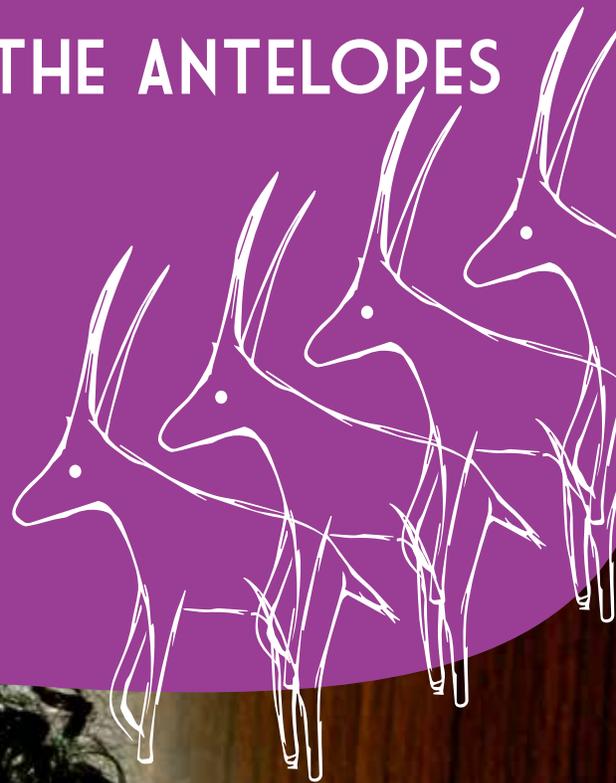


THE MOUSE, THE ANT AND THE ANTELOPES

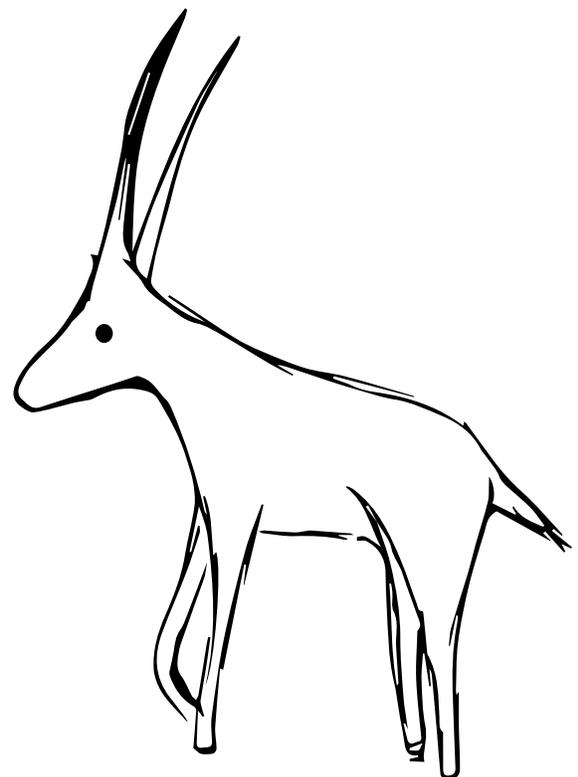


ABOUT THE SHOW

The Mouse, The Ant and the Antelopes

This is a story within a story. When auntie Emerita discovers Chabelita (a cute hand-puppet) sitting by herself, she is still shivering from a scary encounter with a mouse, while waiting on her brother Sabi to arrive to go on their daily morning run through the hills. Her auntie (Emerita) tells her own version of The Town and Country Mouse to calm her. In this story things are not what they seem. Even though the town mouse has a lot of swag and comes across more sophisticated and seems to have it all, than the country mouse - who he makes fun of - it is in the end the county mouse who makes more sense and has better core values than the town mouse. She continues with the story of The Ant and the Butterfly. That story teaches us that you should not judge what you don't know and think you are better than any one else. There is always some one who is smarter and better than you in different ways. This tale teaches us respect and tolerance for one another.

Followed by a tale of African antelopes. The Kudu story is a story from Zimbabwe, about learning to share with those who have less than us and about having respect for the animal world. In this case the story has no ending and the children have to come up with the solution as to how humans can live at peace with the antelopes or the animal world. This performance with audience participation brings forward the message about being humble, and the importance of sharing and having respect for what was here before us.



ABOUT THE STUDY GUIDE

The students will be able to work with the following

Curriculum focus

Themes and starting points as a goal:
Using Folktales and fables as life lessons
Learn Characteristics of folktales from various cultures

Learn about Character education

What is it? Humility, sharing, respect for our past, courage, self confidence

How? With the use of drama techniques, movement, music and improvisation, students learn to become aware of respect, using the stories in the show as an example or as a spring board for exploration.



STORYTELLING:

Storytelling is one of the oldest art forms - *it is as old as speech.*

It began as a way to avoid boredom (early storytellers kept themselves company by chanting as they worked). It was also used to share experiences, to make sense of the world, to pass on important lessons and information for (survival) as well as a way of recording history or passing on stories of their ancestors and their traditions. And of course storytelling was used as a form of entertainment.

