

Classic Animation Teaching Resource



About This Pack

Key learning objectives:

Research has shown that children learn more quickly through oral storytelling: their reading and writing skills develop more quickly.

This pack is intended to educate students about Africa and a sense of place; about family-ties and the role of storytelling in education in Africa; and about animation. It will stimulate imagination and creative thinking, it will encourage children to think about the similarities and the differences between children living in the UK and in Africa, enhance cultural awareness, and improve listening skills through storytelling. Teachers are also encouraged to incorporate some language learning into their exploration of African animation, using the 'Passeport pour la francophonie' on the SCILT website: www.scilt.org.uk

This aligns with both the citizenship, the language and the art and design strands of the primary school curriculum - National Curriculum in England, the Curriculum for Excellence in Scotland, the Northern Ireland Curriculum and the National Curriculum for Wales.

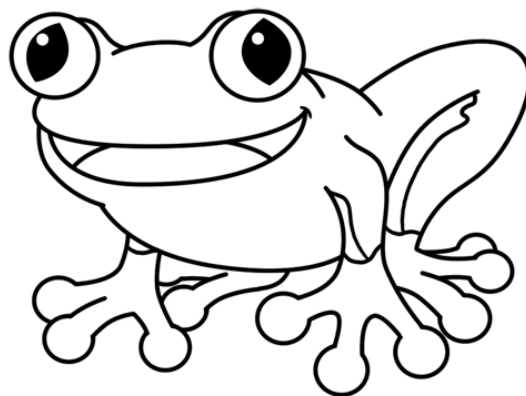
This resource includes:

- 7 very short animated films that use simple storytelling techniques
- Step-by-step lesson plans on storytelling
 - Genres and interpretation
 - Learning to listen and retell stories creatively
 - Think creatively about animating your own stories
- Some simple historical facts on animation and games to start to think about global geography
- Accompanying resources and activities for each lesson
- Comprehensive fact sheets on all topics covered

This pack is divided into three distinct parts. First it includes 3 detailed lesson outlines. These contain tips and advice on how to teach certain aspects that are relevant to the films under discussion but could also be taught independently of the films. Then there is a section with Teacher Resources. This contains fact and information sheets as well as more background on the topics under discussion, and tools designed to teach some complex topics. Lastly, there is the student resources section, which contains activity and work sheets and further information on different aspects of the lessons. All pages have been printed in a way that allows you to copy them separately, to enable you to pick and choose from the information provided, and to ensure the class is structured and built in the way that you, as a teacher, find most conducive to your teaching style.

Many thanks for your interest in this material, and we hope you enjoy teaching these films and topics, to strive to broaden the curriculum and make it more inclusive and sensitive to the diverse nature of the UK's schools today!

Classic African Animation



Research has shown that children learn more quickly through oral storytelling: their reading and writing skills develop more quickly: “Knowing how to tell a clear and coherent story is an important skill for helping young children to develop strong reading and writing skills”. In addition, Drawing and animation have the extraordinary power to bring to life oral storytelling.

Throughout this resource the focus is on the first films by two animators, Moustapha Alassane and Jean-Michel Kibushi, because their films both use animals to tell their stories, and in both films these animals are frogs.

Frogs are symbols of the link between different worlds (water and soil), and they can communicate messages between these worlds. They are also harbingers of spring, and announce change is going to come. Frogs have a unique growth cycle. The frog undergoes incredible transformations to reach full adulthood.

Selection of African animations, available online :

- Happy Travels, Sim!, Moustapha Alassane, 1966, 5min, Niger:
<https://www.youtube.com/watch?v=6Smlo-28mBw&t=20s>
- Toad Visits his In-Laws, Jean-Michel Kibushi, 1991, 8min, DRC (password: crapaud):
<http://www.africine.org/?menu=film&no=3813>

Other online animations:

- Yennega the Princess, Claude Le Gallou, 1986, 12min, Burkina:
<https://www.youtube.com/watch?v=VBh5FyqI4-U>
- The Terrible Child, Kadiatou Konaté, 1993, 11min, Congo:
<https://vimeo.com/20557679>
- The Gesture of Ségou, Mambaya Coulibaly, 1989, 9min, Mali:
<https://www.youtube.com/watch?v=3kmNF7RVLRw>
- The Woman who Married Three Husbands, Cilia Sawadogo and Daniela Roy, 1993, Burkina Faso:
<https://www.youtube.com/watch?v=pxiGMev4Dkg&t=38s>

Lesson One

A Sense of Place

Aim:

In this lesson, children will playfully and creatively learn about the globe, the continents and countries. This includes gaining insight into the diversity in the world; into how place of birth can differ between friends and family members; and into how travelling (both in the imagination and physically) can help to broaden one's understanding of diversity.

Materials needed:

A globe or a map of the world
Charts of national symbols

Stimulus (5 minutes):

Discuss in groups of four: where are they from, where are they now, do they have dreams to go somewhere else? If they had complete freedom and all the money in the world, where would they like to go and why? As they talk about these places, ask them to show their peers on the globe or the world map where these countries and cities are, and how far away they are.

Ask the pupils a few questions to warm them up, to get them thinking about the world, the globe, and their position in the world:

- Do you like travelling?
- What is the furthest away you have ever been?
- Did you fly, take a ferry or a bus/train, or did you drive there with your parents?
- What is your favourite place that you have ever visited?

Activity 1: About the African continent (10 minutes)

Ask students to think about the African continent. Ask them: Has anyone in the class ever been to Africa? Have you seen Africa in films? How does Africa look in these films? [See activity sheets.]

- The Lion King, 1994
- Madagascar, 2008, 2012
- Show 2 Frog films, 1966, 1991

What do *you* imagine Africa looks like? Is it very different from here? What are the main differences?

Make a drawing of what you think African countries, people or animals look like.

Activity 2: Globes, continents, countries (10 minutes)

Show students where Africa is on the globe, and tell them it is huge and has more than 50 countries! [See activity sheet]

Ask them:

- Do you know where Britain / England / Scotland is? Which continent are you on?
- Colour in
 - In red: your place of birth
 - In yellow: where were your parents born?
 - In blue: where do you live now?
 - In green: where do you want to go?

Lesson One

A Sense of Place (Cont.)

Activity 3: Plants and animals of Madagascar (French language)

[See clip on youtube]

Watch a film clip in French about the various plants and animals native to Madagascar such as the lemur, the zebu, the baobab tree and other flora and fauna you may find whilst visiting the island of Madagascar.

On your globe or map of Africa, show the pupils where Madagascar is, and tell them it is one of the most bio-diverse countries in the whole world, with exotic plants and animals, and a place where biologists go to research these very special fauna and flora.

A French transcription and English translation are also available.

<http://www.scilt.org.uk/portals/24/passeport2/educationscotland/passeportfrancophone/madagascar/resources/videos/wildlife/index.html>

Activity 4: National flags, National animals and National plants (15 minutes)

[See activity sheet]

Ask students whether they know how many flags Britain has. Answer: many! Every county and some towns have their own flags... Do you know yours?

Let's look at the flags of the different countries in the United Kingdom. If you have time, ask students to draw simplified flags of England, Wales, Scotland and Northern Ireland. Then tell them each also has a national plant and a national animal.

How about flags, flowers and animals of some of the biggest / most famous African countries? This activity is about listening: there are some questions that need an answer: we will find out whether the teacher has told the stories of the flags well enough for the pupils to remember some details!



Lesson Two

Storytelling

Aim:

To develop an understanding of storytelling through creativity with genres, music and performance.

Materials needed:

Pens, paper, print-outs of song lyrics
2 myths and 2 fables
Collection of West African folktales
Large pieces of paper, coloured pens, imagination and confidence!

Stimulus (5 minutes):

Tell pupils that we're going to think about and tell each other stories today. Meet Mr. Griot, the African storyteller!

Now tell students to sit in groups of three and think of their ancestors (grandparents for example) and tell their story.

If they don't know very much about their grandparents' lives, they can invent a heroic or even a romantic story. Also suggest that maybe, when they see their grandparents next time, they can ask them to tell them their stories!! They might just be the most interesting people they have ever met!

Activity 1: Music and Stories (15 minutes)

Tell the pupils about the Griot: that s/he is usually a wise old man or woman, like grandparents, and that they invent ways of telling interesting stories. Stories are often accompanied with music and dancing and song. The rhythms of music and songs can make it easier to remember a story, or to remember the rhymes in a poem. This was important, because there was not always a written language. Griots not only sang songs or recited poems, they also often played a musical instrument, such as the kora.

Question 1: Think of your favourite song: look up the lyrics and see if you can find a story in there. Do songs tell stories?

Question 2: How are songs structured? In refrains and verses. Why do you think these elements of songs return? Why are songs often structured like that? Is it a tool to remember words?

Question 3: Think of the story you told before, about your grandparents. Now try and write this story down in the form of a song or a poem. You can also combine elements of poetry and song, and make it into a rap or a hip-hop song.

Activity 2: Reading and Listening to African Stories (20 minutes)

Read these very short stories (2 myths and 2 fables) to the children. Before you start, tell them that they have to listen very carefully, because you will ask them some questions afterwards.

After the myths, ask them whether they believe the stories and why / why not. What are the stories trying to tell us? After the fables, ask them what they think is the moral of the story

Myths:

How Zebra Got his Stripes
How Tortoise got his Shell

Fables:

The lion and the wild boar
The dove and the ant



Lesson Two

Storytelling (continued)

Activity 3: Telling African Stories (30 minutes)

Provide background information, as a refresher on traditional African storytelling and the role of the storyteller. Tell the pupils you are now the griot and that you will tell a West African folktale using creative storytelling techniques.

Use gestures, facial expressions, body movements, and appropriate voices to represent different characters. Provide opportunities for the students to participate in the retelling of the tale.

Then students will get a choice of 5 stories, that they have to read and remember in a creative way, and then perform in front of their classmates.

