posture—pectoral fins and nose down.

### SCENE 2

They decide to go regardless of Big Mama's wishes.

Greenie says his uncle lives near Hollomans and that they could talk to him to see if it's safe. We learn about Regina's (Butterflyfish) adaption, her third eye to confuse predators and her thin disc-like body to manoeuvre around the coral.

We learn that Troutie (Coral Trout) uses a dance to attract the ladies as he hangs around ledges waiting for them to pass.

### SCENE 3

We arrive at Major Greenway's (Green Sea Turtle) house where we find out why Big Mama is called Big Mama. She is home to many.

We learn what symbiotic means—working together.

We learn that Flip (Hawksbill Turtle) loves to eat sponges as they keep him happy.

We learn that many years ago, all the coral was more colourful and the water was cooler.

Major Greenway warns the kids not to go to Hollomans Reef.

### SCENE 4

They decide not to heed Major Greenway's warning and head towards Hollomans Reef.

### SCENE 5

We meet Bozo (Clownfish) and Fluffy (sea anemone). Bozo is protecting Fluffy (Sea Anemone) as Fluffy provides food to Bozo, a symbiotic relationship. We learn that Sea Anemones can sting. We learn that Anemonefish can change gender.

Spike and Spiney (Crown-of-thorns starfish) have a large family as they are very quick to multiply. They can give a nasty sting.

Again, they are warned not to go to Hollomans Reef. They argue about listening to the warnings but decide to press on towards the Reef. They promise Spike they will return from Hollomans.

### SCENE 6

They arrive in Hollomans Reef where the water is cooler and the coral brightly coloured. Everyone is in awe. The corals welcome them and then we meet Horsey the Seahorse carrying his babies and Sandy, the wise Sea Cucumber who tells the youngsters about the warming of our oceans. We learn that by reducing carbon emissions we can reduce the warming of the earth and oceans. We learn that carbon emissions are gases emitted through burning stuff to make energy. The friends make a pledge to make it their mission to reduce carbon emissions in their neighbourhood.

### SCENE 7

The friends gather back at Big Mama's place and tell her about their adventure.



# LET THE SCRIPT INSPIRE YOU

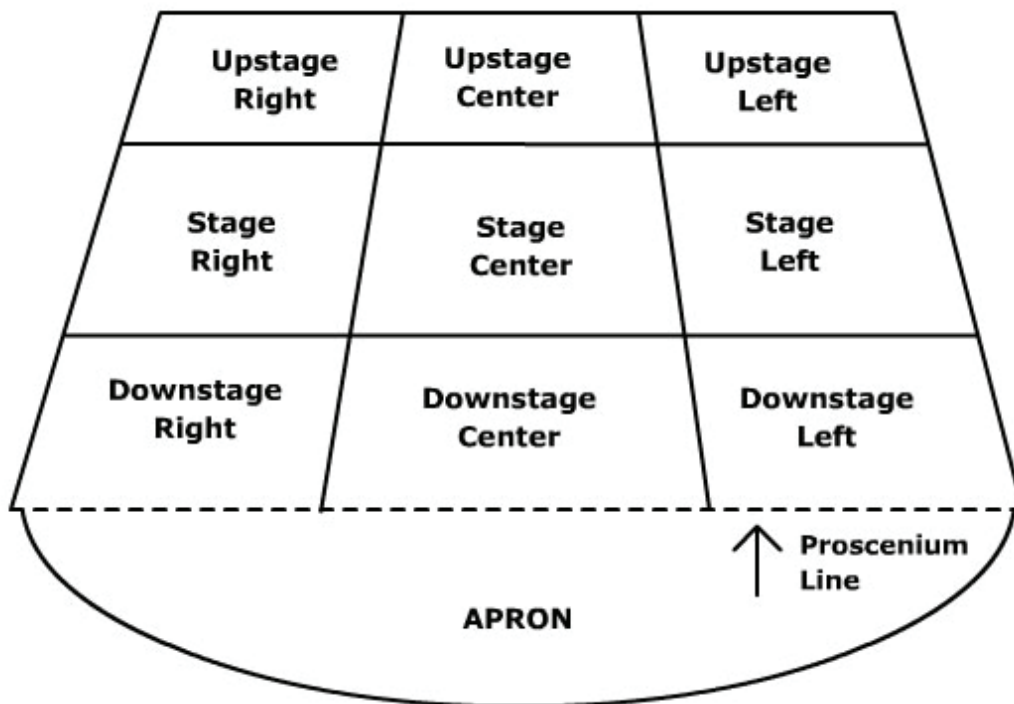
As you read the script, make notes on ideas about staging, costuming, blocking (actor's movement on stage) and audio visual.

Answer the following questions:

1. When and where is this to be performed? Is it a class project?
2. Who is best suited to each role? This will help in auditions.
3. Is this a major production for parents and friends? If so, the staging, costuming and lighting become important. If it's an in-school show, these things can be simplified.
4. Do I need assistance? Are there any parents, teacher aides or other teachers that could help?

# WELCOME TO THE THEATRE

Learning the areas of the stage is easy. In the 16th century, many stages were raked (on a slant) whereby the stage tilted down towards the audience. For this reason, we call the area closest to the audience downstage and the area towards the back upstage. Stage left and stage right are from the actor's perspective when they are facing the audience.



Before auditions, show the class the video production, and/or have a class read through the play. Then ask students to think about the roles that they would like to play. Give them time to learn two lines from each character to use in their auditions. Ask them to think about character traits, how would they move, talk and what type of facial expressions they think they would have.

When auditioning students as opposed to actors, it is good to give students an opportunity to give their top three ideal roles as this makes casting easier. You will also need a good two hours for auditioning. Follow these tips to make your casting choices easier.

Create a table to jot down students first to third choices—you can use this during the audition and during the final decisions of casting. If you have time, allow students to audition for all three roles. This means they are less likely to be entirely focused on one. You will find certain roles like Regina, Flip and Snarkie are highly contested but if students audition for more than one they realise that all roles have their upside.

STUDENT NAME	1st Choice	2nd Choice	3rd Choice
Suzie	Big Mama	Snowey	Troutie
Sally	Rassey	Regina	Flip
Maisie	Flip	Rassey	Regina
Cliff	Snarkie	Flip	Greenie
Marek	Bozo	Spike	Troutie

STUDENT NAME	1st Choice	2nd Choice	3rd Choice
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
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Then, create another table which allows you to tally who is auditioning for each character.

Audition each character all at once and highlight your preferred choice with an asterix \* next to their name.

If you have more students than characters, those students can play the role of an 'extra'. For example, a floating seahorse with no lines, or an extra coral in Scene 7.