TEACHER TALK

Ways to prepare the students for the show

Talk about themes

Discuss why we tell stories

Talk about types of stories

TYPES OF STORIES

(See if students can guess in what category the stories in the show go)

Fairy Tales: a story involving some element of magic (i.e. the intervention of a fairy, talking animals, characters with supernatural powers)

Folktales: a story about everyday life passed by word of mouth (oral tradition) to transmit values / wisdom or express hopes, fears and wishes of a culture

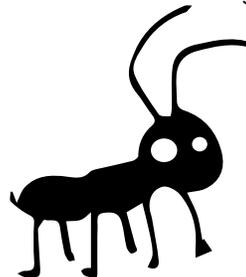
Myths: stories about gods or godlike beings, their relationship to one another, to humans and to nature often poetic explanation of the world and nature)

Creation stories: a story that explains how the world began or how something in the world came to be (i.e. how the duck got its bill, why the sky is blue)

Fables: a story (often about animals) with a moral or lesson about life

Stories in Verse: a story in the form of a poem; with rhyming lines and a regular rhythm

Participatory: stories with music, showing interaction between humans and animals with an inherent message (The Kudu Story).



THE ART OF STORYTELLING

TEACHER TALK

You can explore either aspect of storytelling:

THE STORY

(find a story or create your own)

THE TELLING

(the way the story is told/performed)

Success criteria means the students know the following:

The Story

Elements of Story:

Characters: The people, animals or imaginary creatures in a story

Setting: Describes the time and place (the when and where) in which a story happens (descriptions of landscape, scenery, buildings, seasons or weather give us a strong sense of the setting).

Time: When? (i.e. a long time ago, at bedtime, when the earth was young)

Place: Where? (i.e. at school, in the forest, in a snowstorm)

Plot: The series of events or actions in a story. It tells what happens or states problems the characters have to resolve. The problem or conflict is the most important thing that happens in a story. In most stories the problem or conflict is solved at the end of the story, this is called Climax. However sometimes the story does not get solved and the audience has to provide the ending.

When students can answer the following, they have a good understanding of the art of Storytelling.

The details:

To help students understand a story or to make sure they have all the information to write a story be certain to ask the six questions:

Who: Who was involved in the story? (characters, main character, villain)

What: What happened? (what did the characters do, see, experience?)

When: When did the story take place? (long ago, last week, over three days)

Where: Where did the story take place? (in Canada, Japan, in the middle of the ocean, on a creaky bridge, in a house on a hilltop)

Why: Why did it happen? (i.e. the king was in a bad mood, there was no more food)

How: How did it happen? (i.e. everyone rallied together to find a solution)

THE TELLING

Making your story come alive

Any one can be a storyteller and everyone has stories to tell. You don't need an elaborate stage or props or instruments. All you need is a *story* and a *desire* to tell it.

And here are some great tools to help bring your stories to life and demonstrate your ability as a storyteller! How to use:

Voice: Pitch (high & low) Volume (loud & quiet) Pace (fast and slow)

Body language: gestures, facial expressions

Music/Songs: repeat a little tune, use an instrument, make up a song

Sound effects: nature, animal, everyday sounds, pitter, patter, meow and creaks

Poetry: rhymes, rhythm, repetition

Question and answer: or Call and Response

Props / Costumes: to help with transformation

Different languages: a word, a phrase, a question in another language.

All the above will help students:

Be able to capture the attention of the audience successfully. Students will show and project confidence on stage while telling a story. Students will have the ability to express their feelings in a dramatic way through storytelling.

PRE-PERFORMANCE DISCUSSION

PRE-PERFORMANCE DISCUSSION

TEACHER TALK

Here are a list of other possible activities and questions to get student's minds on stories and storytelling.

Primary and Junior:

Discuss students' experiences around storytelling (Who has told them stories?) When? What kind? do they tell stories? To whom?) Emphasise that we all have stories to share...

Emerita is going to tell her stories with out using a book, the traditional way, but putting her own twist to them.

How do stories begin? Brainstorm how stories begin (once upon a time, long time ago, let me tell you a story, cric... crac)

In which story does something magical happen? How does it happen?

Characters in stories can be people, animals or objects with human characteristics.

Discuss stories with animals

Stories can be true or imaginary. Where do you find imaginary things happening and where are they true in the stories you will be hearing. Anything can happen.

Talk about favourite imaginary moments in the stories (characters, places events).

Please review theatre etiquette with the students.

POST-PERFORMANCE DISCUSSION

POST-PERFORMANCE DISCUSSION

TEACHER TALK

*Post-show discussions and activities allow students to:
Ask questions/clarify meaning.
Reflect/respond to feelings.
Form creative ideas.
Create their own stories and art.*

story would a different character tell?
Talk about where story ideas come from (everyday experiences, dreams, imagination)
Ask students what they would write about if they could write about anything?
Discuss how listening to a story differs from reading a book, watching tv or a movie?
Discuss creation stories, native beliefs, spirit animals...Brainstorm possible creation story ideas How rain began, why whales sing, how the eagle got its wings).

Primary and Junior

Choose one story from the performance and re-tell it as a group. Prompt students by asking "what happened first... and then" ...