Activity 4: Telling Your Own Stories (1 hour: 30 minutes preparation and 30 minutes performance)

Tell the students there are many different ways of telling stories. But maybe the BEST way to tell stories is when you invent everything together with your friends.

In groups of 5, get a big piece of paper and colour pens, and divide your paper into four areas: CHARACTER / TIME / PLACE / ADVENTURE. Next, use the questions in the **flow chart to adventure** to decide how you are going to fill in these four areas for your story.

You can draw or write, or cut things out of magazines and stick them on the paper. These drawings, notes and cut-outs will help you to remember the story, when you are going to perform it for the rest of your class.

Activity 5: African Creation Myths (30 minutes)

Explore and discover a key tribal belief from Egypt, about how the world was created. Children will develop a respect and understanding of world beliefs and literacy skills.

Listen: to a recording of the Egyptian creation myth. It is told in English by an Egyptian man and woman, and accompanied with traditional music. An English transcription and learning challenges are also available.

<http://www.scilt.org.uk/portals/24/passeport2/educationscotland/passeportfrancophone/egypt/curriculum/rme/overview.html>



Lesson Three

African Animation

Aim:

Students will develop an understanding of animation through creative tasks and imagination. The fairly simple techniques of thaumatropes and flip books offer ways for teachers and students to start to explore their own storytelling creativity and the potential of animation for self-expression. Activities include learning to animate one's own drawings!

Materials needed:

Background Info for teachers
2 very short films
Comic strip template
Magazines to cut up
Flip-Book or Thaumatrope template

Introduction (5 minutes):

Tell pupils that this lesson takes storytelling further, and will tell them more about the process from story to comic to animation.

The teacher should first introduce the topic along with learning objectives, explaining that they are going to be watching a few very short African animation films to learn about different myths and fables from the African continent and different easy techniques. The films may look a lot older than what you are used to, but that is because the techniques used here, like cut-out, are easier to imitate.

Stimulus: Similarities? Differences? (10 minutes)

Watch the 2 films again. After watching the films ask students to think about the differences between these animations and the ones they are used to watching on TV or in the cinema.

The stories are different but also, as these are older films, the techniques are very different. Explain that the reason we are looking at some older animations is that we can actually learn these techniques, whereas new animation as we are used to, is very complex to make.

Can they see, for example in *Happy Travels, Sim*, or in *Toad Visits his In-Laws*, what type of techniques the artists used (pen or pencil drawings or collage)? The children can do this as well! Animation is basically a very quick succession of drawings, so each image is a photo of a drawing, and if you put one after the other, you create the illusion of movement. This will be explained in what follows

Activity 1: From experience to story, through imagination (10 minutes)

Ask the kids to think of examples of comic strips they know that have been turned into films (example Marvel comics). Write down ideas on the board, and think about why these were popular.

Ask pupils to think over how they would tell their own life story: Does their life story contain dreams, hopes, wishes, and how would you depict them?

Activity 2: Create your own comic: A Day in the Life (15 minutes)

Ask students to think why animation might be a good way to tell a story. Suggest that in animations characters can do things that they would not normally be able to do in normal life: you can act out scenes from your life that would be too complicated too film, or too far-fetched, for example dreams, or fantasy, or creatures that you have invented...

Then tell students that they can now create their own comic strip based on their own story and life, or if they prefer, on one of the stories they have seen or heard (in this resource). There are many different ways do this: use the suggestions below as inspiration.

- Draw a 1-page comic strip, telling a story about your day, week, life...
- Use existing images, and create a collage, you could include text bubbles for serious or funny dialogue
- Photography – take pictures of something that inspires you, time with your friends, your community etc.

Lesson Three

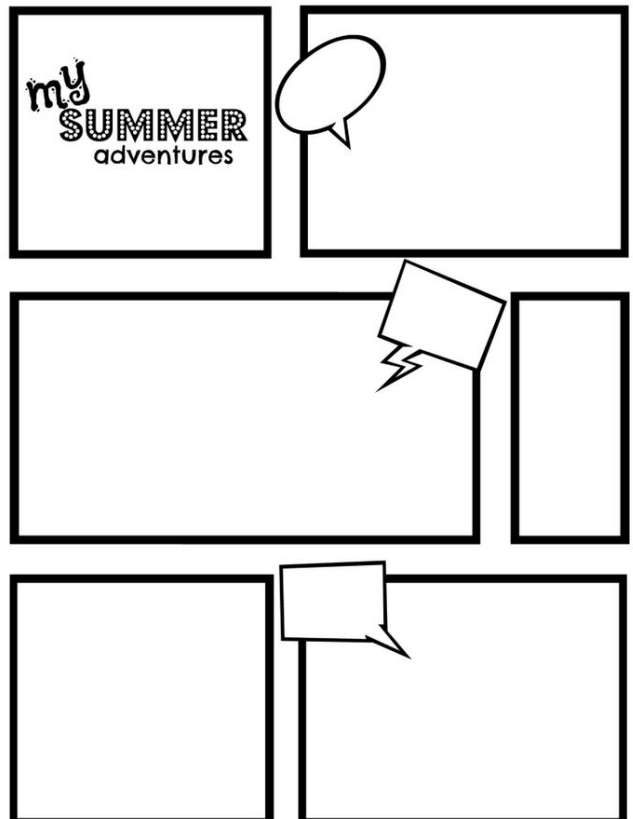
African Animation (continued)

Activity 3: From Imagination to Animation (15 minutes)

Next tell students that they are now going to turn their comic strip into an animation and they can either chose to turn it into a flipbook or a thaumatrope (see activity sheets for more details).

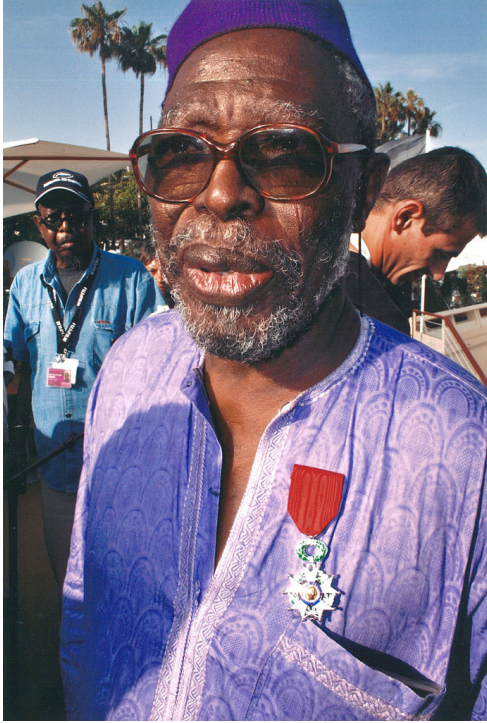
This activity is intended to make students think about using animation to tell their story and explain what makes their life unique. They can tell their own story: talk about their family, friends, fashion, their ambitions, what they like to do at the weekend, fashion etc...

**Create your own basic animation:
choose between a flipbook or a
thaumatrope!**



Teacher Resources

Factsheet: Earliest African Animators



Moustapha Alassane's films are vital and imaginative records of Nigerien traditions and rituals. In his most-loved film, *Happy Travels, Sim* (1966) he parodies colonialist attitudes toward black Africans as well as the corrupt despotism of local officials. His earliest animated films were simple projections of cardboard cutouts, but his work quickly matured into more sophisticated clay and stop-motion art. He developed his knowledge of filmmaking through friendships and collaborations with the French documentary maker Jean Rouch and the world famous Scottish-Canadian animator Norman McLaren.

Congolese filmmaker **Jean-Michel Kibushi** was introduced to the form of animation in 1988, when he did an animation workshop run by a Belgian company in Kinshasa, the capital of DRC. He was inspired to create his own mobile studio for animation, and he called it Studio Malembe Maa (which means 'slowly but surely'). He started to make his own films and work with children from rural environments in Congo, helping them to overcome the trauma of war. His first film, *Toad Visits his In-Laws*, was made in 1991. The stories in his films are based on myths and fables from his own ethnic group. He wants to conserve the oral storytelling traditions of his country.



Lesson 1, Activity 3b

Country	Flag	Animal	Plant
South Africa	Since 1994 the flag of South Africa symbolizes unity. The red, white and blue colours were taken from the colours of the Boer Republics. The yellow, black and green are taken from the African National Congress (ANC) flag.	Springbok	Sugarbush (pink, prickly flower)
Egypt	The three horizontal bands in red, white, and black stand for the Arab Liberation flag dating back to the Egyptian Revolution of 1952. The flag bears Egypt's national emblem, the Eagle of Saladin centred in the white band.	Eagle	Lotus (blue, beautiful)
Nigeria	The centred white stripe is symbolic of peace and unity, while the green stripes represent fertile land.	Crane	Costus (Yellow, trumpet-like)
Morocco	The red background on the Moroccan flag represents hardiness, bravery, strength and valour, while the green represents love, joy, wisdom, peace and hope, it is also the colour of Islam, whereas the five-pointed star represents the seal of Solomon.	Lion	Rose
Democratic Republic of Congo	Sky blue represents peace and hope, red the blood of the country's martyrs, and yellow the country's wealth and prosperity; the star symbolizes unity and a brilliant future	Okapi	Rainforest

Teachers' Worksheet: Lesson 1, Activity 3

Questions and Answers about the flags

1) What does the green colour in the Nigerian flag represent? Is this different from the Moroccan green? How so?

Green is fertility as well as love, joy wisdom and the colour of Islam

2) When was the Egyptian Revolution?

Pupils might refer to the Arab Revolutions in 2011: explain that in 1952 there was the first revolution, for full independence from Britain and with Gamal Abdel Nasser as the head of state. In 2011 the revolution was about democracy, and getting rid of the dictator Hosni Mubarak

3) Many flags have stars: what do the stars on the Moroccan flag and on the DRC flag mean?