Character/Role	Students
Big Mama	Suzie** Zayla***
Major Greenway	Sally* Vicky* Masie** Angel***
Bozo	Sally** Ruby***Maisie* Cliff* Zayla* Zoe* Tina* Lucy*
Fluffy	Jono* Nahla** Suzie* Charli* Sarah*
Spike	Sarah***
Spiney	Tina**
Sandy	Cliff** Dustin*Callum* Catie*
Pearly	Sally ** Maisie*** Angel* Vicky* Sarah** Zayla* Ruby*
Horsey	Suzie*** Marek *Nahla Lucy*
Rassey	Marek***
Flip	Marek ** Jono***
Snowey	Zoe*
Greenie	Dustin**
Polly	Ruby* Lucy**
Snarkie	Vicky*** Dustin** Callum ** Cliff** Jono*
Regina	Caleb** Katie* Charli* Zoe* Nahla* Tina*
Troutie	Mitch ***
Pink Coral	Charli
Red Coral	Catie
Blue Coral	Callum
Green Coral	Sally
Yellow Coral	Jono
Extras	

Character/Role	Students
Big Mama	
Major Greenway	
Bozo	
Fluffy	
Spike	
Spiney	
Sandy	
Pearly	
Horsey	
Rassey	
Flip	
Snowey	
Greenie	
Polly	
Snarkie	
Regina	
Troutie	
Pink Coral	
Red Coral	
Blue Coral	
Green Coral	
Yellow Coral	
Extras	

# CAST ANNOUNCEMENT TO YOUNG PEOPLE

This can cause disappointment to some, especially those students who had their heart set on a role. Make sure you are clear in auditions that you are hoping to give everyone a role they love but cannot guarantee as so many go for the same role.

The announcement of a cast list brings excitement, fear, and occasionally embarrassment to the students involved in a theatre program. The public nature of posting in class is unavoidable, and a cast list should be announced so that students can receive congratulations. But there is a way to let the students who auditioned know their status before any other student knows.

Deliver envelopes with casting information to the students who auditioned. See sample letter below.

*Dear <NAME>:*

## ***The Mystery of the Colourful Coral***

*Congratulations!*

*Because of your talent and effort in the audition process, you have been cast as /ROLE/ in /YOUR Primary School/'s production of The Mystery of the Colourful Coral.*

*Please review the materials in this packet with your parents/guardians. You will find a copy of the rehearsal rules, ticket order form, parent volunteer form, program messages form, and your rehearsal schedule for the month of /INSERT/. Our first rehearsal is /INSERT DETAILS/ in the /INSERT/ room. The entire cast is called for a read-through of the script and a listen-through of the music. Questions about roles, rehearsals, and the contents of this packet will be answered during this cast meeting.*

*Thank you,*

*/YOUR NAME/*

Because the students who auditioned can have a private moment to read their letters, much of the spectacle will be diminished. The cast list can be announced later in the day, and then everyone can find out who was cast.



# MARKING YOUR SCRIPT

Encourage students to always bring a folder, pencil and highlighter pen with their script to rehearsals.

1. Always put full name on front of script and character name.
2. Place script in a folder to keep safe and protect from damage.
3. Using a highlighter pen, highlight all lines that your character says.
4. Using a different colour highlighter pen, highlight all stage directions that are important for your character.
5. Underline in pencil any words that need to be emphasised. For example, if your line reads, “Oh here we go, in My day...” and you need to stress the phrase “in My day” underline it in your script.
6. Save time and space by using the following standard abbreviations;

<b>ON:</b> onstage	<b>OFF:</b> offstage
<b>US:</b> upstage	<b>DS:</b> downstage
<b>SL:</b> stage left	<b>SR:</b> stage right
<b>CS:</b> centre stage	<b>X:</b> cross

Abbreviations are good if you know what they mean and help reduce messy scripts. You can also use arrows to show where you need to go and where you have come from.

## THEATRE TIPS

- It takes an ensemble to make a show; everyone’s part is important.
- Be respectful of others at all times.
- Always arrive at rehearsal on time and ready to begin.
- Bring your script, pencil, highlighter pen and folder to every rehearsal.
- Don’t upstage yourself. Stand outwards so the audience can always see your face and hear your voice.
- To help memorise your lines, try writing them down or speaking them aloud to yourself in a mirror.
- Be quiet backstage. If you can see audience members, they can see you, so stay out of sight.
- If you forget a line or something unexpected happens onstage, keep going! When you remain confident and in character, it’s unlikely that the audience will notice anything is wrong.
- HAVE FUN!!

# BUILDING GREAT CHARACTERS

## CREATE A BACKSTORY

Answer the following questions:

1. Where do you live?
2. What do you do?
3. What are your traits/adaptations?
4. Who do you eat?
5. Who eats you?

## PORTRAIT PHOTOGRAPHY BOOK AND SPEECH

Have each acting student create a portrait photography book of their character. Their task is to provide an entire backstory of their character. The speech to accompany the book needs to be about one minute long. They can present their book and speech to the rest of the class.

*The background story can incorporate some of the following character information:*

- Where does your character live?
- Do you have any siblings?
- What is your character's dream?
- What is your character's secret?
- Are you close with your parents/family?

The character backstory is unlimited with possibilities. This is a clever drama and science exercise for young creatives to use their imagination for character development and as an investigative assignment.

## WALKING AS THE CHARACTER

Get students to walk around the room without making eye contact with anyone. They are then given directions by the teacher to help them find their characters walk;

Actions – Walk as if you:

- are floating
- are being led by your nose
- are being led by your fins
- are being led by your mouth
- are gliding
- are darting
- are plodding
- your fins propel you

## VOICE PROJECTION

Below are some effective ways to get your young actors to keep their vocal energy up!

## STAGING DISTANCE

Consider staging kids a little farther apart if they have a dialogue exchange. Often if students are positioned next to one another they'll resort to their normal "talking to a friend" voice. But if you position them a distance apart, their natural inclination will be to speak louder.

## STUDENT VOLUME TEST

Ask an actor who isn't in a scene to sit at the very back of the rehearsal room. Tell them their role is the "volume tester". During rehearsal, turn towards the volume testers and say "volume test". They will either put thumbs up or thumbs down, depending on whether he could hear the lines. Adjust accordingly.

## BEAN BAG VOCAL WARM UP

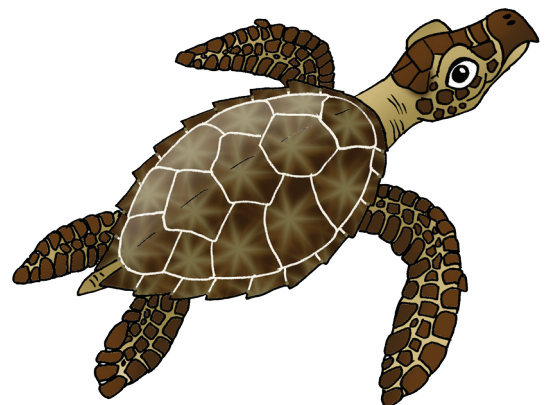
**Place three bean bags in front of a row of students.** One about 3 metres away from them—the second about 6 metres away, the third about 9 metres away (this can obviously be changed to suit the physical environment of the class).

1. Ask each student to look directly at the first bean bag, say a line their character says.
2. Instruct them to say the exact same things to the second bean bag.
3. Would they speak with the same volume? Of course not—the "person" is further away.
4. When asked to address the third bean bag, they obviously should be projecting their voices as loud as they can.
5. After the entire group has addressed the bean bags, let them know they were really acting in a play just then—reaching the first three rows, the middle rows, and the back rows of the theatre.

## TONGUE TWISTERS

Tongue twisters are great for helping kids concentrate on articulation.

- I Love unique New York but does unique New York love me
- One-one was a racehorse. Two-two was one, too. When one-one won one race, two-two won one, too.
- Red leather, yellow leather
- I thought a thought. But the thought I thought wasn't the thought I thought I thought.
- Say this sharply, say this sweetly, Say this shortly, say this softly. Say this sixteen times very quickly.
- Rubber baby buggy bumpers! (Repeat. Increase the tempo.)
- Silly Sally swiftly shooed seven silly sheep. The seven silly sheep silly Sally shooed shilly-shallied south. These sheep shouldn't sleep in a shack; sheep should sleep in a shed.
- Red bulb blue bulb red bulb blue bulb red bulb blue bulb
- Red blood blue blood
- I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.