Ask students which character from the performance would they most like to be friends with and why?

Ask the students which setting/place they would like to go to from any one of the stories. Describe the place and why they would like to go there?

List any magical elements from the show such as animals that can talk and sing.

What was your favourite happy ending?

Discuss lessons/morals that stand out from the stories

Talk about how Emerita used voice, body language, rhymes, sounds, songs, call and response...to tell the stories

Stories can take us to other worlds and times; into the imagination. Ask students what imaginary places they would create? (i.e a bedroom made out of clouds, an imaginary friend only you can see.)

Junior: Discuss perspective in a story. How would any of the stories change if they were told from a different point of view.... what

FUN ACTIVITIES FOR THE CLASSROOM

Visual Arts

Create one of the characters from the stories: Either a Town Mouse or Country Mouse puppet, using a (brown or white) paper bag. As a group have the students create a step by step instructions (see worksheet included). Then have students create the character using materials such as paint, buttons, wool, googly eyes, glue etc. for a great effect

Create a butterfly puppet using popsicle sticks, wax coloured paper, glue, wire, glitter etc. As a group have the students follow the step by step instructions (see worksheet included).

Ask students to draw a part of the story that stands out for them (character, setting, specific moment or incident). Have them share why they chose this part of the story.

On a signal (bell, magic wand) have the children change into a character from the performance (ant, mouse, butterfly, gazelle, birds etc.) Divide the class in two; one group performs, the other watches. Then switch time permitting

Create a soundscape as a group. Try a rain scape: experiment with making rain sounds (clapping, rubbing hands together, tapping, use of voice/make wind sounds, thunder sounds etc.) Begin the soundscape in silence, build sounds slowly, work up to a climax and end in silence (try zoo, jungle, ocean, busy street).

Play broken telephone using a line from a story (i.e. once upon a time there lived a beautiful princess who was pretty from the outside but ugly from the inside etc.) See how much of the story gets passed along.

Drama/Movement/Music

Magical Forest: Have students sit in a circle. Divide class into three by having children count out 1, 2, 3, etc. If # 1's are called they stand and wait for instructions about the forest that they about to enter (a forest where the earth is made out of tacks, is bouncy, sticky, where everything moves in slow motion, it's windy, freezing cold etc. On a signal (bell, clap, drum) students enter and act out, move about as if they are now in this setting.

Experiment with call and response. Clap out / play out on the drum a rhythm and have and have the students clap it back. Then try with voice (ki le le ki le le) a phrase, (innie, minnie miny moe) or sound effect (squish, ooh, crash, boo)

Have students move around the space without bumping into anyone. Ask them to become big, small, wide, narrow etc.

WHY THE ATTRACTION OF PUPPETS?

They remind us of our selves

They are non threatening

They make us feel safe

We can use them to express our inner feelings without fear

VISUAL ARTS:

MAKING HAND PUPPETS - a mouse, a girl, a boy, or your favourite puppet.

Materials:

- * using socks,
- * found materials / recycled materials;
- * buttons
- * paint
- * wool
- * glue
- * coloured paper (magazines)
- * use your imagination

Making a finger puppet butterfly or ant from cut off mittens

- * chenille
- * nylon stockings
- * wire
- * paint
- * recycled materials
- * glue

DRAMA / THEATRE:

In partners make your own story
think of a title possible theme bullying, respect, friendship
beginning, middle and an end
practice / improvise
present brief story in front of peers.

MOVEMENT:

These games can be played in the class room or in the gym.

- circle games - catch me games
- the cat and the mouse
- the ant and the butterfly

MUSIC:

Every animal has its own sound or rhythm
Create sound of the elements, like the wind, water, fire.
Create a soundscape.

DANCE / MOVEMENT:

Re-tell African story incorporating movement and percussive instruments in small groups of five and then with the whole class.

PRE- PERFORMANCE ACTIVITY

PRIMARY:

AFRICA

1. What is Africa?
 - a. a country
 - b. a continent
 - c. a region

GEOGRAPHY

2. Find Zimbabwe on the map
students locate it on the map
3. What countries surround Zimbabwe?
 - a. Ethiopia
 - b. Kenya
 - c. Namibia
 - d. Mozambique
 - e. Zambia
 - f. Botswana
 - g. South Africa
4. Draw a line to where the countries are.
There are five correct answers.

