




**Geordie Productions**  
theatre for young audiences

# THE JUNGLE BOOK

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Teachers' Resource Guide for K-6  
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Dear Educator,

We hope you enjoy our performance of *The Jungle Book*. We have developed numerous activities for you and your class to explore, before and after seeing the play. These activities are meant to act as guides for you and your class, with the intention of them being taken further should the students show an interest in the given theme. The activities have also been designed as stand alone units and we encourage you to choose the ones that will motivate and excite your students the most.

We hope that by experiencing live theatre children will be exposed to different environments and ideas and from that excitement they will come to learn many new and different things.

## ***Jungle Book Synopsis***

*The Jungle Book*, written by Rudyard Kipling in 1894, follows the story of a little boy (Mowgli) raised by a pack of animals in the Indian jungle after his parents accidentally leave him there. He is raised mainly by a family of wolves, who are also raising some cubs at the same time. While growing up, he attends a 'school' run by Baloo the Bear and Bagheera the Panther, in order to learn the Laws of the Jungle.

As Mowgli grows up, he begins to behave more and more like the other animals but still Shere Khan the Tiger cannot tolerate a human living in the jungle. In danger of being attacked by Shere Khan, the other animals decide that it is time for Mowgli to go live in a nearby village. Unfortunately, things do not work out for Mowgli there, as he realizes that he is different from the villagers. He is so used to sleeping outside under the stars that he cannot even sleep in a bed at night!

Even though he does not belong in the jungle, he is also an outsider in the village, so Mowgli goes back to the only home he's ever known, where he is determined to out-smart Shere Khan with the help of his friends.

Themes to explore:

- ⊙ Community
- ⊙ Family
- ⊙ Acceptance of others
- ⊙ Animals
- ⊙ Survival
- ⊙ Rule of Law
- ⊙ Geography, Climate

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## ***The Jungle Book* Character Guide**

The following is a quick reference to the characters in *The Jungle Book*.

- ⊙ Mowgli                      The Boy Cub. As a toddler he is accidentally left in the jungle by his parents and grows up raised by the animals.
- ⊙ Baloo                        The Bear. Teaches all the cubs the laws of the jungle.
- ⊙ Bagheera                    The inky black Panther. No one wants to cross his path, as he has a tough exterior, but inside he is as gentle as they come.
- ⊙ Akela                        Father Wolf. Leader of the pack, cunning and strong.
- ⊙ Raksha                      Mother Wolf. It is she who decides to save Mowgli from Shere Khan when he is first found.
- ⊙ Rann                         The Wolf brother. One of Raksha's and Akela's cubs.
- ⊙ Shere Khan                The Tiger who wants vengeance on Mowgli and also desires to be head of the jungle.
- ⊙ Tabaqui                     The Jackal. He is Shere Khan's greatest supporter and not to be trusted.
- ⊙ Banderlog                 The Monkeys. They would also like to control the jungle one day.
- ⊙ Kaa                          The Boa Constrictor Snake. He saves Mowgli from the Banderlogs.



# Pre-Performance Activities

## **Understanding your Role as an Audience Member**

### **Theatre Experience**

**Purpose:** To prepare the students for what is expected of them as audience members when attending a live theatre performance.

**Grades:** K-6

**Lesson:** Discuss and review theatre etiquette and the role of an audience member at the theatre.

**Activity:** Have students decode a 'key' rule when prior to attending the theatre. (see Appendix 1)

- ⊙ As members of the audience, you are an important part of the theatrical experience and performance. Movies and TV shows are not affected by the audience, but live theatre performances are.
- ⊙ Students may be unaware of how disturbing they can be when they talk, eat, or rustle in their seats during the show - not only to other audience members, but to the actors on stage that can see and hear them out in the audience.
- ⊙ Audience reaction strongly affects the actors and the quality of the performance on stage. We certainly do not want a passive audience; actors need your response and feed your laughter, your applause etc... When appropriate, such reactions "fuel their fire" – but that response must be in co-operation with the action on the stage or it is off-putting and distracting to the performers.

#### **Extension Activity: Role Play**

With students in small groups, they can role play specific theatre behaviours (positive and negative). Some students can play the role of the actors, while others are the audience members.

#### **Extension Activity: Create your own mystery sentence**

Have each student use the decoder (Appendix 1) to create a mystery sentence about going on a school trip. Once each student has created their mystery sentence, put all of the pieces of paper in a bag, and have each student pull one out and decode the sentence. If time permits, see if they can also guess who the author of the mystery sentence is!

## Geordie Productions Theatre Rules and Etiquette

Please discuss the following Geordie Productions Theatre Rules prior to attending *The Jungle Book* performance.

1. Because of union rules and safety issues, **NO CAMERAS, CELL PHONES, VIDEO CAMERAS, or other RECORDING DEVICES** are permitted during the performance.
2. **NO FOOD OR DRINK** is allowed in the theatre.
3. Please **LISTEN TO** and **RESPECT** the instructions given by Geordie personnel and the theatre ushers. It is also important to communicate these rules to your group, especially in cases of emergencies.
4. The show will **BEGIN AT THE SCHEDULED TIME**. If a group arrives late, the group will be seated at the back of the theatre so as not to disturb the rest of the audience and the performance.
5. Please have your students **REMAIN SEATED** throughout the performance. If you must take students out of the theatre, please do so quickly and quietly so as not to disturb those around you.
6. After the show, please have your group stay in their seats until your school is called on to exit. Our procedures are designed for the safety of your students, so please help us keep everyone safe by exiting as orderly as possible.

## Understanding the various roles involved in theatre

### Theatre Definitions

Purpose: To provide students with knowledge of the various roles and characteristics of theatre.

Grades: 4-6

Lesson: Define and discuss the roles and characteristics with the class.

Activity: Word Scramble using theatrical roles and characteristics. (see Appendix 2)

- ⊙ Ask students if they have ever attended a theatrical performance. What was it called? Did you notice what types of jobs people were doing?
- ⊙ On the blackboard write down the various jobs/roles students mention. Get the whole class involved and discuss the purpose of the job, what they do and why they're important to the performance (List of roles provided below)
- ⊙ Repeat the process with characteristics (List of characteristics provided below)

### Some of the various roles essential to producing a theatrical performance:

**Actor/Actress** - A male or female person who performs a role in a play, television show or movie.

**Director** - The person who oversees the entire process of staging a production.

**Designer** – An artist who creates visual elements of the production: sets, props, costumes, lights, sound or video.

**Ensemble** - A group of theatrical artists working together to create a theatrical production.

**Playwright** - A person who writes plays.

**Stage crew** - The technicians responsible for running the show. During performances, they change the scenery and run the lights and sound.

**Stage manager** - The director's liaison backstage during rehearsal and performance. The stage manager is responsible for the running of each performance.

## Some of the many characteristics of theatre:

**Character** - A personality or role an actor/actress re-creates.

**Costume** - Clothing worn by an actor on stage during a performance.

**Dialogue** - The conversation between actors on stage.

**Dress rehearsals** - The final few rehearsals just prior to opening night in which the show is run with full technical elements. Full costumes and makeup are worn.

**Gesture** - An expressive movement of the body or limbs.

**Make-up** - Cosmetics and sometimes hairstyles that an actor wears on stage to emphasize facial features, historical periods, characterizations, and so forth.