# COSTUMING

The simpler the better—use of colourful clothes in keeping with animal colours then adornments can be made—see below.

## CHARACTERS:

**Big Mama (Giant Clam)** – white pants and top and a bright blue scarf as the mantle.

**Major Greenway (Green Turtle)** – Green pants and green top with a turtle shell\*\* plus glasses and newspaper\*\*\*\*

**Bozo (Anemonefish)** – Orange leggings topped with striped orange and white fabric

**Fluffy (Sea Anemone)** – red leggings, pink top and pink tutu

**Spike (Crown-of-thorns starfish)** – black leggings and top and create a spikey top\*\*\*

**Spiney (Crown-of-thorns starfish)** – black leggings and top and create a spikey top\*\*\*

**Sandy (Sea Cucumber)** – Green pants and black t-shirt

**Pearly (Pearlfish)** – white pants and white shirt

**Horsey (Seahorse)** – Orange pants and orange top with a baby wrapped in a blanket

**Red Coral, Pink Coral, Blue Coral, Green Coral, Yellow Coral** – same colour top leggings and tutus

## THE FRIENDS:

**Rassey (Humphead Wrasse) – bluey/green top and pants** – sew tuile onto shoulders and arms\*, add a headband to create the headbump.

**Flip (Hawksbill Turtle)** – brownish pants and top with turtle shell\*\*

**Snowey (Unicornfish)** – Blue pants and top—sew tuile onto shoulders and arms\*, add a head band with a small cone to create the horn.

**Greenie (Green Turtle)** – Green pants and green top with a turtle shell\*\*

**Polly (Parrotfish)** – bright shimmery coloured leggings and top - sew tuile onto shoulders and arms\* and a lace umbrella for the spit bubble.

**Snarkie (Whitetip Reef Shark)** – grey pants and top with a fin on a head band

**Regina (Butterflyfish)** – orange top, orange tutu with a black eye on back

**Troutie (Coral Trout)** – bright orange gold and blue pants and top - sew tuile onto shoulders and arms\*



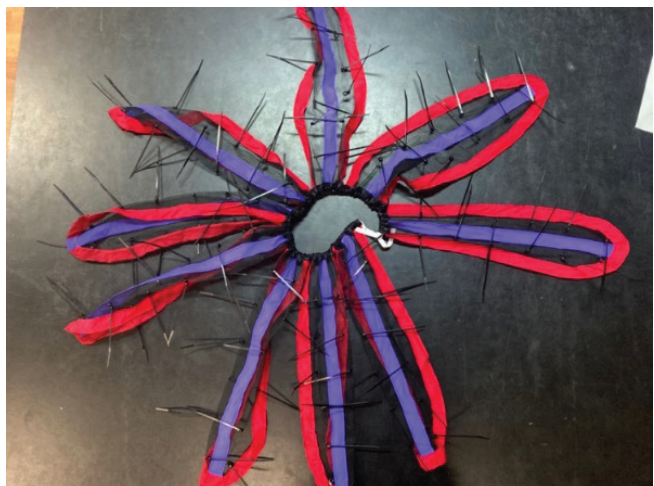
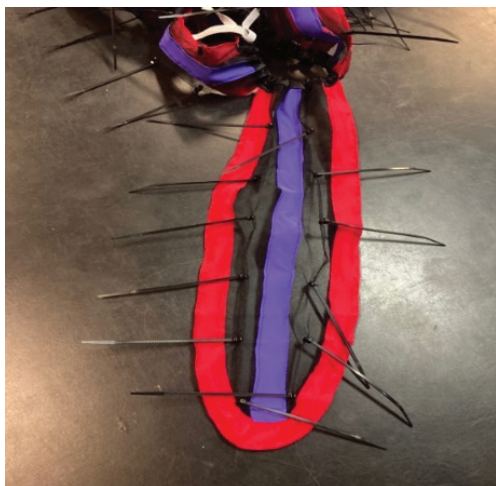
**\* SHIRTS WITH TUILE**



**\*\* TURTLE SHELLS – STRAW BASKETS FROM CHEAP SHOP AND PAINTED**



**\*\* CROWN-OF-THORNS – STRIPS OF COLOURFUL FABRIC ATTACHED TO ELASTIC WITH ZIP TIES ADDED AS SPIKES**



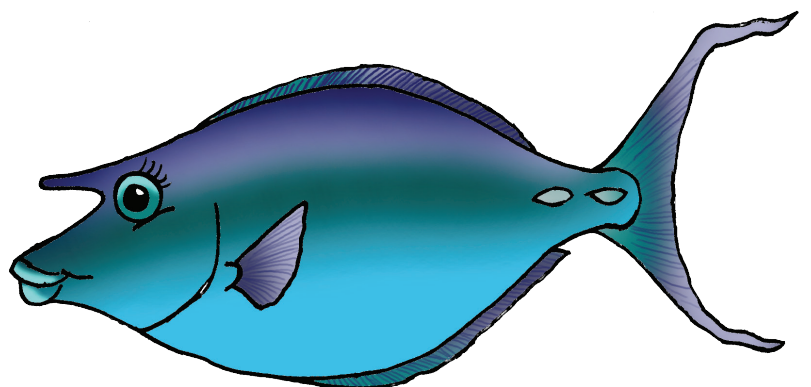


# HEADBANDS

**Unicornfish** – a blue cone attached to a plastic headband.

**Shark** – a square piece of grey fabric is folded in half diagonally and stuffed with foam then adorned with a shimmer and sewed onto two hair combs.

**Wrasse** – a piece of foam covered in blue fabric with is sewn onto a wire head band.





# FACE PAINTING

We used Montmarte Face Paints.

Use make-up sponges to colour block the top half of the face create a shimmer with a pair of fishnets over the top and apply a lighter shade like gold or white lightly sponged over the block colour. Be careful not to have sponge too wet.

Detailing is then applied with the use of fine brushes.

## TIPS

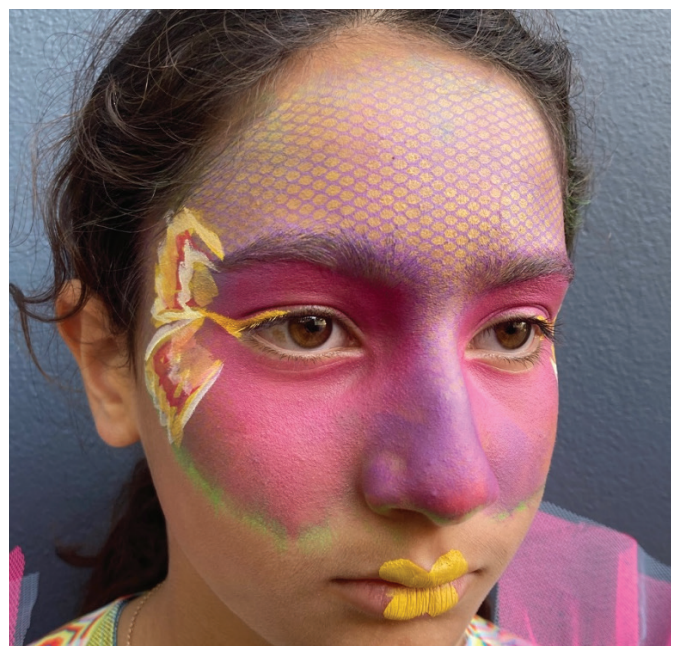
- Always use a wet sponge or brush but not dripping wet.
- Apply a colour base and then adorn with detailing
- It is easier and less likely to smudge if only applied to top half of face