Morocco: the seal of Solomon = The legend of the Seal of Solomon was developed by medieval Arabic writers, who said that the ring was engraved by God and was given to the king directly from heaven. A little bit like the power of the ring in Lord of the Rings!

DRC: unity and hope for the future

Teachers' Worksheet: Lesson 1, Activity 3

Questions and Answers about the flags

1) South Africa: which other countries do you know have red white and blue in their flags?

America, Britain, France, Netherlands...

2) Does anyone know why 1994 is such an important date in South Africa?

Nelson Mandela was liberated from prison, and became the first black president of South Africa

3) What are Boers?

Farmers. It is an Afrikaans word used in South Africa to refer to the Dutch settlers who took over the land from the original inhabitants, and ruled ruthlessly over the black population

4) Who is Saladin? Have you ever heard of him?

Saladin was an Egyptian hero - he was the first sultan of Egypt and the founder of the Ayyubid dynasty. Saladin led the Muslim military campaign against the Crusader states. You'll see him in many films about Egypt!

Lesson 2 Factsheet: Storytelling

Storytelling is a means of learning and transmitting one's culture, and it is used to help define and distinguish different ethnic groups and cultures. Students will meet the Griot, the African storyteller; they will learn about musical instruments like the Kora; and will be introduced to some storytelling genres such as myths and fables. Activities include listening and re-telling an orally transmitted story about African animals!

Background information:

In ancient cultures, after a hard day of work, people relaxed over a warm dinner in their homes, quite often cooked on the fire. After dinner, they might gather together for entertainment, because there was no such thing as a TV or radio then. Often villages had an old man or woman telling stories to the children and the younger people, or travelling artists, musicians and troubadours visited their village. One of these travelling artists may have been a storyteller. The stories were not only entertaining, they were also very interesting and often had an important moral lesson at their heart. That's where the saying "and the moral of the story is..." comes from.

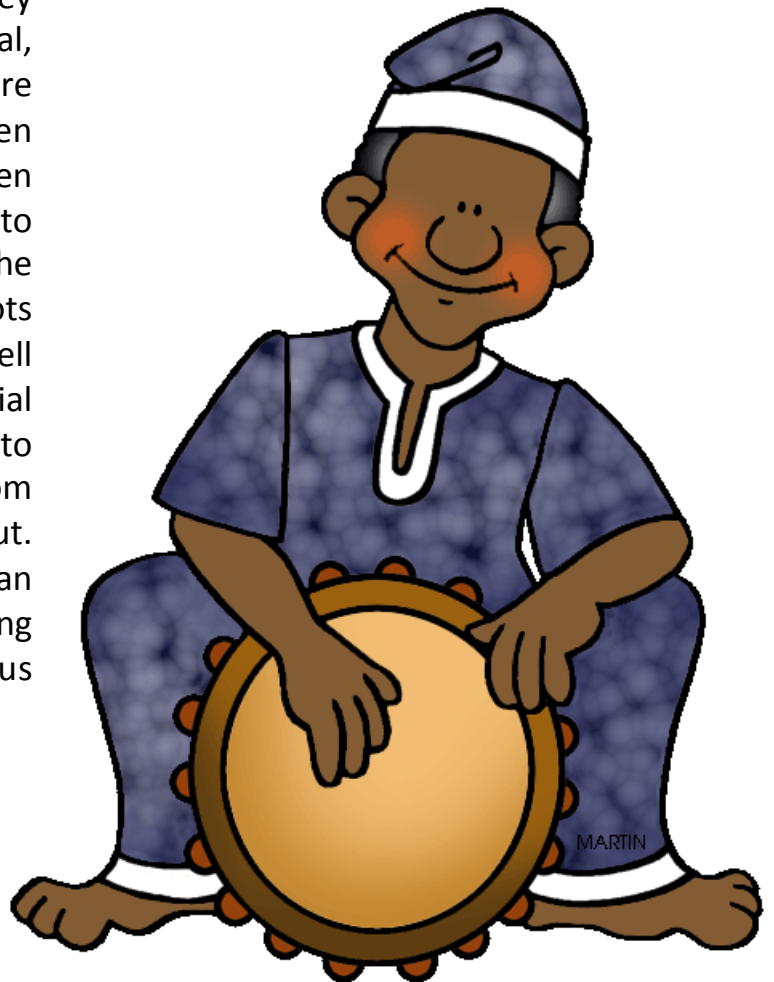
The troubadour, singer or storyteller would also try to get responses from his audience: asking questions so that the listeners could contribute to the story. In that way, stories also changed over time and became better and better. If it was a good story, the story would travel from village to village until many people knew the best stories of the storytellers. In many places around the world, these storytellers still exist: just think of theater performers, slam poetry, rap music, or think of new forms of storytelling in films, TV shows, or at the fun fairs.

Lesson 2 Factsheet: Storytelling in Africa

In Africa, the storytellers are called GRIOTS. They are very important older men or women who are respected and valued very highly. All the stories in their heads are a collection of wisdom and especially of history!

The griots are storytellers and poets and singers. After dinner, villagers might hear the sound of a drum announcing a story was soon to be told. They collected around a central fire and settled down to listen. The storytellers told many different kinds of stories: stories about the gods and goddesses worshiped by these early people, tales about war and battle and heroes and leaders and kings; stories about ancestors and about how the past can change the future, and so many more. Stories kept history alive.

Griots are serious professionals: they have to master many complex verbal, musical, and memory skills that require years of specialized training, often through their mother or father. Often they also call on their ancestors to support them and inspire them for the stories. So as you can tell, the griots were very important. Anyone could tell a story, but there was only one official Griot per village. If a village tried to steal or entice away a griot from another village, war could break out. Even today, there are griots in African villages, still telling tales and creating new stories about the marvellous people of Africa.



Lesson 2 Factsheet: Music

Stories were also often accompanied with music and dancing and song. The rhythms of music and songs can make it easier to remember a story, or to remember the rhymes in a poem. This was important, because there was not always a written language. Griots not only sang songs or recited poems, they also often played a musical instrument, such as the kora. Look at the Kora in the image, and see which instrument that you know looks like it.

Traditional African instruments in a clip:

http://www.bbc.co.uk/schools/gcsebitesize/music/world_music/music_africa4.shtml includes a clip of the kora. This is one of the six pages on BBC Bitesize Music of Africa.

The kora is a long-necked lute-like instrument with 21 strings! It must have been very difficult to play...



Lesson 2, Activity 2: Factsheet - Genres

For teachers: research suggests that the fear of speaking in public is the second greatest fear that adults have. Getting kids comfortable with speaking in front of audiences at an early age is just one benefit of teaching kids how to tell stories.

In this lesson, first children will learn about different genres of short stories. Then, the children will be encouraged to come up with stories themselves: in groups, they will be asked to invent a character, and to think of an adventure or a sudden change in their lives, and how to package this as a story. The next step will be to tell this character's story in front of the rest of the class, through performance, role play or collaboration with classmates.

But first, the teacher needs to tell and perform a story! Use the below information to explain that there are many different kinds of stories: some stories try to explain something that exists, and others visualise things that don't exist.

Myth =

- traditional story consisting of events that seem to be historical, explaining the origins of a cultural practice or natural phenomenon
- story to explain why something exists: gods and goddesses, heroes and heroines, or animals and plants, symbols with multiple meanings

Fable =

- literary genre: a succinct fictional story, in prose or verse
- features animals, legendary creatures, plants, inanimate objects, or forces of nature as actors that assume speech
- illustrates or leads to a particular moral lesson (a "moral"), which may at the end be added explicitly

Lesson 2, Activity 3: Retelling Stories

Pupil Work Period: Students will read one of the following African folktales. They will work in small groups as they practice retelling their favourite folktale.

- Why Anansi Has Eight Thin Legs
 - If you prefer to LISTEN: <https://www.youtube.com/watch?v=D25eKPWa-i0>
- The Lion's Whisker
- King of the Birds
- The Curse of the Chameleon
- Why the Cheetah has Spots on her Face

Sharing: Pupils will retell an African folktale in front of an audience: they will have to do a performance!

The ability to summarise is an essential skill for the developing fluent-comprehending reader, but it is also a highly sophisticated skill which needs to be modelled repeatedly by the teacher. It is another of those aspects of reading which sophisticated readers take for granted: as we progress through a text we are sub-consciously assimilating and synthesising each new piece of information into a constantly updated summary of the whole.

Lesson 2, Activity 4: Creating Stories

There are many different ways of telling stories. You can tell yourself stories, out loud or in silence. Perhaps your dreams are your stories. If you remember your dream, you can tell people or perhaps you write them down in your diary? You could tell stories to your brothers or sisters or your friends, where you talk and they listen. You can even tell stories to adults like your parents and teachers: they might ask questions about your day and you answer these questions, and suddenly there is the story of your day!

But maybe the BEST way to tell stories is when you invent everything together with your friends. In groups of 5, get a big piece of paper and colour pens, and divide your paper into four areas: CHARACTER / TIME / PLACE / ADVENTURE.

Next, use the questions in the **flow chart for adventure** to decide how you are going to fill in these four areas for your story. You can draw or write, or cut things out of magazines and stick them on the paper. These drawings, notes and cut-outs will help you to remember the story, when you are going to perform it for the rest of your class.

Lesson 3, Activity 3: Flipbook

Create your own animation and turn your life into a flip book!

A flip book is a collection of combined pictures intended to be flipped over to give the illusion of movement and create an animated sequence from a simple small book without machine.

The flip book looks like a small notebook – originally stapled, mostly bound today- that you hold in one hand while you flip over the pages with the thumb of the other hand, either from front to back or from back to front.

You can find more information about the history of the flip book here:

<http://www.flipbook.info/history.php>

And instructions on how to create a flip book

<http://www.metmuseum.org/metmedia/video/metkids/metkids-create/create-a-flip-book> (1 min 27)

You will need:

One small memo pad (about 3 X 4 inches)

The pad must be glued or stapled at the top, not spiral bound! Lined notebooks can also work as the lines will help you orient your drawing as it moves.