**Masks** - Coverings worn over the face or part of the face of an actor to emphasize facial characteristics or to represent another person or animal.  
*(Discuss animal masks with students; ask students if they wear masks for Halloween or any for dress-up)*

**Props (properties)** - Items carried on stage by an actor; small items on the set used by the actors.

**Puppets** – A figure of a person or animal controlled by an actor. Types of puppets include rod, hand, sock puppet, shadow, and marionette.

**Rehearsal** - Practice sessions in which the actors and technicians prepare for public performance through repetition.

**Script** -The written text of a play.

**Stage** - The area where actors perform.

*(Definitions from SPARK in Education <http://www.kqed.org/arts/spark/education/theatervocab.pdf>)*

## Pre-Show Preparation

### Theatre Experience

Purpose: To discuss with students the purpose of masks and puppets in theatre

Grades: K-3

Lesson: Teacher-led discussion about masks and puppets in popular culture

Activity: Create your own sock puppet

- ⊙ Ask students if they know what a mask is. Explain to them they are commonly used in theatrical performances so that the actor can become a different character, or in this case, an animal
- ⊙ Discuss with students other uses for mask: Halloween costume, plays, dress-up etc...
- ⊙ Ask students if they know why puppets are sometimes used in plays. Explain that in some plays they are vital to the performance, as they are there to represent a character in the play.
- ⊙ Have they been to a play with puppets?
- ⊙ Ask them what kinds of puppets they like; animals, people, marionettes, furry ones, felt ones etc...

### Activity: Make your own puppet!

Using an old sock have the students create their own puppet. They can make a human or an animal, but the common theme should be 'a sock puppet in the jungle'. Provide them with all art supplies necessary. Once complete, and if time permits, they can use the puppets to put on their own puppet shows.

### Extension Activity: Make a Monkey Puppet!

The following website provides all the details needed for each student to make their own monkey puppet.

<http://www.dltk-teach.com/rhymes/monkeys/puppet.htm>

## ***The Jungle Book***

### **Pre-Show Discussion**

Purpose: To discuss *The Jungle Book* with students; to provide a context for students who have not seen nor read the story and to refresh the memories of those who have.

Grades: 3-6

Lesson: Teacher-led discussion about *The Jungle Book*- book, movie and main themes.

Activity: Word Recognition using the characters from *The Jungle Book* (See Appendix 3)

- ⊙ Ask students if they have read *The Jungle Book* or seen the movie. (If not many have, try and get a copy of *The Jungle Book* to read to the students.)
- ⊙ Ask the students what they thought the story was about, and ask them to explain the story to those who haven't seen it.
- ⊙ Some themes to explore :
  - Family/Community
  - Friends
  - Animals
  - Jungle/Survival
  - India
- ⊙ Ask questions such as:
  - Who were Mowgli's friends?
  - What types of animals are there in the jungle?
  - What type of a community was Mowgli part of while living in the jungle?
  - Who made up his family?
  - How did they survive?
- ⊙ How will the play be different from the movie? From the book?
  - Will there be any different events?
  - How will the animals be represented?
  - New animals? Missing animals?

## Animals

### Pre-show Discussion

Purpose: To develop letter association and animal recognition

Grades: K-6

Lesson: Teacher-led discussion with students providing an animal for each letter in the alphabet.

- ⊙ Begin by discussing how many animals there are in the world.
- ⊙ Ask students to name some of their favourites, some that scare them, some exotic ones they've seen in person etc...
- ⊙ Go around the class (or pick students at random) using the alphabet and have each student name an animal that begins with that letter.
- ⊙ For older classes have students add in an adjective or adverb and keep a fast pace to keep them engaged.

Example:           A is for Ape (or an Active Ape)  
                      B is for Bird (or a Busy Bird)  
                      C is for Cow (or a Courageous Cow)  
                      D is for Dog (or a Delicate Dog)  
                      E is for Eel (or an Envious Eel)  
                      F is for Frog (or a Fainting Frog) and so on....



# Post-Performance Activities

## Favourite Scenes

### *The Jungle Book* Experience

Purpose: To have students share their opinions about *The Jungle Book* performance

Grades: K-6

Lesson: Discuss the play, and students' favourite scenes.

Activity: Art interpretation of a favourite scene.  
Create a *Jungle Book* character (K-3)  
Word Search for Grades 2-3 (see Appendix 4)  
Word Search for Grades 4-6 (see Appendix 5)  
Matching Game (see Appendix 6)

- ⊙ Discuss *The Jungle Book* play with students
- ⊙ Ask them what they liked about it, and what they didn't
- ⊙ What were their favourite scenes? Or their favorite character?
- ⊙ Most likely the students had a variety of different favourite scenes. Discuss why they preferred one over another.

#### **Activity: Art interpretation of a favourite scene**

Have students draw *their* interpretation of their favourite scene. If time permits have them share their drawings with the class.

#### **Activity: Create a *Jungle Book* Character**

Have students re-create a character from the *Jungle Book* performance. This can be done by drawing it, or by using modeling clay. Once complete, students can use their animal to act out preferred scenes from *The Jungle Book*.

## **A Day in the Life**

### ***The Jungle Book* Comprehension**

Purpose: Developing analytical skills and demonstrating comprehension while using imagination

Grades: K-6

Lesson: A Day in the Life of Mowgli- discussed as a class

Activity: In small groups, students will develop A Day in the Life of Mowgli in different settings.

- ⊙ As a class, discuss a Day in the Life of Mowgli as seen in Geordie Productions performance of *The Jungle Book*.
- ⊙ Some topics that may be addressed:
  - Hunting/Gathering
  - Sleeping
  - Interacting with the other Animals
  - Council Rock
  - Fending off enemies (Out-smarting Shere Khan)
  - Learning the Laws of the Jungle

### **Activity: A Day in the Life of Mowgli**

The purpose of this group activity is for students to develop their analytical skills, as well as their imagination, demonstrating their comprehension of *The Jungle Book*.

Have each small group develop and analyze Mowgli's daily life and tasks if he were in a different environment.

Some settings to consider:

- Boat at Sea
- at School
- Arctic
- Present Time
- Big City
- Forest in Canada

### **Questions for each group to consider:**

- 1) How would Mowgli react to this new environment? What would he look for? Avoid?
- 2) Who would he be friends with? Who would his family be?
- 3) What daily tasks would he need to do in order to survive?
- 4) What would he eat?
- 5) What would he wear?
- 6) How would he be different due to the setting?
- 7) Compare this Mowgli, to the one in *The Jungle Book*.

Once the discussion is done, have the groups create a short composition based on their answers.

## **Masks**

### ***The Jungle Book Creativity***

Purpose: To gain knowledge about the historical use of masks in theatre

Grades: 3-6

Lesson: A brief summary of masks in theatre, as well as their purpose.

Activity: Warm up activity introducing the topic of masks  
Students create their own mask.

### **Warm-up Activity**

To introduce the topic of masks to the students, have them demonstrate different emotions they can portray with their face.

Emotions to portray:

- Sad
- Happy
- Angry
- Excitement
- Scared
- Surprised

While demonstrating these emotions, ask them to look around to see how their classmates are doing.