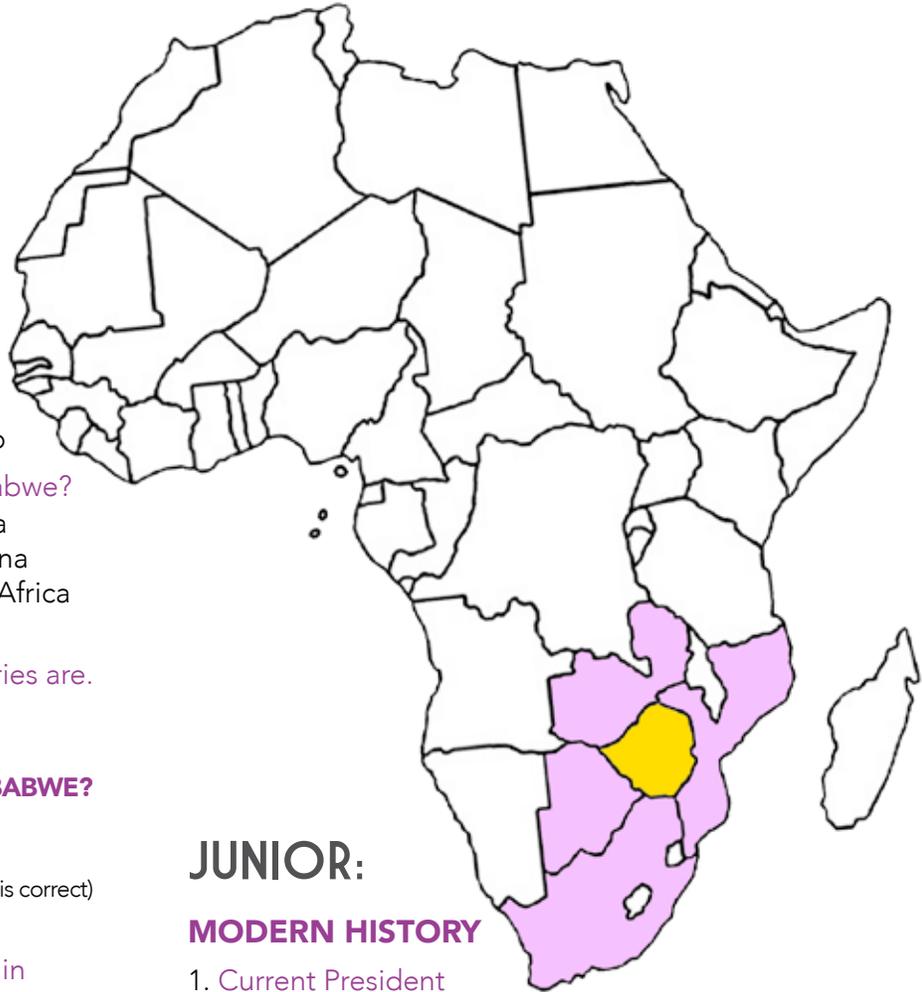
WHAT CAN YOU TELL ABOUT ZIMBABWE?

CULTURE

5. Name of a well known tribe. (one is correct)
Shona People,
6. Name three languages spoken in Zimbabwe.
Official languages: Shona, Ndebele and English

MUSIC

7. Name three instruments
 1. Kalimba or Mbira
 2. Marimba
 3. Drums
8. What is a kalimba?
A kalimba is Africa's first piano
9. Facts about a kalimba
Made out of wood and metal
Percussion instrument (non drum)
The learning curve is very difficult.
Takes years to master
It's very mobile.
There are many kinds of kalimba.



JUNIOR:

MODERN HISTORY

1. Current President
 - a. Fidel Castro
 - b. Jomo Kenyatta
 - c. Robert Mugabe
2. Former colony of:
 - a. England
 - b. France
 - c. Portugal

HABITAT

3. Name some wild animals that live there
 - a. bears
 - b. fox
 - c. lion
 - d. monkeys
 - e. gazelle
 - f. zebra
 - g. elephants

LEARN THE SONGS IN THE SHOW

1. CHABELITA

Chabelita, Chabelita just stop crying
Where are you going little girl?
With your bare feet all dirty and your really messy dress
Little girl, now you better get on home

CHABELITA:

It's my mommy, it's my mommy, I am looking for
She left me at home all alone
So I climbed on the table, took some sugar from the bowl
And a mouse just jumped on top of me

EMERITA:

Chabelita, Chabelita, just stop crying
The mouse will not harm you at all
It did so to teach you a lesson not to ever steal any sugar from the bowl

2. Che-che-ku-le (call and response song)

(loosely translated monkey see, monkey do)

Che che kule - repeat
Che che ko finsa - repeat
Kofinsa langa - repeat
Gaga shi lang a - repeat
Kum adende - repeat
kum adende - repeat
altogether - Hey!

3. My name is Emerita

My name is Emerita
Emerita Emerencia
and i am from Aruba Aruba Ariba!
Aruba Ariba means
Aruba is on top!
And we speak Papiamentu - Con ta bai?
We also speak Dutch - Hoe gaat het?
Spanish - Que pasa?
French - Comment c'a va?
And English waz happening
Waz up! Gi' me five
Here's the change....

What do you do? What do I do?
I'm a storyteller the African way
Come and sing a long
and make my day...

Hey-ey-ey-ey-ey repeat
Ho-ho-ho-ho-ho repeat

Hey-ey-ey-ey-ey repeat
Ho-ho-ho-ho-ho repeat

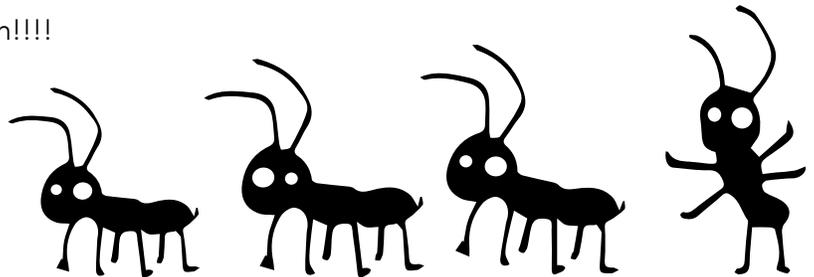
Emerita: Solo drumming....