FLIP (HAWKSBILL TURTLE)



SPIKE AND SPINEY (CROWN-OF-THORNS STARFISH)



POLLY (PARROTFISH)



<https://www.montmarte.net/mont-marte-face-painting-set-premium-21pc/>





MAJOR GREENWAY AND GREENIE (GREEN TURTLES)



RASSEY (HUMPHEAD WRASSE)



TROUTIE (CORAL TROUT)



SNARKIE (WHITETIP REEF SHARK)



BIG MAMA (GIANT CLAM)



HORSEY (SEAHORSE)



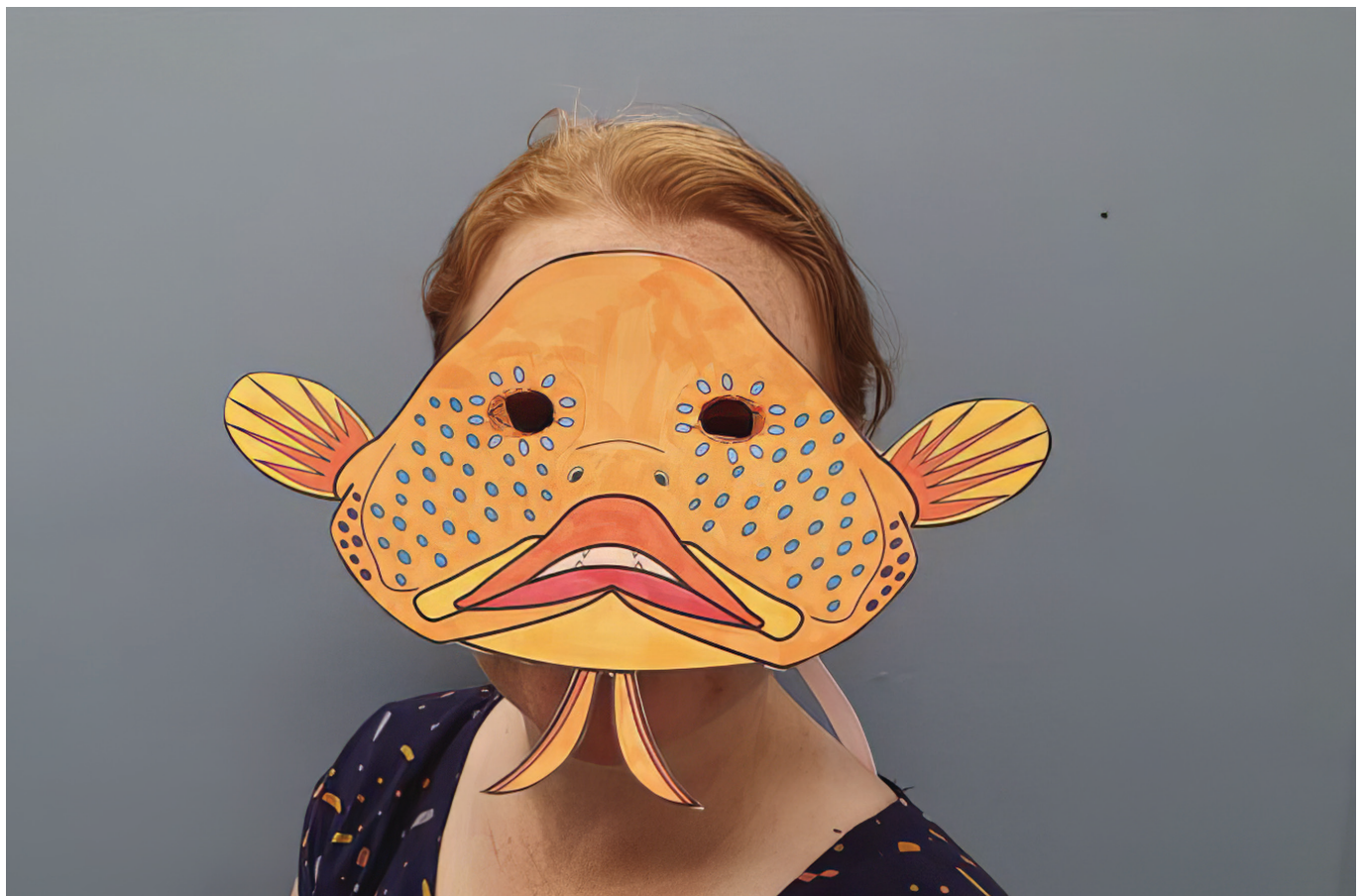
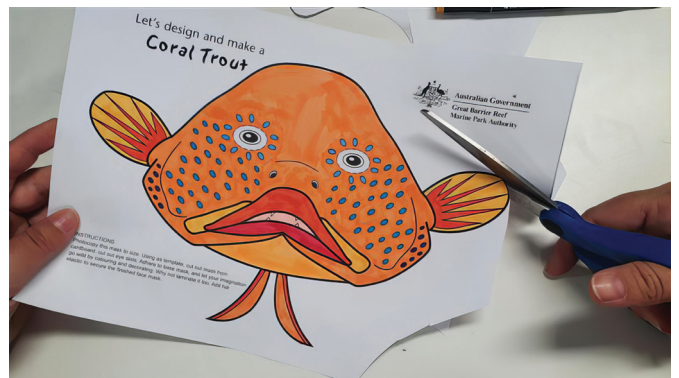
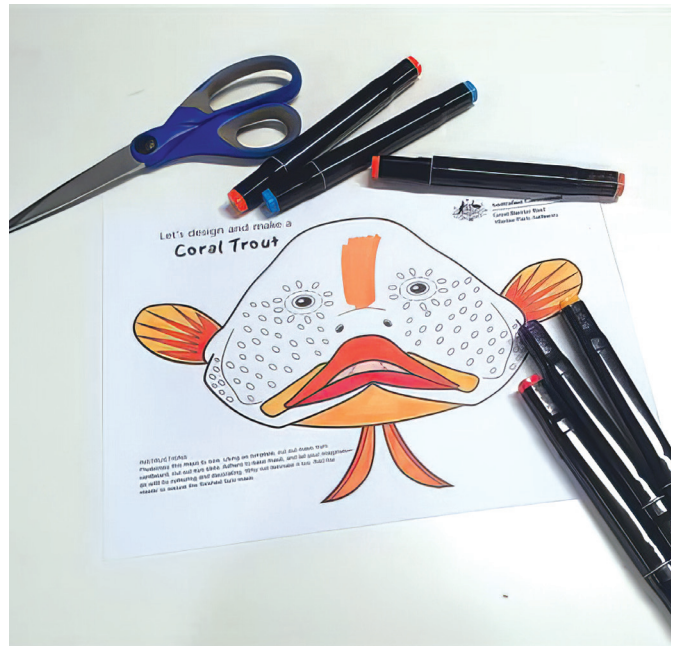
# MASKS

The Reef Authority has a Threatened Species Mask craft activity that could also be used instead of face painting and is an additional in class activity. We have included two animals as an example from the activity that could be used as simple costume alternatives. You could use a template or students could design their own masks. Photocopy the base mask and animal masks to the desired size. Using as a template, cut out mask from cardboard and cut out eye slots. Colour and decorate the animal masks (or design your own) then adhere this to your base mask and attach head strap.