After each emotion ask the students their opinions on how they did, how their classmates did and if it was difficult.

### **For your consideration:**

#### **Masks in Theatre**

The use of masks in theatre dates back to Ancient Greece, when masks were used as instruments of catharsis and were also related to mythology. The Greek God Dionysus transformed the use of masks to become apart of masquerade as a well as theatre.

The Romans adopted the use of masks from the Greeks, but used them differently; whereas the usage of masks to the Greeks had to do with emotion

and expression, to the Romans they were used for more somber occasions such as funerals.

(<http://www.boheme-magazine.net/php/modules.php?name=News&file=article&sid=28>)

### **History of Masks**

*Ancient Greeks* - Ancient Greeks turned ritual into ritual-drama and so the masks that were famously used in Ancient Greece were employed to honour, worship and depict their mythological gods. The masks were oversized and exaggerated. They were fitted about the mouth of the actor, and assisted the actors with projecting their voices over such a vast amount of space. The Greeks brought the making of theatrical masks to the height of their development, and in a way, laid the path for the making of masks within the theatrical world.

*Middle Ages* – during the mystery plays era of the 12th -13th Centuries, masks were worn to dramatize the character to the extreme. Mystery plays were written (often by church clerics, priests or ministers) to show the public how bad sin was and what they should do in order to redeem themselves. The messages in these plays were blunt and straightforward, not unlike the masks used; as they were described as 'grotesque'. It is said that these masks were marvels to look at, despite the fact that they were constructed out of papier mache.

*Renaissance Italy* – in 15th Century Venice, the revolutionary art form *commedia dell arte* was introduced. This was an improvisational comedy consisting of characters so exaggerated in morality, that it was fundamental that the masks be exaggerated. It is said that the masks in *commedia dell arte* are both concealing and revealing.

(Taken from USQ Australia-

<http://www.usq.edu.au/performancecentre/education/goodwomanofszechwan/masks.htm>)

### **Masks used to emote**

Presently, masks are used to display emotions, to turn a fantasy into a reality. For instance in *The Jungle Book* performance, masks are used to represent animals, as well as Mowgli as a baby and a young boy. Through their use, the audience is able to create a more informed glimpse into that world; therefore masks are able to display what we cannot.

It is said that masks play a role in important social functions as well, such as:

- (1) They provide a disguise for the wearer and
- (2) They allow the wearer to assume the identity, at least temporarily, of some other person or being.

(Taken from [http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=310](http://edsitement.neh.gov/view_lesson_plan.asp?id=310))

These 2 functions relate to the masks in theatre, in that their usage is the same. The actor is able to become a transformed person while in disguise, whether it be for the role of a baby or an animal, a different and more fluid character emerges while in costume.

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### **Activity: Make your own Mask**

- ⊙ Discuss the masks and puppets used in *The Jungle Book* with your students
- ⊙ What did the masks and puppets look like? What kind of details were there?
- ⊙ Using paper plates and art supplies have the students create their own mask. It could be of themselves displaying a specific emotion, or as a younger child, or as an animal.
- ⊙ If time permits, have the students role-play with their masks.

## **Laws of the Jungle**

### ***The Jungle Book* Comprehension**

Purpose: To ascertain student's comprehension of *The Jungle Book*.

Grades: K-6

Lesson: Discussion about the Laws of the Jungle and survival tips while in the outdoors.

Project: Students develop a Law of the Jungle.

### **Definitions**

Survive: to live longer than, to outlive, to come through alive.

Survival: the state of surviving, anything that survives, a relic.

*(Taken from Webster Dictionary 1986)*

Discuss the laws of the jungle as set forth by the pack in *The Jungle Book* with the students and discuss their meaning and implication for Mowgli and his friends.

### **Laws of the Jungle**

- 1) Obey
- 2) Strength of the pack is the wolf; strength of the wolf is the pack
- 3) Kill only for food and survival and never ever kill man
- 4) The word of Akela is law
- 5) The family you've given your love to, is the family who'll stand by your side.

### **For your consideration:**

Rudyard Kipling was discussing social co-operation, where individualism and collectiveness were important in order to succeed and survive. Everybody had a role to play and relied on each other in order to survive. The same idealism holds true for human survival every where and every day.

### **Project: Create your own Law of the Jungle**

The following activity will have students pretend that they are part of the pack at Council Rock, where they will develop their own law of the jungle, and explain why the law is important, and if it will be successful with the other members of the pack.

Before presenting the activity, here are some survival tips for humans in the jungle. Discuss these with the students as a starting point for them to brainstorm their own laws.

#### Surviving in the Outdoors (Jungle Specific)

- Use a compass to pin-point end location
- Have lots of water available
- Avoid obstacles and camouflage one self when in unfamiliar territory
- Move smoothly; up, down, left, right, whichever way is necessary to avoid being injured.
- Have proper gear (compass, water bottles, hat, medicine, matches etc...)
- Never run from a jaguar, walk towards it, clapping and yelling
- Avoid insects; natives rub garlic on themselves to prevent certain insects from going near them
- Run away from snakes
- Do your research; learn which plants and foods grow in the jungle, and which are edible and which are not
- Use all of your senses to succeed in the jungle.

(Information taken from: *Jungle Survival*, <http://www.reachoutmichigan.org/funexperiments/agesubject/lessons/newton/jungle.html> and *Travel through Jungle Areas*, [http://www.survivaliq.com/survival/tropical-survival\\_s3.htm](http://www.survivaliq.com/survival/tropical-survival_s3.htm))

Also discuss

- ⊙ In what way are these laws different from living in the wild in Canada? (No poisonous snakes, but bears, elk, etc...)

## Rudyard Kipling and Scouting

### *The Jungle Book* History

Purpose: To discuss Scouting and its link to *The Jungle Book*

Grades: K-6

Lesson: Discussion about Scouting and Rudyard Kipling

Activity: A Boy Scouts' Patrol Song (see Appendix 9)

In 1914 Robert Stephenson Smyth Baden-Powell began the Cub Scouts (at the time named Cubbing, in 1945 it became known as Cub Scouts) based on Rudyard Kipling's *The Jungle Book*. To this day, there is still a strong connection between Cub Scouts and Kipling's *The Jungle Book*.

For example:

- Cubmasters are referred to Akela
- Assistant Cubmasters are referred to as either Baloo, Bagheera or Raksha
- Kaa is the name of the award given out for Tree-Climbing
- Mowgli is the name of the award given out for befriending animals.

With your students discuss Cub Scouts.

- ⊙ Do they know what Cub Scouts (or Boy Scouts) are?
- ⊙ Is anyone a Cub Scout (or Brownie/Girl Guide?)
- ⊙ Do they know anyone who is a Cub Scout?
- ⊙ What types of activities do they do?
- ⊙ Having seen *The Jungle Book*, do they see the relation between the two?

### **For your consideration:**

On July 28th, 1916, Baden-Powell wrote to Kipling to ask his permission to use *The Jungle Book* in his own re-vamp of Percy Everett's Wolf Cub scheme created three years earlier. Baden-Powell felt the scheme needed a central story suitable for youngsters, on which to hang specially adapted Scouting teachings.