You can also make pads from 30-40 sheets of loose-leaf paper cut to size and stapled.

.... And pens!

How to do it:

Only work on the lower half of the page. You will not be able to see the upper half very well as you flip.

Start on the **last page** of the pad. Your flip book will go from back to front.

Draw a simple shape, for example a stick figure, a face or something abstract. You will be drawing the entire picture each time, so keep it basic.

Now put the next page down on top of the page you just drew on. You should be able to see through the paper to the drawing beneath.

Copy your first drawing, but in a slightly different position. Continue putting down new pages and moving your drawing. Whenever you want to check how it's coming out, just flip it!

Lesson 3, Activity 3: Thaumatrope

Create your own animation and turn your life into a thaumatrope!

A thaumatrope is a disk with a picture on each side, attached to two pieces of string. If you hold and twist the strings between your fingers and then pull them to let go, the disk will spin and the two pictures will appear as one moving image!

You will need

Two circles equal in circumference

String

Scissors

A4 piece of card or paper

Hole punch or sharp pencil

PVA glue or glue stick

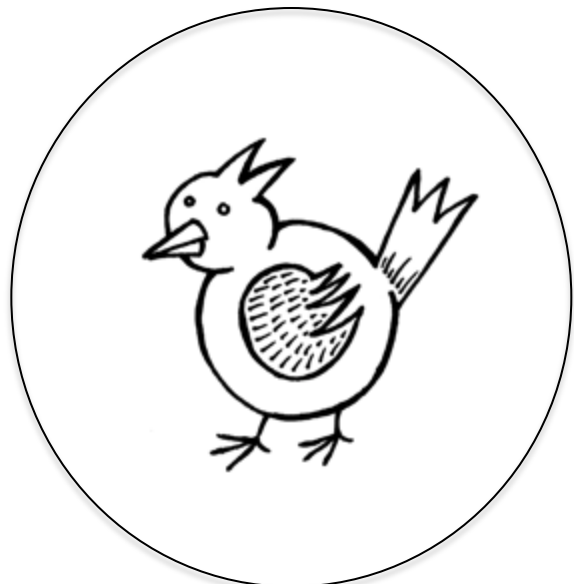
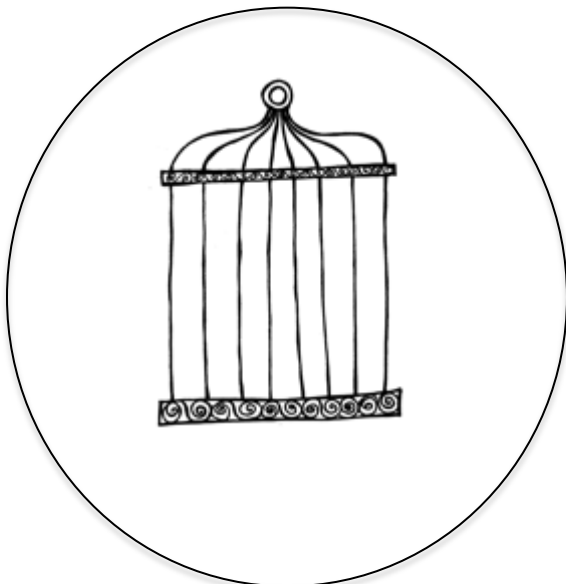
Coloured pencils or felt tips

For language teachers: an example in French: Le thaumatrope de foot

<https://www.youtube.com/watch?v=cbEEn5v2aPg> (1 min 22)

What to do

1. Download and print the thaumatrope on to an A4 piece of card or paper.
2. Cut out the two large circles.
3. Using a hole punch or sharp pencil, punch holes through the two small circles marked on each of the two large circles.
4. Glue the back of the two large circles to each other so the pictures (the bird and the cage) are each facing outwards. Make sure the holes are lined up with each other.
5. Cut two short lengths of string (about 15cm) and thread them through each hole.
6. Your thaumatrope is now complete! Hold the strings between your fingers and twist them to wind it up. Then let them unwind quickly and watch the two pictures appear as one moving image!



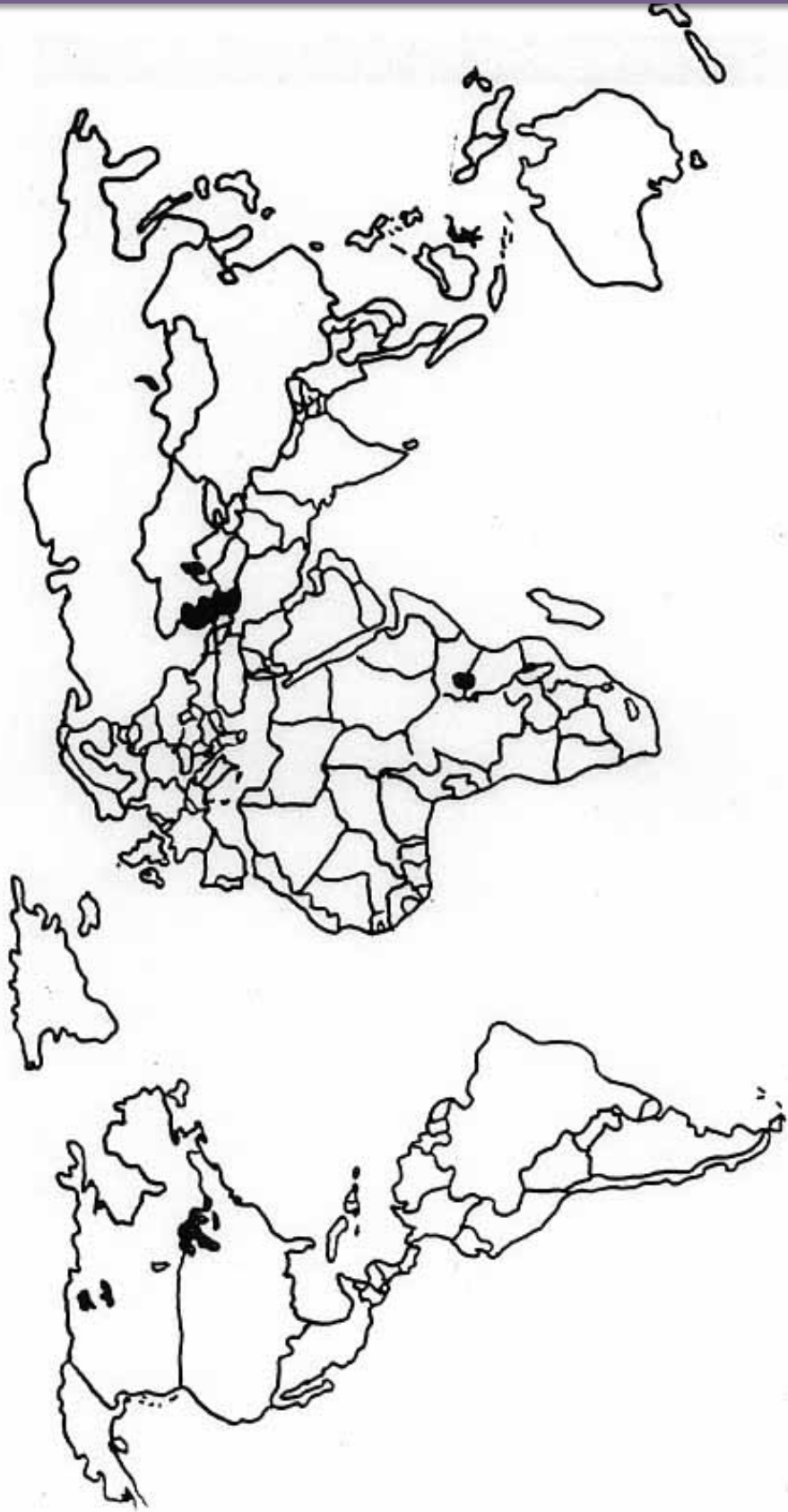
For best effects make images relate to each other

Student Resources

Lesson 1, Activity 1: Africa in Animation

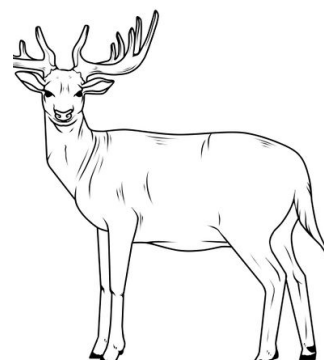
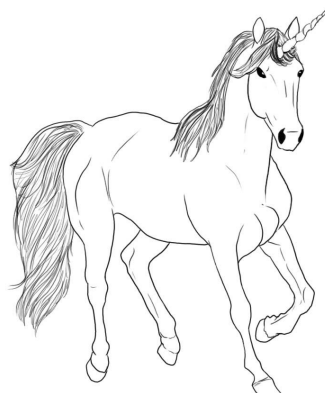
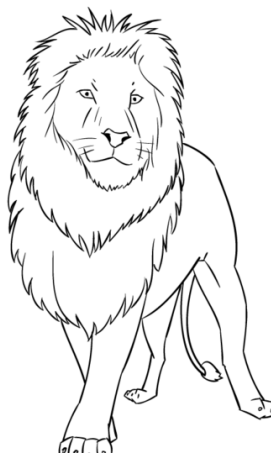
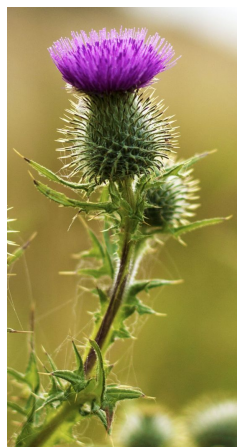
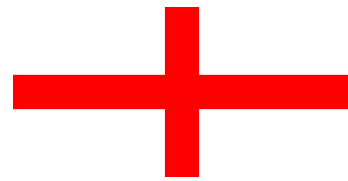


Lesson 1, Activity 2: The World!