## TIPS

- Consider laminating the designed masks if you are using them multiple times
- Use hat elastic, long strip of cardboard or ribbon to secure the finished face mask

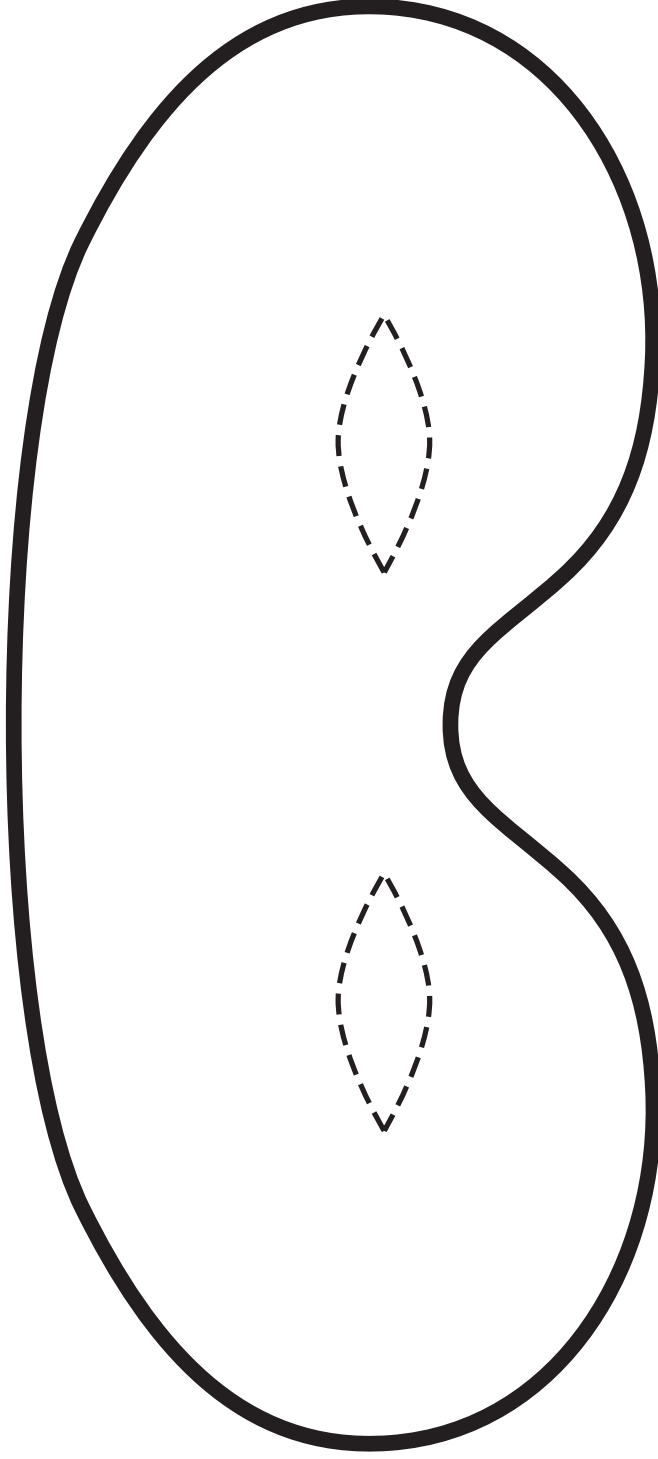
These craft activities and more educational resources are available on [www.reefed.edu.au](http://www.reefed.edu.au)



# Let's design and make a **Basic mask base**



Australian Government  
Great Barrier Reef  
Marine Park Authority



## INSTRUCTIONS

Photocopy this mask to size. Using as template, cut out mask from cardboard, cut out eye slots.  
Use the following 'threatened species' mask designs to adhere to your base mask and have lots of fun.

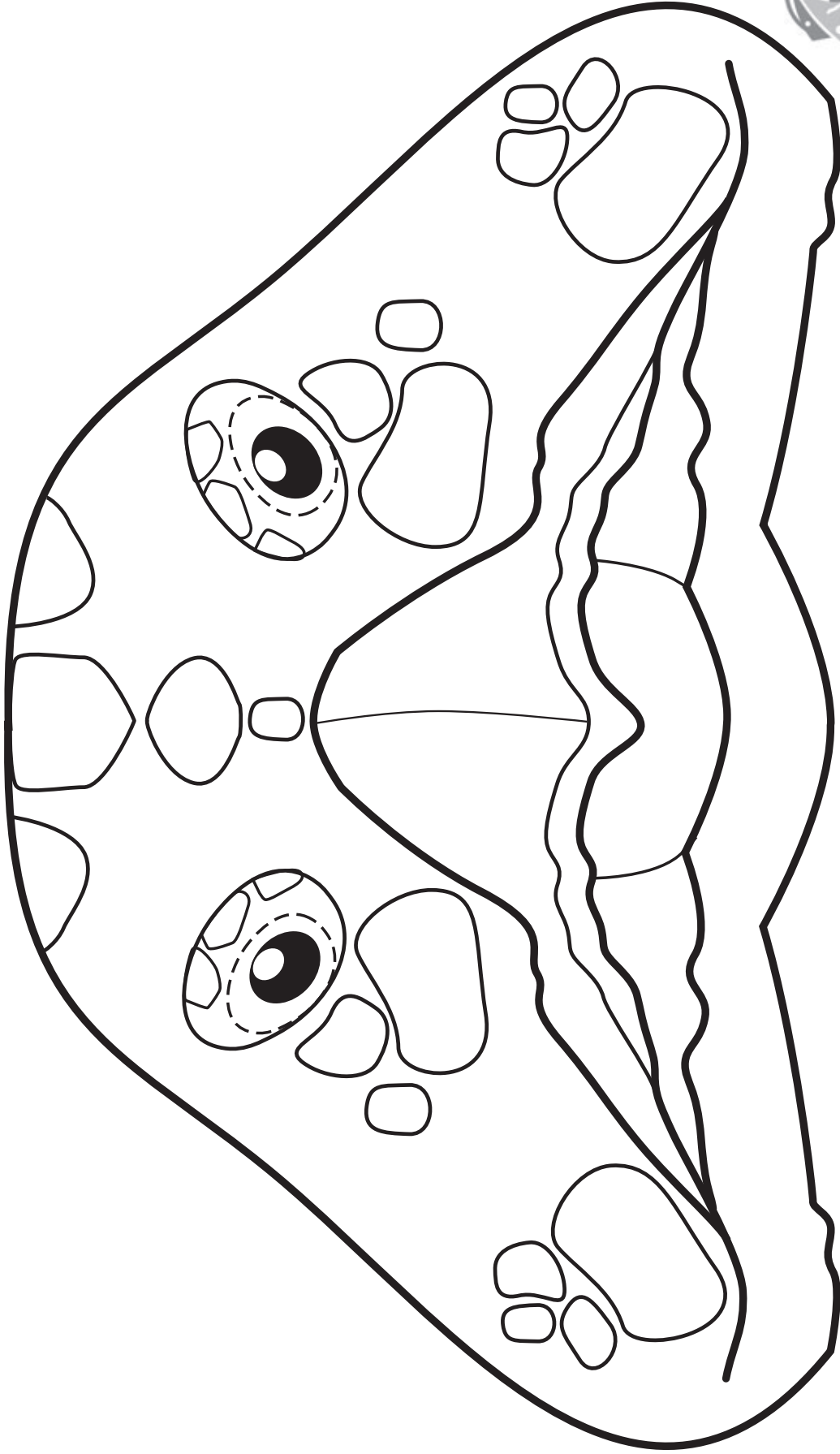


**reefHQ**  
AQUARIUM

# Let's design and make a **Loggerhead Turtle**



Australian Government  
Great Barrier Reef  
Marine Park Authority



## INSTRUCTIONS

Photocopy this mask to size. Using as template, cut out mask from cardboard, cut out eye slots. Adhere to base mask, and let your imagination go wild by colouring and decorating. Why not laminate it too. Add hat elastic to secure the finished face mask.