He wrote to Kipling at the point when *The Wolf Cub's Handbook*, which uses *The Jungle Book* as its main theme, was in its proof stage. This was not blatant disrespect, but a complete understanding between Baden-Powell and Everett. Kipling was in total agreement with Baden-Powell's endeavours to spread Scouting and would do all he could to help.

Kipling was keen to play the Scouting game and in a letter to N D Power, the Chief Cub Commissioner of the day, he spells out just how The Howl should sound:

"A-KAY-Lar with an accent on the second syllable which can be prolonged indefinitely. The initial A on the other hand is almost a grunt - 'Er'- Try this and you will see the beauty of the thing."

Kipling was able to witness his Grand Howl performed in a grand manner. He was in attendance at the Imperial Jamboree held at Wembley in 1924. On Wednesday August 6th, 7,000 Wolf Cubs yelled their heads off for him and the Duke of York. In a special tribute, Kipling was able to see his *Jungle Book* creations brought to life.

"Mowgli, the boy, was chased by Shere Khan, the tiger, but was rescued by Baloo, the bear, and Bagheera, the panther, when suddenly a band of chattering monkeys arrived and seized him. This time however Kaa, the snake, came to his rescue and gobbled up all the monkeys."

Kaa was surely the biggest reptile ever seen; being composed of 150 yards of Wolf Cubs bent double in an elastic-sided 'skin'. Having devoured all the monkeys, it coiled itself twice round the 'council rock' and went to sleep.

A strong influence from Kipling's *Jungle Book* remains today. The terms "Law of the Pack," "Akela," "Wolf Cub," "grand howl," "den," and "pack" all come from the *Jungle Book*.

Information taken from, and for more information please visit the following websites:

Scouting Milestones

<http://www.scouting.milestones.btinternet.co.uk/kipling.htm>

Cub Scouting Division

<http://www.scouting.org/cubscouts/about/history.html>

Jungle Book and Cub Scouting

[http://usscouts.org/profbvr/jungle\\_book/](http://usscouts.org/profbvr/jungle_book/)

## Community

### *The Jungle Book* Themes

Purpose: Comprehension of *The Jungle Book* and of the effects of communities on our behaviours.

Grades: K-6

Lesson: By referring to Mowgli's up-bringing the lesson will focus on the meaning of communities in our every day lives and their effects on our behaviours.

Project: Short composition on a community's influence on one's behaviour.

In *The Jungle Book*, Mowgli was raised by a community (or pack) of animals. There was Father Wolf (Akela), Mother Wolf (Raksha) and their wolf cubs that Mowgli lived with and were his family, and there was also Baloo the Bear and Bagheera the Panther who taught Mowgli (along with his wolf siblings) how to survive in the jungle.

Having been a very young boy when he was mistakenly left in the jungle, he hadn't had the opportunity to develop any human behaviours, such as speech, traditions, our eating habits etc...

His community comprised of animals had influenced his development and behaviour and he learnt to identify himself as one of them. Even though there were times when he didn't feel like he fully belonged in the pack, he realized that he fit in more with them than he did with the humans in the village.

As the Jungle Law states: The family you've given your love to, is the family who'll stand by your side

### For your consideration:

As community plays such a vital role in development, it should be defined. Taken from Webster's Dictionary (1986) and Raymond Williams, key words; <http://www.ucalgary.ca/~bakardji/community/definition.html>, community is defined as:

- a society of people having common rights;
- the people of a district;
- the quality of holding something in common, as in community of interests, community of goods;
- a sense of common identity and characteristics

Raymond Williams also discusses 3 contemporary uses of community. They are:

**1. Local groupings:**

Based on proximity and sometimes face-to-face relationships (as in local community, community work);

**2. Community of interests:**

(As in research community, business community); and characteristics (as in ethnic community).

**3. Quality of relationships:**

Sharing of common goals, values, identities; participatory decision-making and symbolic production; and connected with these - emotional and moral investments.

With these 3 uses in mind, discuss with your students the role of communities in their lives.

- ⊙ What does community mean to them?
- ⊙ Do they belong to any? If so, what kind? (Ex: sports team, religious groups, scouts, dance classes, family etc...)
- ⊙ Does the community influence them? (Positively, negatively, jargon they use as a result of belonging in it)
- ⊙ Are communities necessary? Why? Why not?
- ⊙ What types of behaviours do they identify with certain communities
- ⊙ What types of roles do people have in the community?
- ⊙ How is each role important? And does it help to create a better community?

**Project: My Community**

With the questions discussed in mind, have each student describe a community they are/ or were a member of. Have them described their role in the community and how the community has affected their behaviour.

## Brainstorming The Jungle Book Animals

### *The Jungle Book Creativity*

Purpose: To develop analytical and creative skills and to learn more about animals and their various qualities

Grades: K-6

Lesson: Discuss and analyze the animals in *The Jungle Book* and their various characteristics

Project: Create your own animal (3-6) (Appendix 8)

Activity: Animal Art  
Animal colouring and drawing (K-2) (Appendix 7)

As a class discuss the animals in *The Jungle Book*

- ⊙ What do they look like?
- ⊙ What type of attitude do they have?
- ⊙ What kind of food do they eat?
- ⊙ What are their living habits/environment
- ⊙ What kind of skills do they have?
- ⊙ Advantages and Disadvantages

Animals in *The Jungle Book*

- Bear (Baloo)
  - Jackal (Tabaqui)
  - Tiger (Shere Khan)
  - Wolf (Akela and Raksha)
  - Panther (Bagheera)
  - Monkey (Banderlog)
  - Snake (Kaa)
- 
- ⊙ What other animals live in the jungle but weren't in *The Jungle Book*?  
Ex: Elephant, Frog, Chimpanzee, Toucan, Sloth, etc...
  - ⊙ The same questions can be asked about these animals

**Activity: Animal Art (K-2)**

Students can create their own snake by finger painting. Minimal supplies are needed- 2 different colours of paint and some paper! The following website has step by step instructions:

[http://www.dltk-kids.com/crafts/miscellaneous/fingerprint\\_snake.htm](http://www.dltk-kids.com/crafts/miscellaneous/fingerprint_snake.htm)

There are also colouring sheets in Appendix 7.

(Taken from <http://www.coloring.ws/animals.html>)

**Project: Create your own animal! (3-6)**

Using some of the criteria discussed in class, or coming up with their own, have students create their own animal. They should write a description of the animal, and also using art supplies create their animal to share with the class. (See Appendix 7 for assignment to provide to students)

**Extension Activity: Research jungle animals**

In groups or individually, research other animals. Use the criteria listed above and any other information found during research that is important in describing the animal in order to write a short essay.

## Where are the jungles?

### Jungle Discoveries

Purpose: To gain knowledge about the world's jungles and rainforests

Grades: K-6

Lesson: Teacher -led discussion about jungles and rainforests

Project: Save the jungles/rainforests (4-6)

Activity: Make a jungle! (K-3)

### For your consideration:

Jungles, also known as rainforests, make up only 6% of the earth's surface but are home to over HALF the world's species or plants and animals. Jungles and rainforests can be found in:

- ⊙ Central America - where many of the rainforests have been cleared for cattle ranches and sugar cane plantations. These forests are known for their large number of tropical birds, including many varieties of parrots.
- ⊙ The Amazon - in South America approximately 1/5 of the world's plants and 1/10 of all mammal species are there
- ⊙ Africa - Central Africa holds the second largest rainforest and Madagascar has many plants and animals not found elsewhere.
- ⊙ Southern Asia - these are the oldest rainforests, dating back 70 million years, unfortunately it is being predicted that most will be gone within the next 10 yrs.
- ⊙ Australasia - There are many unique animals and plant species that call these forests home.