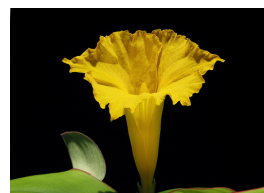
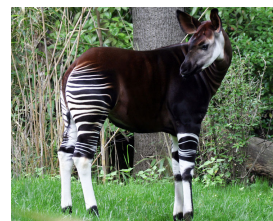
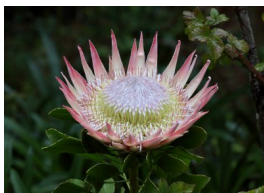
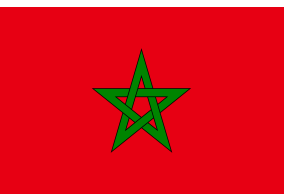
Lesson 1, Activity 3a: National identities in the UK

Connect the flag with the plant and the animal that belong together



Lesson 1, Activity 3b

Connect the flag with the plant and the animal that belong together



Students' Worksheet: Lesson 1, Activity 3

Questions and Answers about the flags

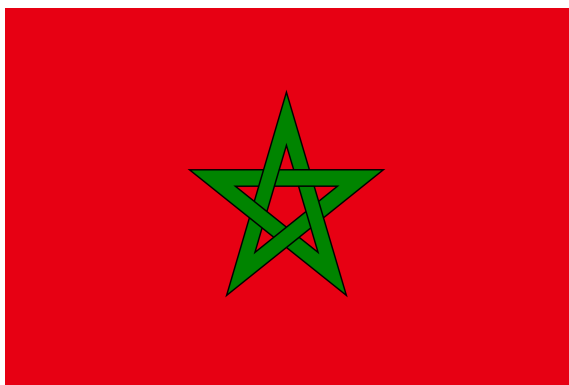
1) What does the green colour in the Nigerian flag represent? Is this different from the Moroccan green? How so?

2) When was the Egyptian Revolution?

3) Many flags have stars: what do the stars on the Moroccan flag and on the DRC flag mean?

Morocco:

DRC:



Students' Worksheet: Lesson 1, Activity 3

Questions and Answers about the flags

1) South Africa: which other countries do you know have red white and blue in their flags?

2) Does anyone know why 1994 is such an important date in South Africa?

3) What are Boers?

4) Who is Saladin? Have you ever heard of him?



Lesson 2, Activity 2: Myths

How Zebra Got his Stripes

This is one of the African myths that originates with the Bushmen.

There once was an arrogant Baboon, who called himself "The Lord of the Water". He guarded the only source of water that remained during times of drought. It was only a small pool, and he forbade any of the other animals from drinking there.

One day a Zebra and his son arrived at the pool. The weather had been very dry and hot, and there was little water to be found anywhere. They went to have a drink when suddenly a voice boomed "Go Away!, I am the Lord of the Water, and this is my pool!"

The Zebras looked up, startled, and saw the angry Baboon sitting by his fire.

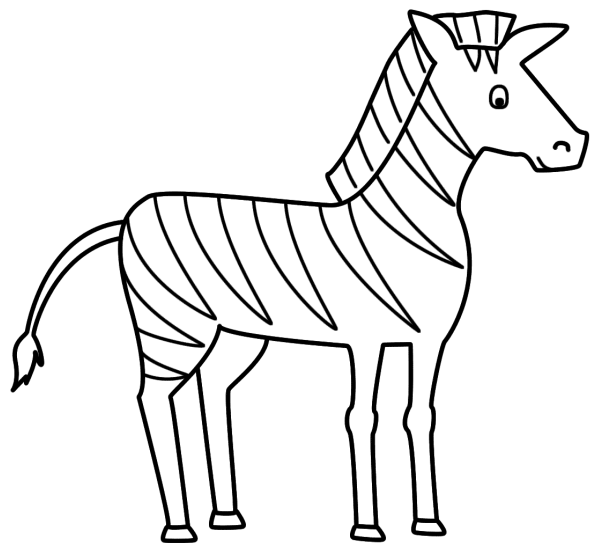
"Water belongs to everyone, not just to you monkeyface", shouted the young Zebra.

"Then you must fight me for it if you want to drink" challenged the baboon, and attacked the young Zebra.

The two were fighting for a very long time until, with a furious kick, the Zebra sent the Baboon flying through the air until he landed amongst the rocks.

To this day, the Baboon has a patch on his bottom where he landed.

After the fight and the kick, Zebra was very tired, and he fell on the Baboons fire, scorching his white coat and leaving him with black stripes all over his body. The terrified Zebras dashed away back to the plains where they forever remained.



Lesson 2, Activity 2: Myths

How Tortoise got his Shell

Long, long ago, in the African desert, lived a Tortoise. The Tortoise had a brown wrinkly body because the sun was always beating down on him, and he was getting burnt!

One day Tortoise was running a race with Cheetah; he was running so fast Cheetah could not see him. Suddenly Tortoise tripped and tumbled down a steep, rocky mountain.

At the bottom of the mountain Tortoise woke up, and he was spinning on his back! Tortoise felt all dizzy and he had a lot of pain, he tried to get up but he couldn't! He felt something hard and heavy on his back. He realised he had a cracked rock on his wrinkly body!

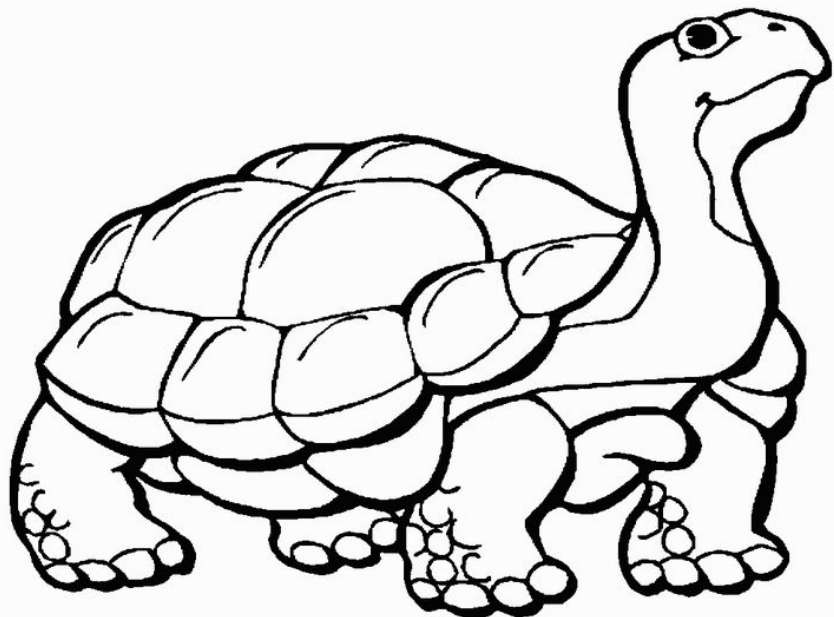
Cheetah came crashing down the mountain to see if Tortoise was ok.

Cheetah tried to help Tortoise to get up and pull the rock off his back. Tortoise screamed in pain because the rock would not come off!

Cheetah said 'Maybe you look better with the rock on your back. And also, it will protect you from the sun. Let's have another race!'

'No thanks, I am tired' said Tortoise as he curled up inside his rock.

So that is how the Tortoise came to have a shell and how the Cheetah became the fastest animal!



Lesson 2, Activity 2: Fables

The Lion and the Wild Boar

One very hot day the lion walked down to the pool to drink because he was very thirsty. As he came near the pool he saw a big wild boar standing on the other side. "Get out of my way," growled the lion. "I will drink first."

"No, you won't," said the boar. "I was here first so I will drink first."

"No, no you won't," said the lion. "I am more important than you are, so I will drink first."

"I have bigger teeth than you," said the boar, "and I know how to use them!"

Just then they heard the swoop of wings and looking up they saw several enormous vultures landing in the trees nearby. The vultures looked frightening with their huge outspread wings, humped backs and staring eyes. They had wrinkled bare necks and hooked beaks like great fishing hooks. Why were they there?

The lion looked at the boar and the boar looked at the lion. They both knew that the vultures gather when an animal dies. Dead animals are their food.

The lion said, "If we fight and I kill you, or you kill me, the vultures will be happy. They saw us quarrelling and that is why they are here."

"Yes," said the boar. "We must stop quarrelling, have a drink and go on our way. It is better to stop quarreling than to be food for the vultures."

Moral: It is better to be friends than to quarrel.



Lesson 2, Activity 2: Fables

The Dove and the Ant

One day a thirsty ant stopped to have a drink from the river. Just then he lost his balance and fell into the water and was washed away. A dove happened to be sitting in a tree nearby and saw what happened. He quickly plucked a leaf off the tree and threw it down into the water next to the ant. The ant was able to climb onto the leaf and was saved from drowning.

A while later a hunter came by with his trap. He started setting up his trap to catch doves. The ant knew what he was up to. "How can I let this hunter catch the dove that saved my life?" he thought. "I must do something! But how can a little ant like me save my friend from a great big man?" Then he had an idea. He hurried across the path, climbed the man's leg and then gave him a very sharp bite. "Owww!" yelled the hunter and dropped his trap. The dove flew off. "Thank you, dear ant, for saving my life," he called. "I'll never forget your kindness!"

Moral: Do to others as you wish them to do to you.



Lesson 2, Activity 3: Stories to Retell

Anansi the Spider (A West African Story)

Once upon a time, a long time ago, there lived a spider named Anansi. He loved to taste the food that others in the village made for themselves and for their families.

One day, he stopped by Rabbit's house. "There are greens in your pot," cried Anansi excitedly. He loved greens. "They are not quite done," said Rabbit. "But they will be soon. Stay and eat with me." Anansi said "I would love to, Rabbit, but I have some things to do." If he waited at Rabbit's house, Rabbit would certainly give him jobs to do.