Let's get together and have some fun!!!!

4. THE ANT SONG:

Ants are so little
Ants they can bite you
Ants are very strong
Ants, ants everywhere I go REPEAT
Chorus:
You can find ants all over
Inside and out
In tall trees and the earth below REPEAT

Watch out they don't climb on you
Watch out they don't bite you REPEAT
Watch out, watch out
Watch out, watch out REPEAT



5. THE BUTTERFLY SONG:

There's the butterfly
See it flying around the mountains
See it flying everywhere
Spreading its wings
To fly higher
Spreading its wings
To fly away
Good bye, good bye good bye...REPEAT FROM THE TOP
Drum roll into.... shhhhhhh...



6. THE KUDU SONG: PHONETICALLY WRITTEN FROM SHONA LANGUAGE

CHILDREN SING: CHA-WE CHI-DO CHEM CHERO
CHA-WE CHI-DYO CHEM CHERO
EMERITA: CHI-DO CHEM CHE-RO MANA-UWE 2X
UMBERU, UMBERU UMBERU, UMBERU 2X
CHA-WE CHI-DYO CHEM-CHERO

7. EVERY EARLY MORNING

Every early morning at dawn
Running in the hills around
Oh how good for our lungs
For our heart and soul
Picking flowers every where
Going home and feeling great
Oh how good for our lungs
And our heart and soul

Early Morning

Translation Emerita Emerencia

The musical score is written on three staves in treble clef, with a key signature of two sharps (F# and C#) and a 3/4 time signature. The melody consists of eighth and quarter notes. Chords are indicated by letters A and E7 above the staff. The lyrics are written below the notes.

E - very mor - ning at sun - rise, run - ning in the hills a - round. O how good,
6 for our lungs, for our heart and soul. Pic - king flo - wers e - very - where, go - ing home and
12 fee - ling great, o how good, for our lungs, and our heart and soul.

Adapted by R.M Provence



The Ants Song

Music and Lyrics: Emerita Emerencia

Calypso

Ants are so lit-tle, ants they can bite you, ants are ve-ry
stro-ong a-ant a-ants, where I go. Ants are so lit-tle,
ants they can bite you, ants are ve-ry stro-ong a-ants, a-ants, where I
go. You can find ants all o-ver, in-side and out, in tall trees and earth be low, where
e-ver you go. You can find ants all o-ver, in-side and out, in
tall trees and earth be low, where e-ver you go. - Watch out - they don't climb on you, watch
out they don't bite you, watch out they don't climb on you, watch out they don't bite you.
watch out, watch out. watch out, watch out. watch out, watch out,
watch out, watch out.

Adapted by R.M. Provence

The butterfly Song

Emerita Emerencia

The musical score is written in treble clef with a key signature of one flat (Bb) and a 4/4 time signature. It consists of five lines of music. Chords are indicated by letters C, F, and G above the staff. Lyrics are written below the notes. Measure numbers 4, 8, 12, and 16 are marked at the beginning of their respective lines. The score ends with a double bar line.

C F C F G C
There's - thebut ter-fly, see it fly - ing a - round the moun - tain, see it