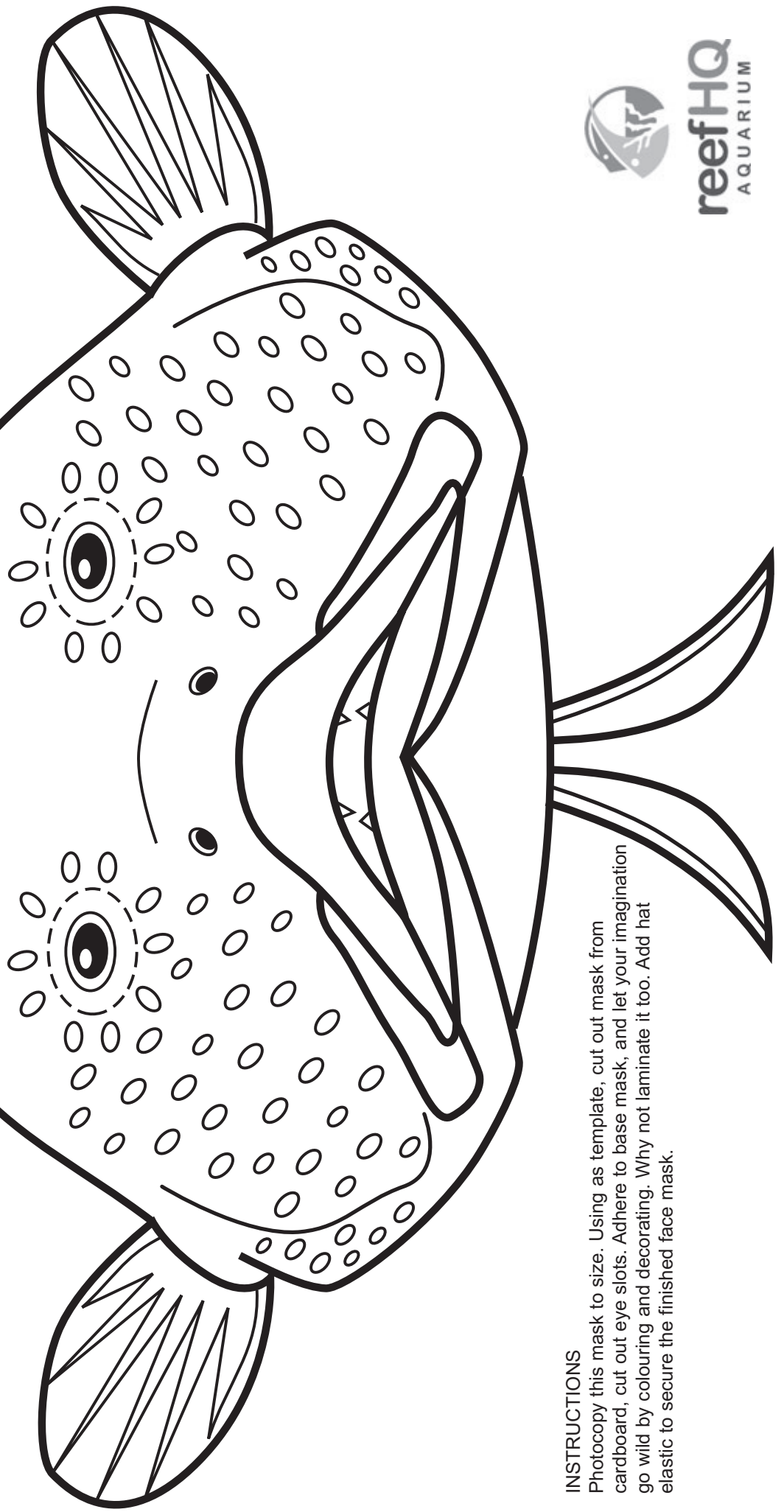
**reefHQ**  
AQUARIUM

Let's design and make a

# Coral Trout



Australian Government  
Great Barrier Reef  
Marine Park Authority



## INSTRUCTIONS

Photocopy this mask to size. Using as template, cut out mask from cardboard, cut out eye slots. Adhere to base mask, and let your imagination go wild by colouring and decorating. Why not laminate it too. Add hat elastic to secure the finished face mask.



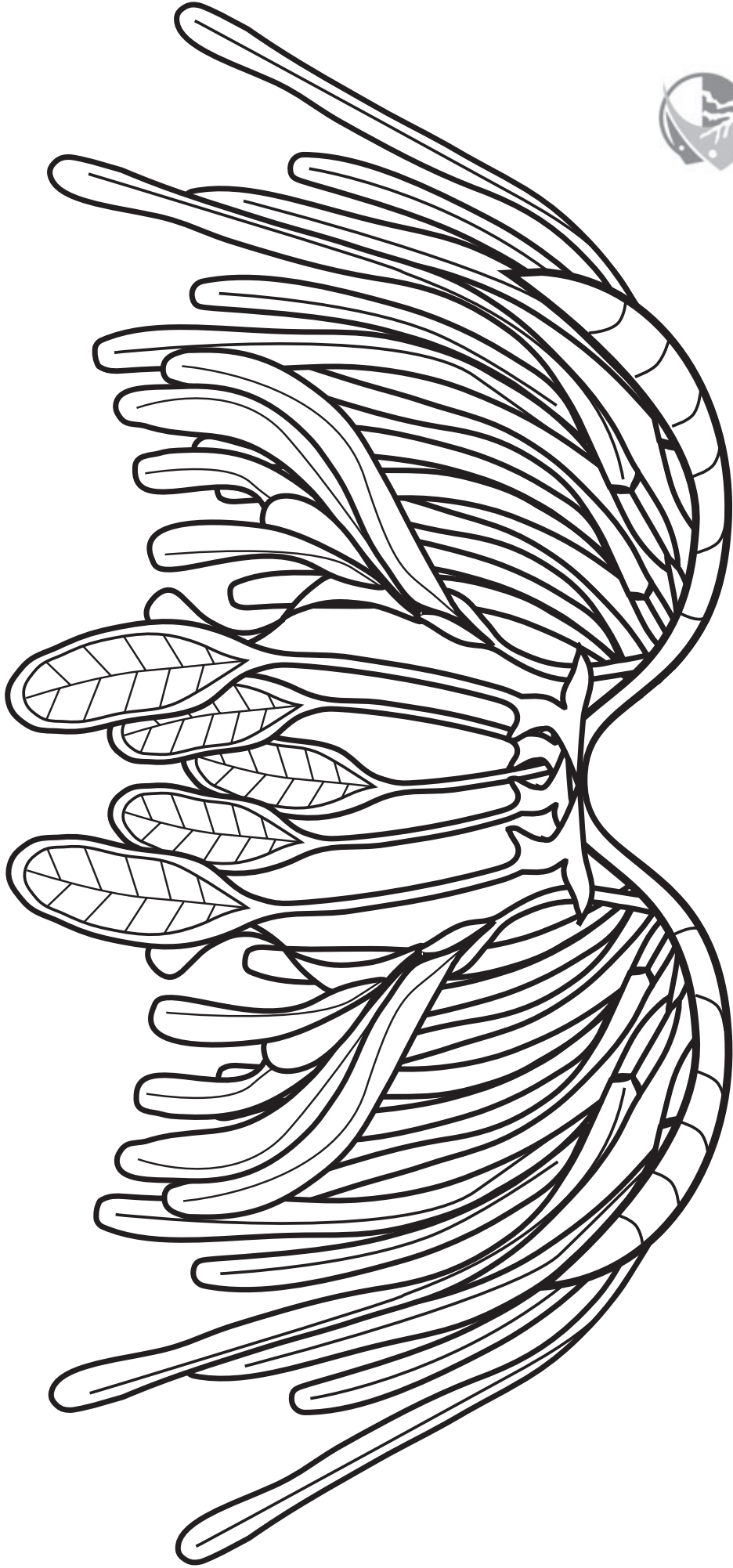
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## Let's design and make **Seagrass**