"I know," said Anansi. "I'll spin a web. I'll tie one end around my leg and one end to your pot. When the greens are done, tug on the web, and I'll come running!" Rabbit thought that was a great idea. And so it was done.

"I smell beans," Anansi sniffed excitedly as he ambled along. "Delicious beans, cooking in a pot." "Come eat our beans with us," cried the monkeys. "They are almost done." Anansi said "I would love to Father Monkey". And again, Anansi suggested he spin a web, with one end tied around his leg, and one end tied to the big bean pot. Monkey thought that was a great idea. All his children thought so, too. And so it was done.

"I smell sweet potatoes," Anansi sniffed happily as he ambled along. "Sweet potatoes and honey, I do believe!"

"Anansi," called his friend Hog. "My pot is full and almost done! Come share my food with me." "I would love to," said Anansi. And again, he spun a web, with one end tied around his leg, and one end tied to the sweet potato pot. His friend Hog thought that was a great idea.

By the time Anansi arrived at the river, he had one web tied to each of his eight legs.

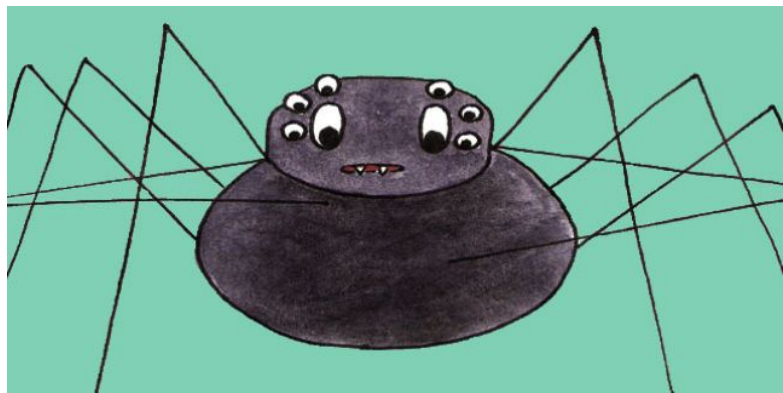
"This was a wonderful idea," Anansi told himself proudly. "I wonder whose pot will be ready first?" Just then, Anansi felt a tug at his leg. "Ah," said Anansi. "That is the web string tied to Rabbit's greens." He felt another. And another. Anansi was pulled three ways at once.

"Oh dear," said Anansi as he felt the fourth web string pull.

Just then, he felt the fifth web string tug. And the sixth. And the seventh. And the eighth. Everyone pulled on the web strings at once. His legs were pulled thinner and thinner. Anansi rolled and tugged himself into the river. When all the webs had washed away, he pulled himself up on shore.

"Oh my, oh my," sighed Anansi. "Perhaps that was not such a good idea after all."

To this day, Anansi the Spider has eight very thin legs. And he never got any food that day at all.



Lesson 2, Activity 3: Stories to Retell

The Lion's Whiskers (A Nubian Tale)

Once upon a time, there lived a young husband and wife in a small village in Africa. For some time, they had not been happy. They began to come home late from work. They used to be very loving but now they were making each other sad because they spent so much time apart.

Finally, the wife went to the oldest man in her village, the village elder. The elder was sad to hear their marriage was not so happy. He had married them only two years before. At the time, he was sure that the marriage would be good.

"I want my husband to be loving," she said. "I want to be loving. We are both miserable."

"I think I can help you," the elder said slowly. "I can prepare a secret potion that will change your husband into a loving man again."

"Prepare this magic potion at once!" the young wife cried out excitedly.

"I could make it," he said sadly. "But I am missing an important ingredient. I am too old to get this ingredient for you. You must bring it to me."

"What do you need?" the young wife asked eagerly. "I'll bring it today."

"I need a single whisker taken from a living lion to make the potion work."

Her eyes widened in alarm. She bit her bottom lip. She straightened her shoulders. "I'll get it for you," she nodded.

The next morning, the young wife carried a huge piece of raw meat down to the river where lions sometimes came to drink. She hid behind a tree and waited. After waiting many hours, a lion ambled down to the river to have a drink. He sniffed at the raw meat. In three bites, the meat was gone. He raised his mighty head. He knew she was there. The young wife held her breath. The mighty lion moved slowly back into the forest and disappeared.

The next day, the young wife came again. This time, the lion appeared quite quickly. This continued for many days. Days became weeks. Each day, the woman crept from her hiding place behind the tree, moving closer and closer to the lion.

At the end of four weeks, she moved quietly next to the lion and sat silently while he ate. Her hand shaking, she reached slowly out and pulled a whisker from his chin. Holding her prize firmly in one hand, she sat frozen until the lion had disappeared back into the forest.

She ran to the elder, waving her whisker. "I have it," she shouted. "I have it!"

The elder was in awe when he heard her story. "You do not need magic to change your husband back into the loving man he once was. You are brave enough to pull a whisker from the chin of a living lion. It took cleverness and bravery to do what you have done. Can you not use that same patience and courage and wit with your husband? The potion would not last. Trust me, my child. Show each other each day that you love each other. Share your problems. Make each other feel wanted and needed. Give and take time to change and see what happens."

The young wife went home and followed the elder's advice. Slowly, they both began to return from the fields early. They began to be glad to see each other again. Within a month, their life was happy again.

Lesson 2, Activity 3: Stories to Retell

King of the Birds (A Zulu Story)

Some time after the Creator had finished making the beasts of the sea, land and sky, He was busy putting the finishing touch to His work by creating People. Nkwazi, the great Fish Eagle, called a meeting of all the birds. And they came, from the Flamingo to the Weaver, from the Warbler to the Owl, they all came.

"Ah-hem," Nkwazi began by clearing his throat. The chatter died down as everyone turned their gaze on the magnificent eagle. "I have asked you all to be here for a very important reason. As you all know, Lion is the king of all the beast of the land. But he hardly dare speak for us, the great winged creatures of the air! It is my suggestion that we chose from among us a bird to be our leader!"

A ripple of chattering began as the birds turned to one another to discuss the idea.

"Ah-hem!" Nkwazi cleared his throat once more. He waited until he had the attention of all present. "As I am the most majestic and regal bird present, I suggest that I, Nkwazi, be the King of the birds!"

A great deal of mumbling began from all corners of the gathering. Then one voice rose above the others, demanding attention.

"Yes, Nkwazi, you are indeed majestic." It was the giant Eagle Owl, Khova, speaking. "However I actually think that it is I who should be the King of the winged animals. You see, I have the largest eyes of any of the birds. I can see everything that happens, and therefore am very wise. It is wisdom we need in a leader more than stateliness."

Again a low murmur went through the crowd until a third voice demanded attention.

"I acknowledge Khova's wisdom and Nkwazi's regal bearing, however I propose that I be King of the birds," said Kori Bustard, Ngqithi as he walked to the centre of the circle as he spoke. "I am the largest of all the birds. Certainly strength is an important factor in leadership!"

All the birds began to speak at once. Some threw their support behind the Eagle, some believed the Owl should be the King, while others liked the Kori Bustard. Finally after a long period of arguing, a little voice was heard rising above the din.

"Excuse me. Excuse me, please!" It was Ncedede, the tiny warbler. He was so small and insignificant looking that he was easily overlooked. Finally the crowd became silent and allowed the little bird his say. "If we are going to elect a King of the birds, well, I think it should be me!"

Everyone broke into laughter. Surely this miniature warbler was jesting! Ncedede, King of the birds! Unthinkable! Silly creature for even thinking it! What, the audacity of this little thing! What arrogance! What impudence!

"And what reason would you give for having us elect you as our King?" asked Nkwazi staring into Ncedede's eyes.

"Well," began Ncedo, "no real reason, besides to say that I should be given every bit as much opportunity as anyone else!"

While they laughed at Ncedo's suggestion, the assembly was impressed with the little fellow's courage!

"What we need is a competition!" decided Nkwazi. "We will have a contest to see who is fit to be our King!" Everyone seemed to like this idea. It was agreed that on the first day after the full moon the birds would again gather. They would meet on the open field when the sun was high in the sky. And when the sun touched the tallest tip of the mountain, the birds would fly up. The one who could fly the highest and touch the hand of God would become the King.

On the appointed day the birds assembled. Patiently they watched the sun make her way down from the sky. At the exact moment she touched the tallest peak of the mountain, the birds all rose into the air. It was a magnificent sight to see.

Now, little Ncedo was there. He was determined to prove that he had just as much right as anyone else to be the King. But he knew that his little wings could not lift him very far. He had therefore made a special plan. Just before the birds took off, Ncedo silently crept underneath the wing of the mighty Fish Eagle. He carefully pushed his way deep down into the raptor's largest feathers. Nkwazi was so busy concentrating on the descent of the sun, he didn't feel a thing.

Higher and higher the birds soared. The little ones fell out of the race after a short time. Slowly they drifted back down to earth to watch the others. Soon all but three of the birds had dropped out of the competition. Eagle, Owl and Bustard fought to see who would claim the prize. They were so tired, but they pushed on, higher and higher. The strain was too much for owl, and with a resigned "Hoo-hoo" he dove back toward firm ground. Now it was Nkwazi and Ngqithi. Up and up they went, closer and closer to the hand of God. But no matter how much he tried, the feat was too much for the heavy Bustard. After a final pull with his mighty wings, he called to Nkwazi. "Ah, my friend, it seems you are the winner. I can go no further."

That confession seemed to temporarily strengthen the Eagle; he gathered his last bit of strength and climbed beyond the Bustard.

"Wheeeee-whee-whee!" The victorious sound of Nkwazi's call filled the sky.