4 F G C F G C
fly - ing e - vry - where, sprea - ding its wi - ings to fly hig - her, sprea - ding its

8 F G C G F G
wi - ings to fly a - way. Good bye, good bye good bye. See it fly - ing a - round the

12 C F G C F G
moun - tain, see it fly - ing e - vry - where, sprea - ding its wi - ings to fly

16 C F G C G G C
hig - her, sprea - ding its wi - ings to fly a - way. good bye, good bye, good bye.

Adapted by R.M Provence

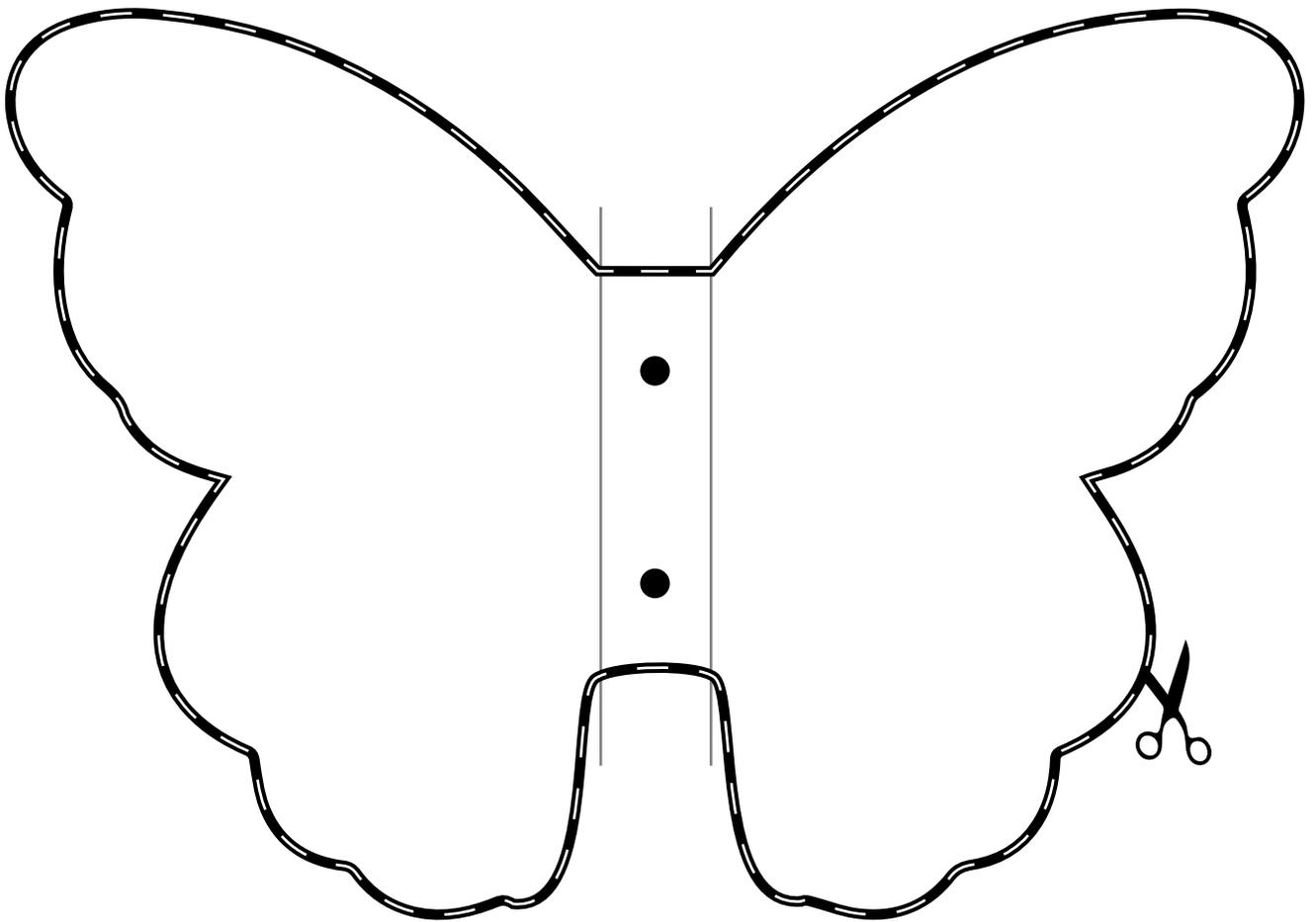
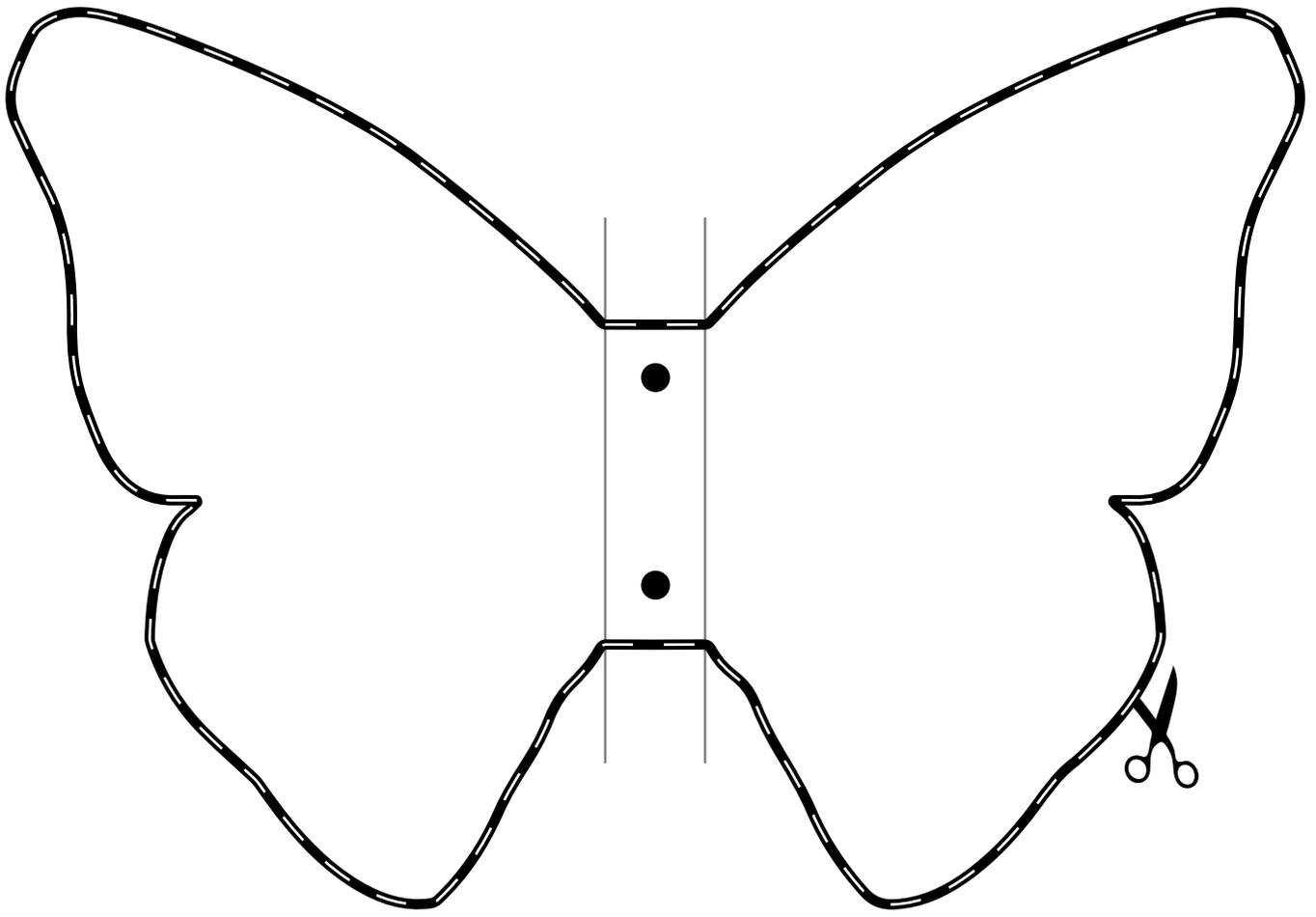
WORKSHEET BUTTERFLY