*(Information taken from:*

<http://www.srl.caltech.edu/personnel/krubal/rainforest/Edit560s6/www/where.html#AF>)

With the class discuss how today's world is making it more and more difficult for wild life to survive.

Topics to discuss:

- ⊙ Human Pollution
- ⊙ Endangered Species
- ⊙ Natural Resources
- ⊙ Natural Habitats
- ⊙ Conservation

**Project: Save the jungles/rainforests (4-6)**

In small groups, assign each group a jungle/rainforest. Have them research what animals and plant species are unique to the area and what is being done to protect the area from damage (or perhaps, what is causing damage to the natural habitat)

**Activity: Make a jungle! (K-3)**

Using a box let each student create their own jungle diorama. Some supplies that will be needed are: paints, brushes, pipe cleaners, straws, tissue paper and jungle animals (these can be animal toys or made out of empty toilet paper rolls) Have the students paint the box so that it is their jungle background. As the paint dries, they can work on adding trees, flowers, plants, animals and water to it. For full instructions please see: [http://kidscraftweekly.com/jungle\\_issue.html](http://kidscraftweekly.com/jungle_issue.html). This link also has instructions on creating animals out of toilet paper rolls.

Also see **Animals of the World**, an online game that is similar to 20 questions but about animals. Found at: <http://www.kidscom.com/games/animal/animal.html>

## Accepting Others

### *The Jungle Book* Theme

Purpose: To understand the importance of accepting others

Grades: K-6

Lesson: Discussion about Mowgli not fitting in, and accepting other people and their differences

Activity: Ball of Yarn Game  
The Billboard Game

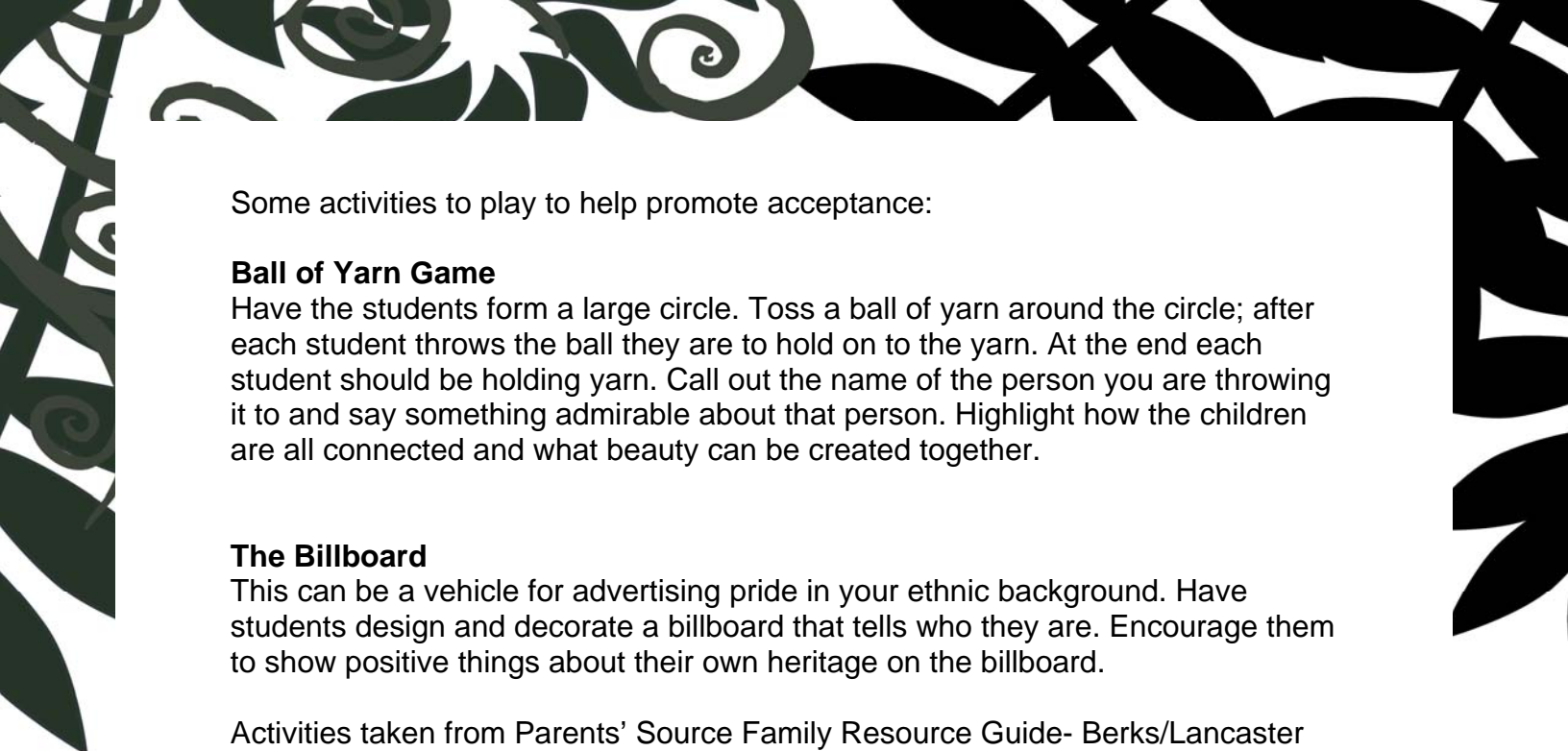
In *The Jungle Book*, Mowgli reached a point in his life where he realized that he didn't fit in anywhere; the animals, which he saw as his family, were starting to turn against him for not being exactly like them so he decided to live in a village only to realize that he identified more with the animals in the jungle than he did with the humans in the village.

Outsmarting Shere Khan and assisting Akela certainly helped him to regain the animals' confidence and he did this by using his differences to his advantage.

Discuss with the students:

- ⊙ Even though Mowgli is a human boy, how is he different to the humans in the village? (Language skills, behaviour, clothes, actions etc...)
- ⊙ How did his differences in both the jungle and the village, lead to him being an outcast?
- ⊙ Why should we accept others and their differences?
- ⊙ Can someone's differences actually be positive and be used to teach others?

One reason people have a hard time accepting people that are different to them is due to fear of the unknown and also ignorance towards anything that is deemed to be outside of the 'norm'. It's important to teach children while they are young, that differences aren't to be shamed or made fun of and that everyone has a different definition of 'normal'. Stress the fact that everyone has feelings and that they do get hurt when people make fun of their differences, without even knowing the person.

A decorative border at the top of the page features stylized black leaves and swirling patterns on a white background.

Some activities to play to help promote acceptance:

**Ball of Yarn Game**

Have the students form a large circle. Toss a ball of yarn around the circle; after each student throws the ball they are to hold on to the yarn. At the end each student should be holding yarn. Call out the name of the person you are throwing it to and say something admirable about that person. Highlight how the children are all connected and what beauty can be created together.