Australian Government  
Great Barrier Reef  
Marine Park Authority



### INSTRUCTIONS

Photocopy this mask to size. Using as template, cut out mask from cardboard, cut out eye slots. Adhere to base mask, and let your imagination go wild by colouring and decorating. Why not laminate it too. Add hat elastic to secure the finished face mask.

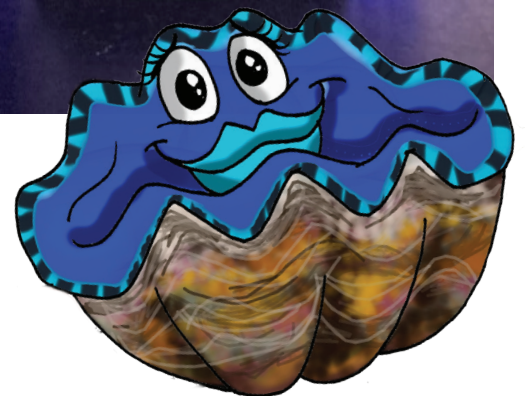
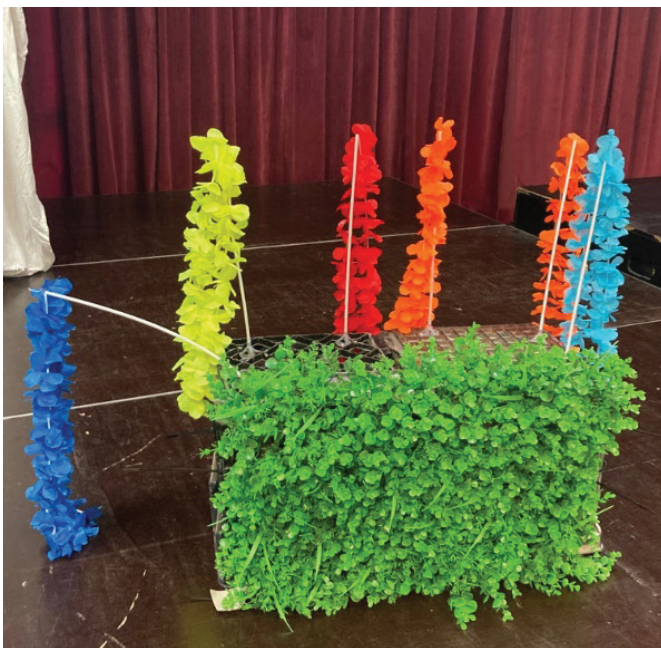
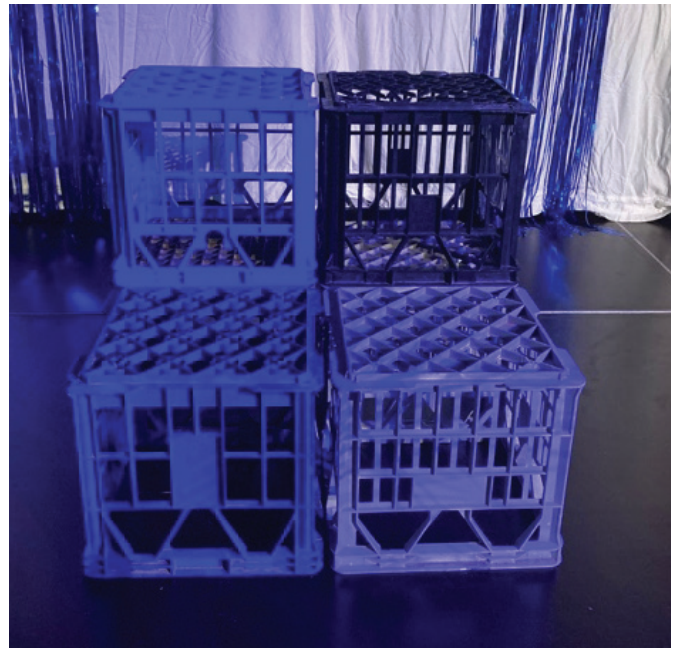


**reefHQ**  
AQUARIUM



# SET

Two large backing boards known as flats can be used to create the backdrop. Drape them in white sheets adorned with blue party decorations. Six milk-crates can be stacked and covered in a black sheet to create a platform for central characters to stand on such as Big Mama, Major Greenway, Fluffy, Coral and Sandy. Use shredded green paper as sea grass surrounding the central platform. In the Hollomans Reef scene, tie two crates together with a sheet of fake grass and adorn with colourful leis to create coral scene.



# ***THE REEF TIMES***

## **PRIME MINISTER SANDY CALLS FOR A STOP TO CARBON EMISSIONS**

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Prime Minister Sandy has long held a belief that by stopping carbon emissions we will stop our waters warming. He has enlisted the help of several young friends who have made it their mission to do what they can in their neighborhood. They are turning to renewable energy sources such as wind and solar and reducing their carbon footprint by reducing the amount of waste they produce. Senator Spike Crown-of-thorns starfish is excited by this approach calling for more youngsters ‘to get in and do their bit!’