Materials:

printer
prints/copies of butterfly shapes on 150/180 gsm paper
pipe cleaners/craft wires (colored)
paint
color pencils
glue
scissors
color paper
confetti/glitter



1. Butterfly sheet.
Print this sheet on 8.5"x11", 150/180 gsm cover paper and cut in half.
Do not use too thick cover paper (the wings will be folded to add effect of movement later and heavier cover might be too heavy for pipecleaners/wire).
2. First have the students color the butterflies with paint, crayons or color pencils.
Creativity is encouraged. Cut outs or stamps or any other method can be used to decorate the butterfly.
Have them do the other side as well.
3. After the butterfly is finished. Let dry if glue or paint have been used.
Proceed to cut them out at their contour.
Fold the wings at the grey lines to create movement effect.
4. Poke a hole with an object pointy object at the black dots.
Use the popsicle stick or similar material and put them through the holes.
5. Use wire, pipe cleaners of assorted color.
Use two or more, twist them together to form a sturdier wire stick to hold the butterfly.
At the end twist and hold the butterfly with pipe cleaners at the popsicle stick.



WORKSHEET PAPERBAG MOUSE

Materials:

brown or white paper bag
paint
color pencils
color paper
print out with patterns and shapes
glue
tape
scissors

1. Paperbag.

Use a paperbag to build a mouse.
(Paperbag must fit in students hand. not too big bag sizes too assure comfortable puppet-use with their hands).

2. Place paperbag on table/work area.

It should be closed and flat like a piece of paper. Just like when they are brand new.

On one side, it's all smooth. This will be the back of your puppet. It's important that all the kids get the back and front straight at the beginning!

3. On the other side there's a flippy tab.

This flippy tab will be the head.
Open flippy tab bottom and underneath it will be the mouth. (When putting a hand in the bag, you can make the puppet talk by opening and closing it repeatedly).

4. Draw a circle or oval shape as shown in the graphic and color it red.

This will be the inside of its mouth.

5. Turn the bag again "closing its mouth"

and start placing the eyes, hat, nose, necktie, moustache or other.
(These have to be drawn or print the next page with the cutouts and color before placing them on with glue or tape).

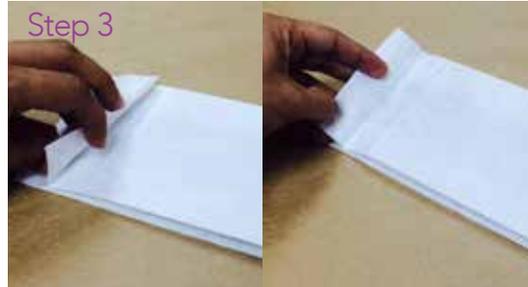
6. Last cut some black strings or fine long paper strands and glue them on the nose as the whiskers.

They can also be drawn with a marker.