"Not so fast, Nkwazi!" chirped Ncedo, and he shot out from under one of the mighty bird's feathers. "You have not won yet!" And with that Ncedo rose above Nkwazi to touch the hand of God. No matter how hard he tried, Nkwazi just didn't have the strength left to climb any farther. With a groan he allowed himself to begin gliding down to earth.

Now, all the birds below had watched this and were angered by Ncedo's trickery. As Ncedo returned to the soil he did not find the kingly welcome he expected. Instead every bird in the kingdom was ready to pluck the feathers from little Ncedo's back. But the quick little bird saw their anger and flew into a deserted snake hole.

"Come out, Ncedo!" snapped the bustard. "Come out and get the prize that you deserve!"

"Yes!" echoed all the other birds. "Come on, Ncedo! Where's your brave face now?"

But Ncede stayed hidden. The birds guarded the hole until long after sunset, waiting for Ncede to show his face. All through the night they waited, thinking that Ncede had to come out for food or water soon. In the morning Ncede had still not appeared. "Listen," said Nkwazi, "I am faint from hunger. We do not all need to guard the hole. I suggest we take turns until the little jokester decides to come out!" Everyone agreed, most of them being terribly tired.

"I am not yet weary or hungry," volunteered the owl. "I do not mind taking the first watch. Just mind that someone comes back in an hour or two to relieve me!"

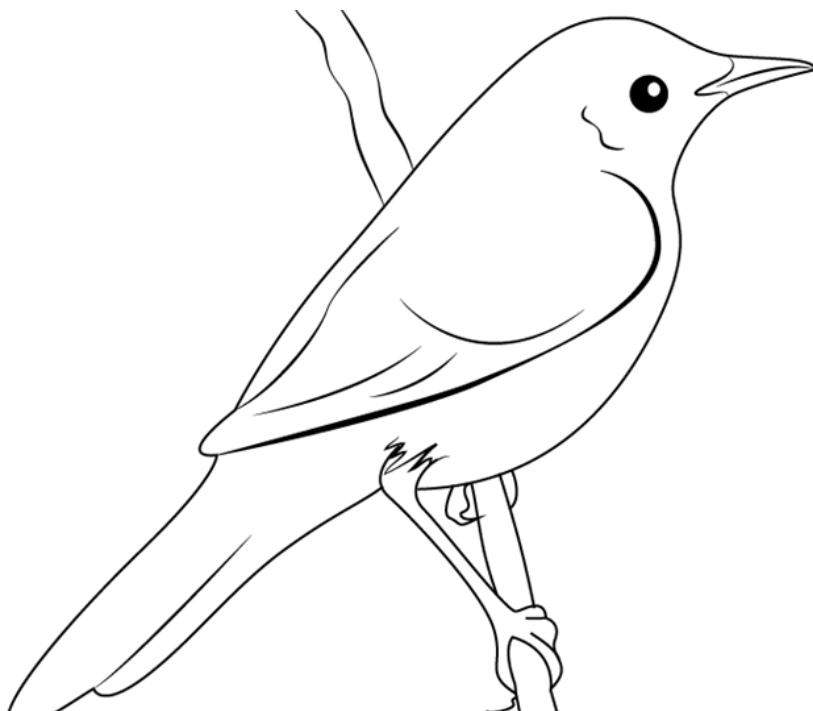
A quick roster was drawn up and everyone but owl went off to sleep or hunt for food. Owl was used to being still and waiting for his prey. He waited and waited it seemed to him forever. Finally he decided to close just one of his eyes. "After all," he thought, "even one of my eyes is bigger and can see better than both eyes on any other bird!" He closed his right eye and peered into the dark hole with his left eye. Several minutes later Owl decided to switch and so he open the right eye and closed the left. This went on for quite a while, until one time Owl forgot to open the right eye when he closed the left. There he was, both eyes closed! And he fell fast asleep.

Now this was the moment for which Ncede had been waiting. Before the opportunity was lost, Ncede shot out of the hole and disappeared into the forest. Eagle, who was on his way to relieve Owl, saw the little creature leave and cried out. He went to owl and found the bird in a deep sleep.

"Wake up, you fool!" he shouted at owl. "You fell asleep and Ncede got away!"

Well, Owl was so embarrassed by his mistake, to this day he sleeps during the day and does his hunting at night so that none of the other birds will bother him about having been caught sleeping on the job. And Ncede, he hides out in the forest, flittering from here to there, never stopping anywhere long enough to be caught.

And who became the King of birds? No one knows. They are probably still arguing over it to this day.



Lesson 2, Activity 3: Stories to Retell

The Curse of the Chameleon (A Zulu Story)

After God the great Creator finished making all things, he sat back and took a long look at the world he'd made. He smiled and decided that it was very good. He was especially pleased with the people, the first man and woman. They, after all, were the most like himself. "Yes," he thought, "this is good! Very good!"

But as time went on the Creator noticed that man and woman kept injuring their bodies. Oh, the skin would heal with time, but it always left scars. And after many years the first man and woman's bodies were looking old and tatty indeed! "Hmmm," thought Creator, "these bodies are wearing out! Time, I think, for new ones!"

So Creator called Chameleon to himself. "Listen, Chameleon," said Creator, "I have a package that I want you to deliver to man and woman. It is most urgent, so do not delay. Go straight to the people, tell them I sent you, and give them this parcel from me!" With that he pushed a small package into Chameleon's hands. "I trust you, Chameleon, for you are loyal and swift. Go now!"

So Chameleon set off to do as his Lord bid. In those days Chameleon was fast as lightning. He sped toward Earth, the parcel neatly tucked beneath his arm. When he reached the great river he paused to take a drink. And this proved to be his undoing!

Snake just happened to be drinking at the same time. "Hello, Cousin Chameleon," he hissed. "My, you are in a great hurry today! What are you about?"

Chameleon looked up. "Yes, I see you, Snake!" "I have a package to deliver for Creator. Something for the people."

Now Snake hated the people. They walked so far above the ground, often treading on Snake and his family members without even noticing. And Creator seemed to pay so much more attention to them than he did to the other animals. Snake was bitterly jealous of people, and when he heard that Chameleon was taking a gift to them from Creator, Snake began to scheme. How could he make sure that people did not receive this gift?

"Oh, dear Cousin Chameleon," Snake hissed, edging closer to Chameleon and the parcel. "It is so good to see you again! My family has missed you a great deal! All of our other relatives come often to share a meal. But you never seem to have time for us! One would tend to think that perhaps you thought yourself too good to associate with your close kin!"

Now Chameleon was a sensitive fellow. It worried him to think that Snake might have something against him. "Oh, no, dear cousin Nyoka," pleaded Chameleon. "I assure you that I hold you in high regard! I would be honoured to come for a meal sometime!"

"Well," Snake answered quickly, "why not now? My wife is at this very moment waiting lunch for me. She would be pleased beyond words to see you dine with us!"

"Oh, dear!" answered Chameleon, looking at the parcel still tucked beneath his arm. "I really have an urgent errand for Creator at the moment. Ummmm....perhaps some other time?"

"Yes, yes," hissed Snake turning away with a hint of disgust in his voice. "Just as I thought. Too good for the likes of us! Well, run along then with your all-important business."

Chameleon looked at the sun. It was still high in the sky. He could have the mid-day meal with Snake's family and have plenty of time left to deliver the package. Perhaps he was being too hasty. "Wait, Snake," Chameleon spoke quickly. "I was being too abrupt. I beg your pardon. I really would love to have a meal with you. To prove it I will dine with you now and do my business after the meal!"

Snake smiled to himself before he turned back toward Chameleon. "Oh, Chameleon," Snake replied, sounding quite humble indeed, "Thank you! It is we who will be honoured by your presence, I assure you!" And with that he led Chameleon off to his burrow.

Snake's wife had really outdone herself, as usual. She'd prepared a huge and sumptuous meal and truly was delighted to see that Chameleon had come to share it with them. She encouraged him to have more and more, and as it was so delicious, Chameleon helped himself until he was almost too full to move. He was having such a good time, and was especially enjoying Snake's outstanding utshwala (oo-chwah'-lah = a traditional Zulu beer brewed from sorghum), that he forgot all about his special mission. Snake smiled slyly as he watched Chameleon's head nod and his eyelids droop. Snake laughed aloud as Chameleon fell asleep with a satisfied little grunt.

"What is so funny, my husband?" asked Snake's wife, accustomed to the ways of nature to rest after the mid-day meal in the hottest hours of the day. She saw nothing strange or funny about Chameleon's behaviour. It was actually a compliment to her as a hostess, that she had made her guest so comfortable and welcome.

"Look here," Snake hissed, as he gently lifted the package from under Chameleon's arm.

"What is that?" she asked.

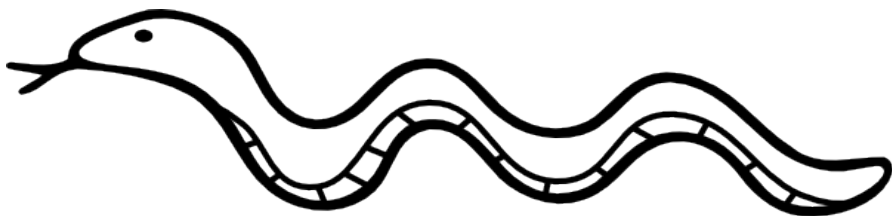
"A gift for us from Creator," Snake laughed. And with that Snake tore open the parcel. "Look, my good wife," he exclaimed, lifting something from the box. "Creator has sent us new skins! New skins, so that whenever our old ones wear out we can change into new ones!" Snake laughed again, louder this time, waking his guest. Chameleon took one look at the parcel and immediately knew what had happened.

"No, Snake!" Chameleon pleaded, a sinking feeling in the pit of his stomach. "Those are not for you! They are for people. You know that! Give them back!" Chameleon stretched out his hands toward the skins. "Please, Nyoka! Give them back!"

But Snake just laughed, holding the skins beyond Chameleon's reach. "No, my cousin. These are my skins now!" And with that Snake slithered away.