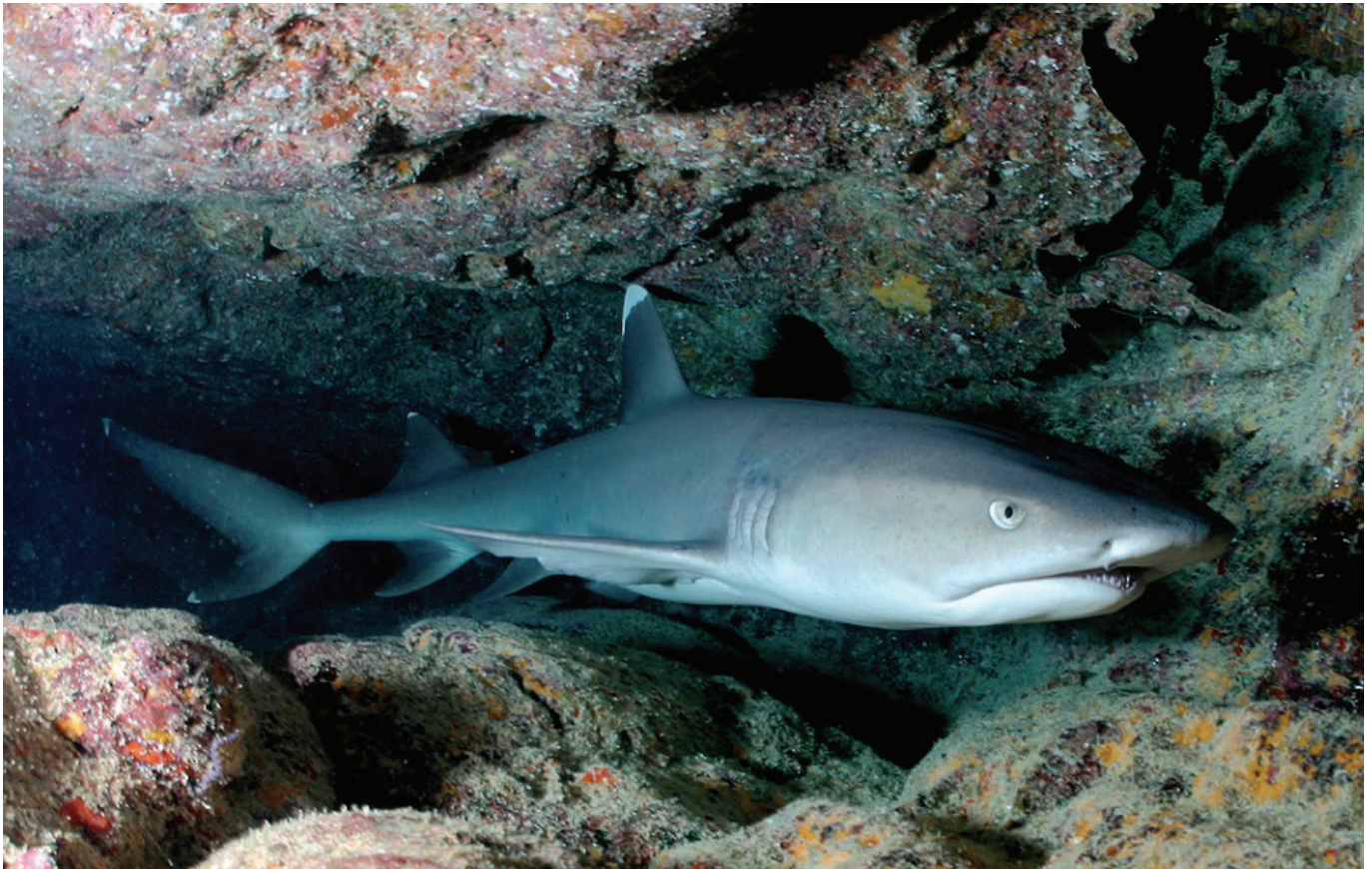
Prime Minister Sandy – the Sea Cucumber leading the reef to safety.



# SNARKIE PULLS A HAMMY SCARRING POLLY IN THE REEF CUP

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Snarkie, the Whitetip Reef Shark has had an upset in this years Reef Cup. Instead of scoring the winning try for his team the 'Kurt's Reef Krumplers' he chose to 'BOO' his opponent Polly, scarring her into emitting a mucous bubble which resulted in Snarkie tripping on it and pulling a hammy in his left pectoral fin.

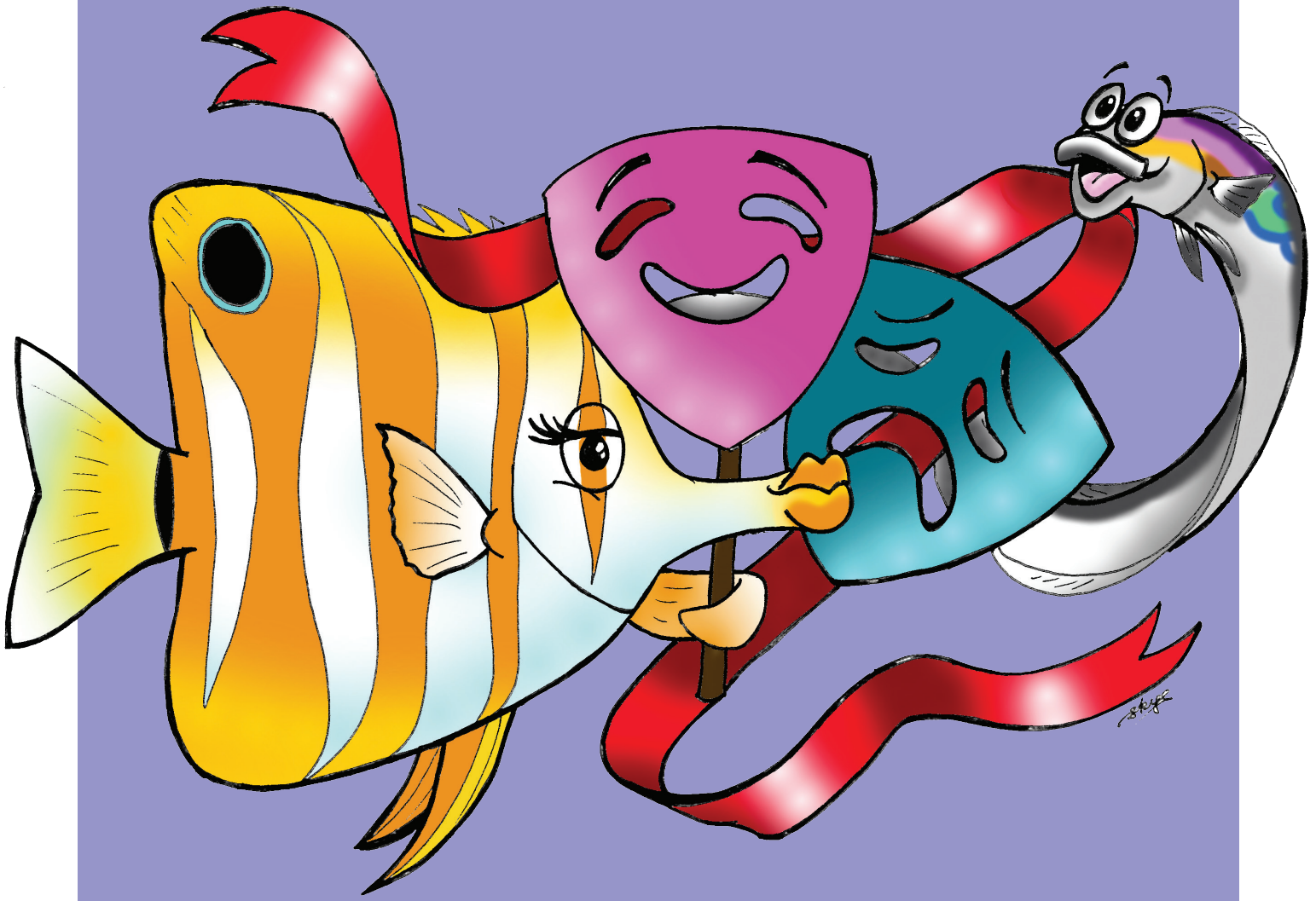


Snarkie hangs his head in shame, resting his hammy in a quiet part of Kurts Reef.

## WEATHER

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Mainly fine with a chance of fishballs!



Australian Government

Great Barrier Reef  
Marine Park Authority

[www.gbrmpa.gov.au](http://www.gbrmpa.gov.au)