**The Billboard**

This can be a vehicle for advertising pride in your ethnic background. Have students design and decorate a billboard that tells who they are. Encourage them to show positive things about their own heritage on the billboard.

Activities taken from Parents' Source Family Resource Guide- Berks/Lancaster  
<http://www.parentssource.com/diversity.article.9.99.asp>

## Website Resources

### Literacy Center Resources, Ideas and Management

[http://www.busyteacherscafe.com/literacy\\_centers/main.htm](http://www.busyteacherscafe.com/literacy_centers/main.htm)

### Using Film and Literature in the Elementary Classroom

<http://www.yale.edu/ynhti/curriculum/units/1995/2/95.02.05.x.html>

### Jungle Theme Craft Ideas

<http://www.freekidcrafts.com/jungle.html>

### Jungle Crafts

<http://www.dltk-kids.com/animals/jungle.html>

### Lesson Plan Library

<http://school.discovery.com/lessonplans/>

### Teaching Tolerance

<http://www.tolerance.org/teach/index.jsp>

### Face-to-Face with Feelings

[http://findarticles.com/p/articles/mi\\_m0STR/is\\_n8\\_v103/ai\\_15317463](http://findarticles.com/p/articles/mi_m0STR/is_n8_v103/ai_15317463)

### Activities to print:

#### Animal Matching

<http://www.free-printables.com/animals/animalmatching.shtml>

#### Animal Twins

<http://www.free-printables.com/animals/animaltwins.shtml>

### Online Games for Students

#### Monkey Business

<http://www.cogcon.com/gamegoo/games/monkey/monkey.html>

#### Mister Roger's Build a Neighbourhood game

[http://pbskids.org/rogers/R\\_house/build.htm#hold](http://pbskids.org/rogers/R_house/build.htm#hold)

#### Between the Lions – Word Play

<http://pbskids.org/lions/games/wordplay.html>

#### Curious George- Banana 411

[http://pbskids.org/curiousgeorge/games/banana\\_411/banana\\_411.html](http://pbskids.org/curiousgeorge/games/banana_411/banana_411.html)

#### It's a Big Big World- Monkey Music

<http://pbskids.org/bigbigworld/home.html?externalPuppet=smooch&externalAddRoom=none&action=game>

## Appendix 1

*Activity: Geordie Productions Word Scramble*

Using the decoder, unscramble the key words to Geordie Productions Theatre Etiquette.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>	<b>M</b>	<b>N</b>	<b>O</b>
4	10	20	21	1	16	8	25	3	17	26	13	7	11	15

<b>P</b>	<b>Q</b>	<b>R</b>	<b>S</b>	<b>T</b>	<b>U</b>	<b>V</b>	<b>W</b>	<b>X</b>	<b>Y</b>	<b>Z</b>
22	5	18	9	24	12	2	6	23	14	19

13	3	9	24	1	11

18	1	9	22	1	20	24

9	24	4	14		9	1	4	24	1	21

11	15		16	15	15	21

20	13	4	22		14	15	12	18		25	4	11	21	9

22	4	18	24	3	20	3	22	4	24	1

## Appendix 2

*Activity: Theatrical Vocabulary Word Scramble*

Unscramble the words, based on the theatrical definitions discussed in class.

Used to cover the face and to show different emotions or to become a different character.	KMSA	
Someone who comes up with the play's main story	LTHRIAGYPW	
Where the play takes place	GEAST	
The person who is in charge	TCIDORER	
A person who takes on a role	OTCRA	
Things used in the play	SOPPR	
Worn during the play	UTSCEMO	
A group of actors in a play	MELEENSB	
Can be made out of sock	UPPETP	
What actors study to know their lines	TPSICR	

## Appendix 3

*Activity: Word Recognition*

Re-arrange the letters to correctly spell character names and places from *The Jungle Book*.

AKA : \_\_\_\_\_

LOOAB: \_\_\_\_\_

NMA: \_\_\_\_\_

WGOILM: \_\_\_\_\_

NEJULG: \_\_\_\_\_

EAAKL: \_\_\_\_\_

HEERS HNKA: \_\_\_\_\_

AERDLE: \_\_\_\_\_

MFAIYL: \_\_\_\_\_

AILLEGV: \_\_\_\_\_

QUTAAIB: \_\_\_\_\_

GEEBAAHR: \_\_\_\_\_

## Appendix 4

### Jungle Book Word Search

M	O	W	G	L	I	J	T
O	U	B	A	L	O	O	R
T	N	E	S	N	A	K	E
H	F	A	M	I	L	Y	E
E	G	R	A	L	C	U	B
R	M	O	N	K	E	Y	E

Find the following words:

Baloo                  Family                  Mother

Bear                    Man                      Mowgli

Cub                     Monkey                  Snake

Tree

With the left over letters, find the secret word!

Word: \_\_\_\_\_

## Appendix 5

### Jungle Book Word Search

I	L	G	W	O	M	L	A	W	J
B	E	A	R	D	O	O	F	N	U
J	A	C	K	A	L	B	L	A	V
F	D	E	Y	E	K	N	O	M	I
A	E	K	N	G	L	K	W	Y	L
M	R	A	O	O	L	A	B	E	L
I	I	N	D	I	A	A	L	E	A
L	E	S	M	O	T	H	E	R	G
Y	C	U	B	R	E	G	I	T	E

Find the following words:

Akela	India	Mother	Baloo
Jackal	Mowgli	Bear	Kaa
Snake	Boy	Law	Tiger
Cub	Leader	Tree	Family
Man	Village	Food	Monkey
Wolf			

With left over letters unscramble the secret word!

Word: \_\_\_\_\_

## Appendix 6

Activity: Match the animal to the character name.