As the sun went down Chameleon was sick with sadness for the way in which he'd been betrayed and for the way in which he had disobeyed. He hid away from Creator in the braces of the trees, clinging to the limbs, moving slowly so as not to be detected. He was too afraid to face Creator.

To this day snake will shed his old skin and don a new one whenever he is feeling his age.



Lesson 2, Activity 3: Stories to Retell

Why Cheetah's Cheeks Are Stained (A Zulu Story)

Long ago a wicked and lazy hunter was sitting under a tree. He was thinking that it was too hot to be bothered with the arduous task of stalking prey through the bushes. Below him in the clearing on the grassy veld there were fat springbok grazing. But this hunter couldn't be bothered, so lazy was he! He gazed at the herd, wishing that he could have the meat without the work, when suddenly he noticed a movement off to the left of the buck. It was a female cheetah seeking food. Keeping downwind of the herd, she moved closer and closer to them. She singled out a springbok who had foolishly wandered away from the rest. Suddenly she gathered her long legs under her and sprang forward. With great speed she came upon the springbok and brought it down. Startled, the rest of the herd raced away as the cheetah quickly killed her prey.

The hunter watched as the cheetah dragged her prize to some shade on the edge of the clearing. There three beautiful cheetah cubs were waiting there for her. The lazy hunter was filled with envy for the cubs and wished that he could have such a good hunter provide for him. Imagine dining on delicious meat every day without having to do the actual hunting! Then he had a wicked idea. He decided that he would steal one of the cheetah cubs and train it to hunt for him. He decided to wait until the mother cheetah went to the waterhole late in the afternoon to make his move. He smiled to himself.

When the sun began to set, the cheetah left her cubs concealed in a bush and set off to the waterhole. Quickly the hunter grabbed his spear and trotted down to the bushes where the cubs were hidden. There he found the three cubs, still too young to be frightened of him or to run away. He first chose one, then decided upon another, and then changed his mind again. Finally he stole them all, thinking to himself that three cheetahs would undoubtedly be better than one.

When their mother returned half-an-hour later and found her babies gone, she was broken-hearted. The poor mother cheetah cried and cried until her tears made dark stains down her cheeks. She wept all night and into the next day. She cried so loudly that she was heard by an old man who came to see what the noise was all about.

Now this old man was wise and knew the ways of the animals. When he discovered what the wicked hunter had done, he became very angry. The lazy hunter was not only a thief, he had broken the traditions of the tribe. Everyone knew that a hunter must use only his own strength and skill. Any other way of hunting was surely a dishonour.

The old man returned to the village and told the elders what has happened. The villagers became angry. They found the lazy hunter and drove him away from the village. The old man took the three cheetah cubs back to their grateful mother. But the long weeping of the mother cheetah stained her face forever. Today the cheetah wears the tearstains on its face as a reminder to the hunters that it is not honourable to hunt in any other way than that which is traditional.



Lesson 2: Flow Chart To Adventure!

CHARACTER: You can invent the characters: is it a girl or a boy, how do they speak, what do they wear, what skin colour do they have and how old are they? Who are their family and friends?

TIME: When is the story set: is it in the past or in the future? Or perhaps just now, today?

PLACE: You decide where the story is going to take place. What is the setting? Is it at the seaside, in the garden, in the mountains, in which country?

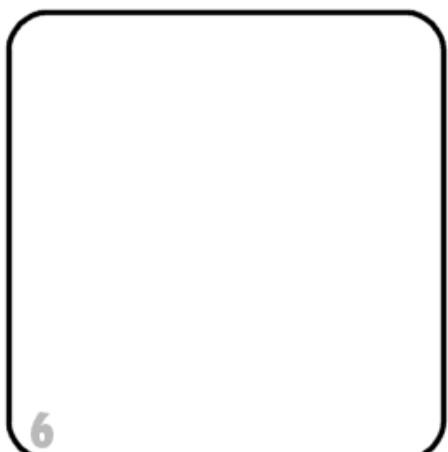
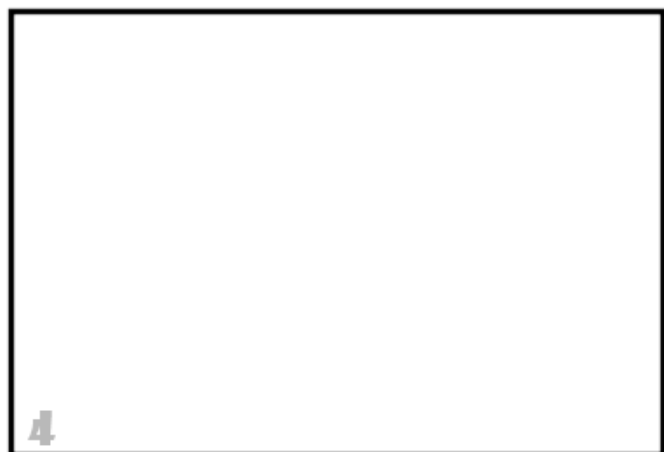
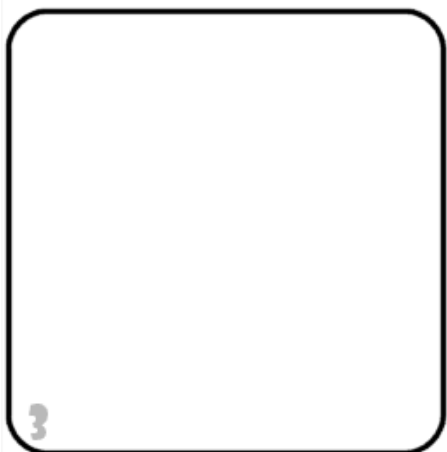
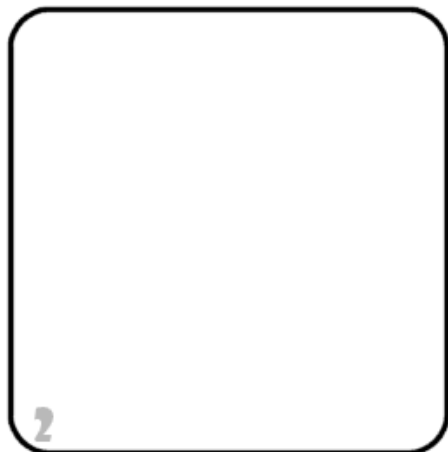
ADVENTURE: And then you can invent a story, an adventure. Maybe your character will take a journey to a far away place. Why does he or she do that? Or maybe there is a new person at school or in the youth group, and new things happen because of this new person? Is it a nice new person or a mean person?

Or perhaps your character is growing up, and society expects him or her to do something (e.g. will she go to a new school, or does she want to get married, or perhaps she needs to find a job?). How will your character deal with this?

Now tell your story to your classmates and the teacher: perform it, use sound effects, illustrate it on the board, be super inventive!

Lesson 3, Activity 2: Comic Strip Template

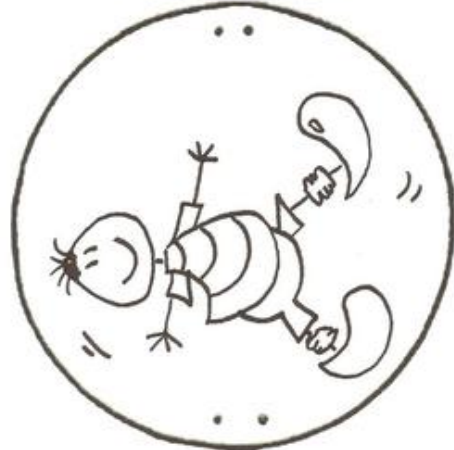
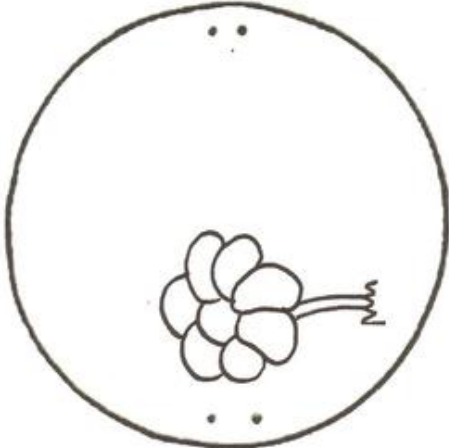
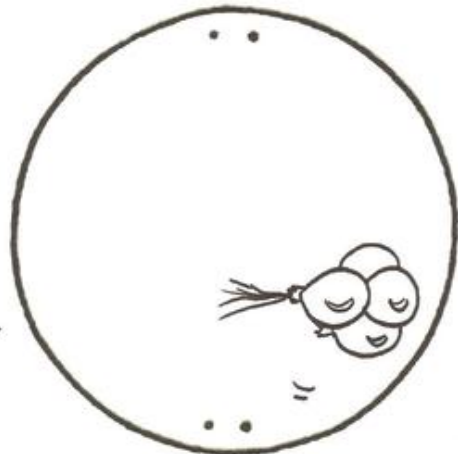
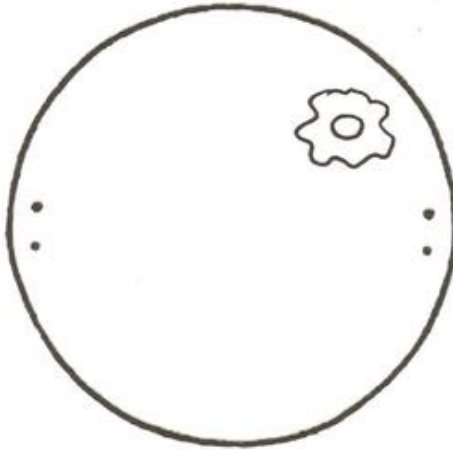
COMIC STORY



**THE
END**

Names: _____ & _____

Lesson 3, Activity 3: Thaumatrope



Lesson 3, Activity 2: Thaumatrope Template