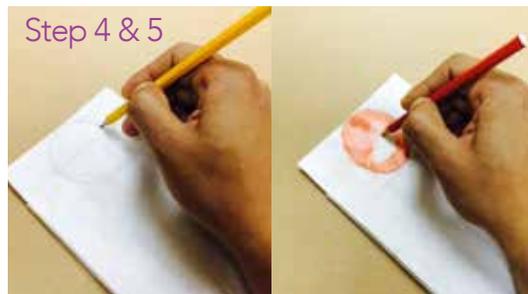
Step 1 & 2



Step 3



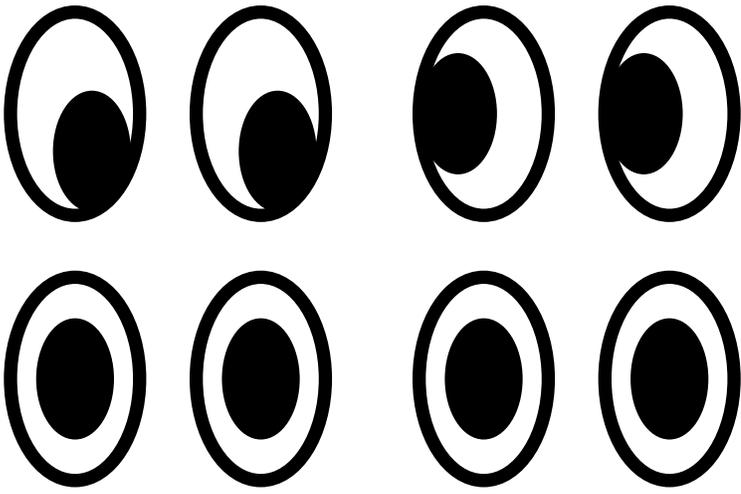
Step 4 & 5



Step 5 & 6



eyes



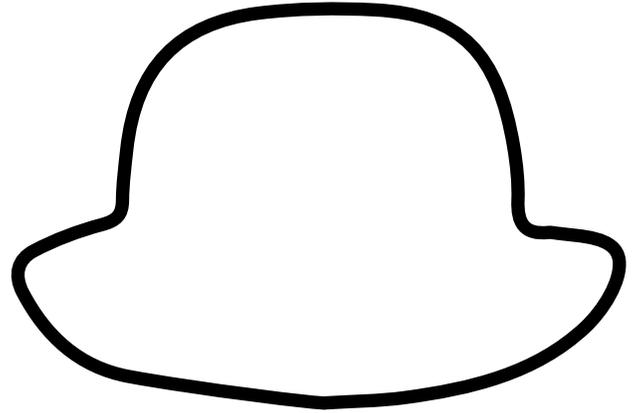
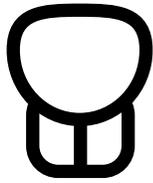
hats



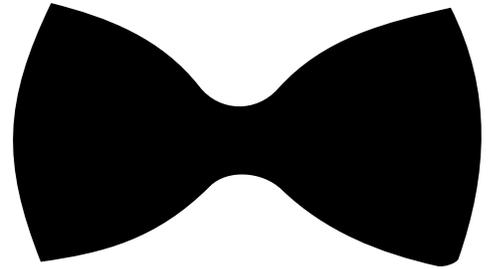
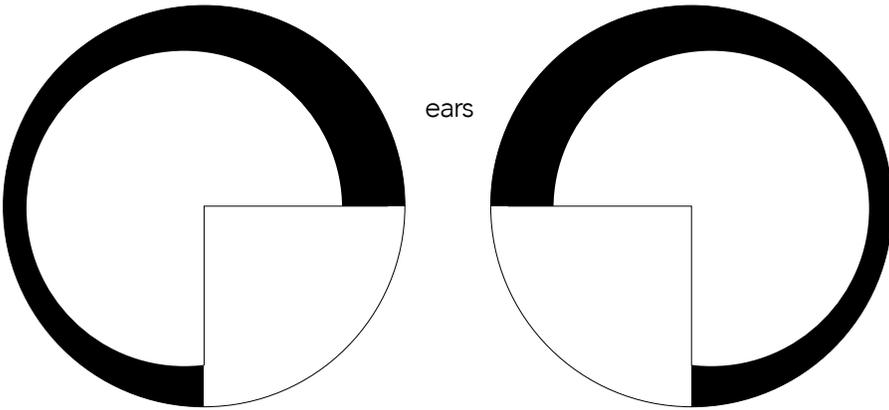
nose



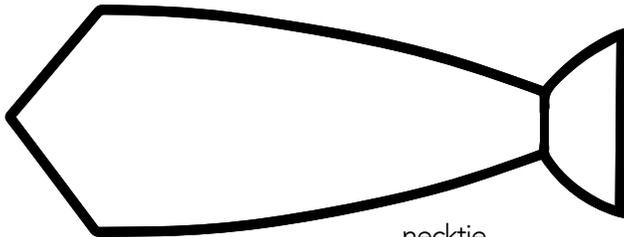
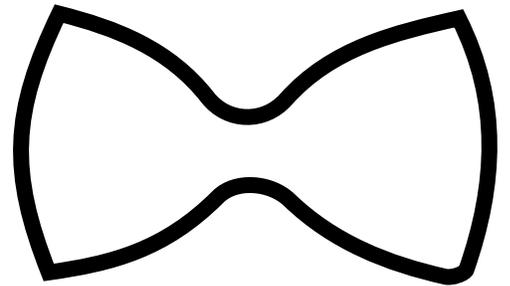
nose with teeth



ears



bowtie



necktie

moustache