### Animal

Boy

Monkey

Snake

Mother Wolf

Brother

Panther

Bear

Tiger

Head Wolf

Jackal

### Name

Baloo

Shere Khan

Mowgli

Tabaqui

Rann

Akela

Raksha

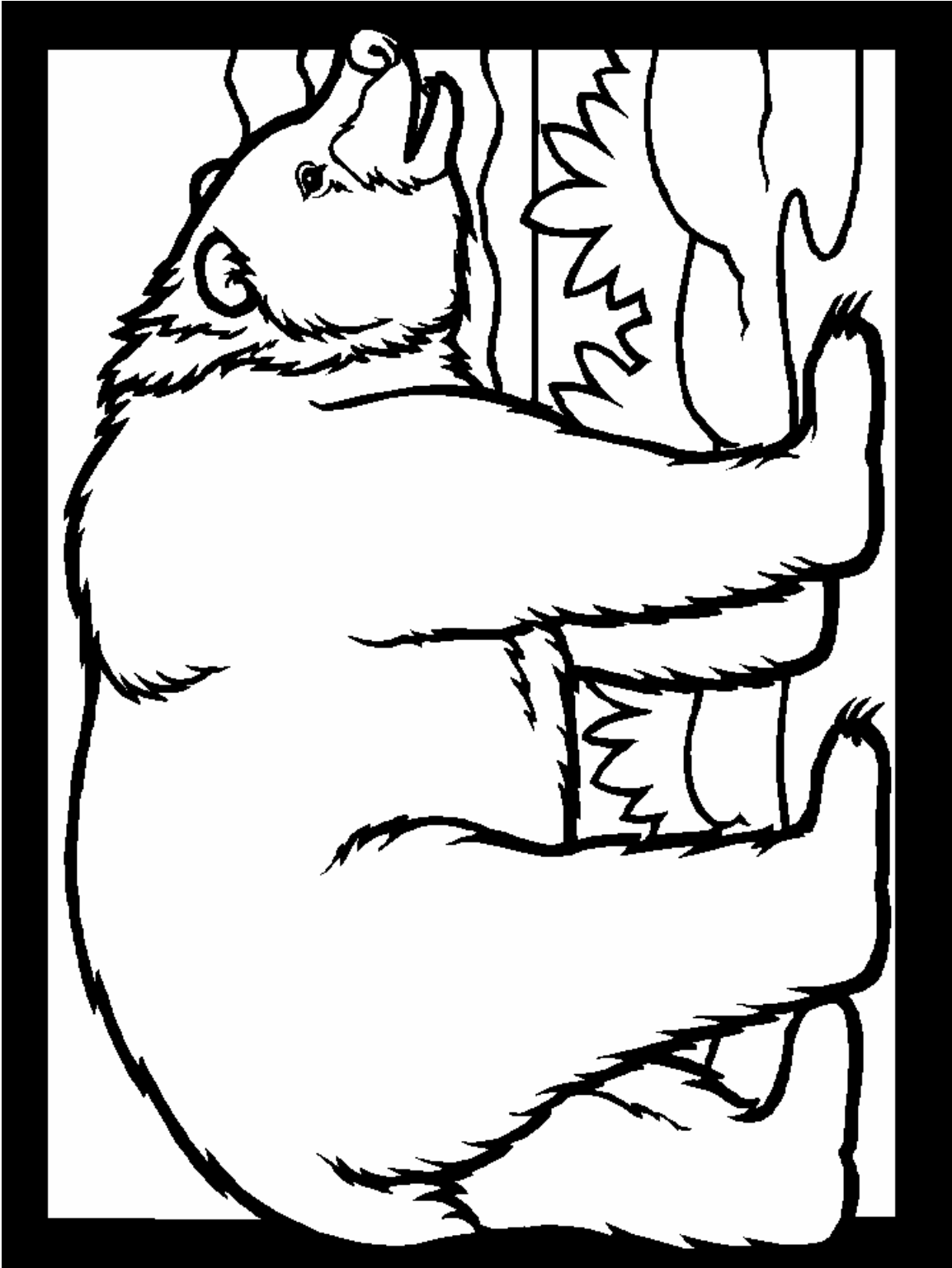
Kaa

Bagheera

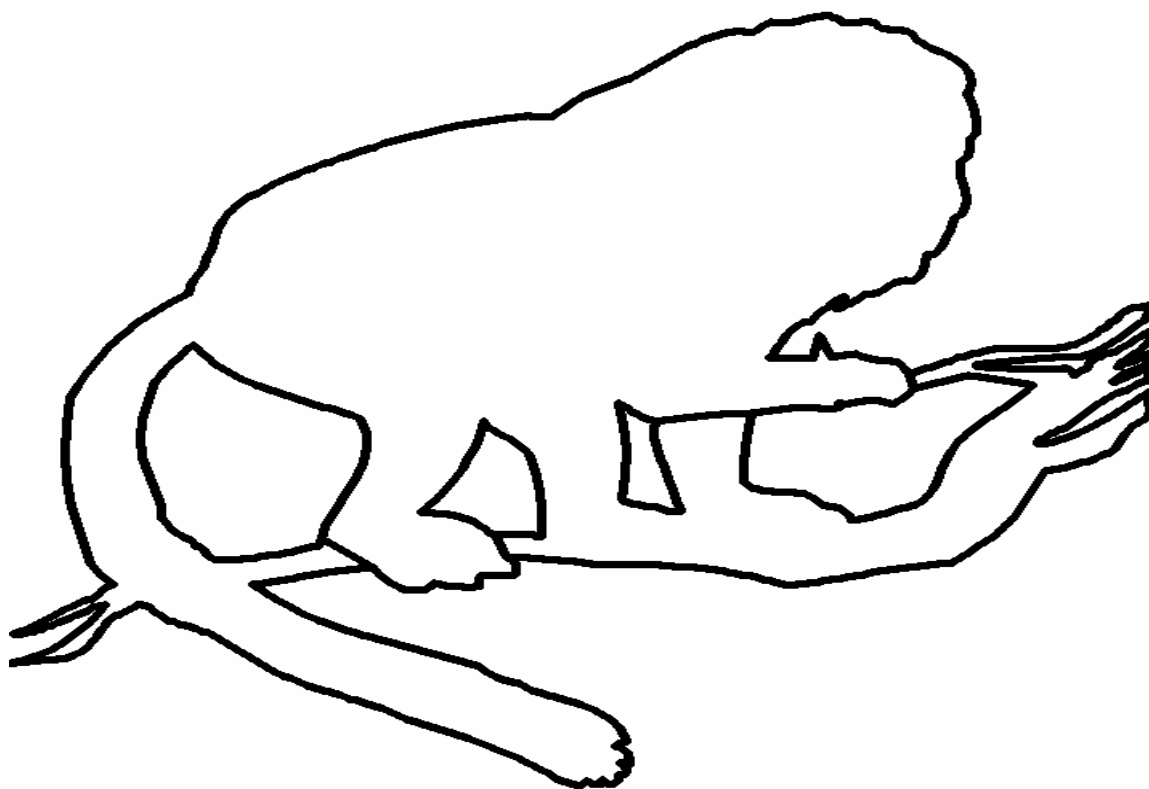
Banderlog

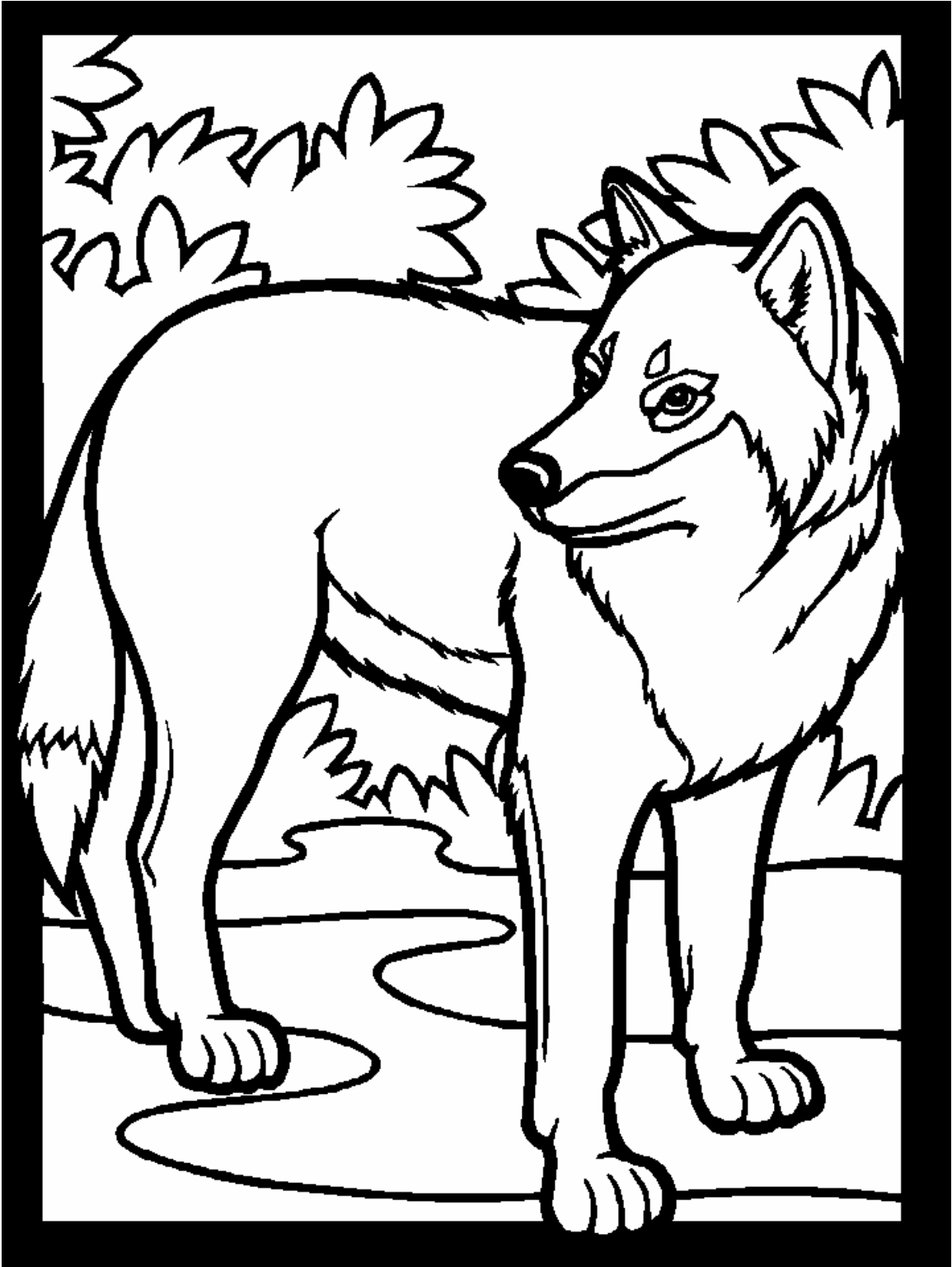
## Appendix 7





Give the monkey a face!





## Appendix 8

### Create your own Animal!

Using the guide provided below, write a short story about your animal. Think about all of the criteria and characteristics discussed in class, and everything you have learnt while studying and seeing the play of *The Jungle Book*.

A guide to creating and describing your animal:

- 1) Give your animal a name
- 2) Describe what the animal looks like (fur, no fur, stands on 2 feet or 4, height, weight, facial features, colour of animal etc...)
- 3) Describe the personality of your animal (playful, gentle, mean, fearful, aggressive etc...)
- 4) Describe what kind of food your animal eats and why (plants, meat, berries, twigs etc...)
- 5) Describe where your animal lives (jungle, forest, domestic, in a cave, hole in the ground etc...)
- 6) Describe your animal's skills and why these skills are necessary for its survival (hunter, flight, strength, running etc...)
- 7) Describe the advantages and disadvantage your animal has on a daily basis.
- 8) Create your animal using all of the art supplies provided. You can draw it, build it, or shape it, but make sure your description of the animal matches how it looks!

## Appendix 9

### **A Boy Scouts' Patrol Song by Rudyard Kipling Written in 1913.**

These are our regulations --  
There's just one law for the Scout  
And the first and the last, and the present and the past,  
And the future and the perfect is "Look out!"  
I, thou and he, look out!  
We, ye and they, look out!  
Though you didn't or you wouldn't  
Or you hadn't or you couldn't;  
You jolly well must look out!

Look out, when you start for the day  
That your kit is packed to your mind;  
There is no use going away  
With half of it left behind.

Look out that your laces are tight,  
And your boots are easy and stout,  
Or you'll end with a blister at night.

(Chorus) All Patrols look out!

Look out for the birds of the air,  
Look out for the beasts of the field --  
They'll tell you how and where  
The other side's concealed.  
When the blackbird bolts from the copse,  
Or the cattle are staring about,  
The wise commander stops  
And (chorus) All Patrols look out!

Look out when your front is clear,  
And you feel you are bound to win.  
Look out for your flank and your rear --  
That's where surprises begin.  
For the rustle that isn't a rat,  
For the splash that isn't a trout,  
For the boulder that may be a hat  
(Chorus) All Patrols look out!

For the innocent knee-high grass,  
For the ditch that never tells,  
Look out! Look out ere you pass --  
And look out for everything else!  
A sign mis-read as you run  
May turn retreat to a rout --

For all things under the sun  
(Chorus) All Patrols look out!

Look out when your temper goes  
At the end of a losing game;  
When your boots are too tight for your toes;  
And you answer and argue and blame.  
It's the hardest part of the Law,  
But it has to be learnt by the Scout --  
For whining and shirking and "jaw"  
(Chorus) All Patrols look out!

Taken from: <http://www.thelongtrail.org/patrolsong.html>

## About Geordie Theatre Productions

Geordie is a professional theatre company that has presented live English-language theatre for young audiences for over twenty-five years. Based in Montréal, Geordie tours extensively across Québec, Ontario and the Maritimes, performing in schools, theatres, libraries and community centres. Geordie has also visited the Far North and has performed across Canada and in the United States. Closer to home, Geordie's Mainstage series entertains thousands of families and school groups at Concordia's D.B. Clarke Theatre each season.

### The Geordie Staff

Anne Clark	General Manager
James Douglas	Technical Director, Geordie Space
Dean P. Fleming	Artistic Director
Siu-Min Jim	Communications & Box Office Manager
Tara Nakhjavani	Administration Intern
Isabelle Pilon	School Liaison
Gisèle Séguin	Comptable

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**[www.geordie.ca](http://www.geordie.ca)**

**CHECK OUT OUR WEBSITE!**



**Geordie on Tour!** We come to you!

**Box Office & Info:  
514-845-9810  
[tickets@geordie.ca](mailto:tickets@geordie.ca)**

Each season Geordie's touring troupe presents over 220 performances throughout Quebec, Ontario and New Brunswick. From large urban centres to small fishing villages in the north, Geordie brings many communities their only opportunity to see live theatre. Each performance is followed by a short Question & Answer session, and is accompanied by a Teacher's Guide full of valuable resources. This year's tour runs from September 2007 to April 2008.

In 2007-2008, Geordie offers elementary audiences **A Promise is a Promise**, Barbara Pogemiller's classic adaptation of the famous Inuit Arctic legend told by Canada's favourite children's storytellers Robert Munsch and Inuit writer Michael Kusugak. Touring high schools and CEGEPs is **All the World**, a gritty dystopia by Canadian author Robert Clinton that challenges the notion of freedom and the need for art with issues and anxieties current in today's world.

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Tour Sponsors – Air Labrador

**Questions? Comments? Send us an email: [schools@geordie.ca](mailto:schools@geordie.ca)**