

TEACHER
RESOURCE

JUNGLE BOOK

ROBERT WILSON
/ COCOROSIE



TEACHER PACK: JUNGLE BOOK

Welcome!

This Teacher's Resource is your guide to preparing for your visit to see the *Jungle Book* at Factory International or to expand the experience into your classroom around our themes. In this document we go deeper into the *Jungle Book*, exploring its written origins and analysing its different adaptations through the years. This resource will provide strong foundations for you and your students to discover how literature, language and art can be used to convey human (or non-human) nature. This resource is designed for KS2 years, but can be delivered in KS1 by adapting some of the activities.

The *Jungle Book* is an original production by *Théâtre de la Ville-Paris*, directed by Robert Wilson, and with music and lyrics by CocoRosie. Factory International is bringing the first English version of the show to Aviva Studios, from 27th to the 31st of March 2024.

The Creative Learning Team at Factory International provides resources to visitors and educators, as well as other opportunities in schools and around the show for people to learn and have fun together. Through these documents, may they be printed or digital, you can expand the show's experience through the lens of the themes we've picked for you.

- **ADVENTURE & JOURNEY:**

We want people to feel immersed in the resources we provide. Learning is a life-long adventure, and we hope that these resources help people of all ages to dig deeper into the *Jungle Book* universe.

- **COMMUNITY & BELONGING:**

We want people to think about the shape, boundaries and shared areas in their community. Throughout the *Jungle Book* resources, you will be able to find multiple questions to help you figure out where you feel like you belong.

- **UNUSUAL FRIENDSHIPS WITH ANIMALS:**

Animals are central to the *Jungle Book* - our resources will help you look around and wonder what the non-humans around us think, feel or want.

PROPOSED SESSION PLAN (2 Hour lesson)

ACTIVITY	DESCRIPTION	TIME*	NEEDS
1. INTRO TO SOURCE MATERIAL / CRITICAL ANALYSIS OF TEXT AND MEDIA			
The Book	To learn more about Rudyard Kipling's work and to understand its historical context and importance.	20 MIN	Excerpts of the book
The Film	To learn more about the differences between literary and visual narratives.	20 MIN	Excerpts of the films / Screenshots of the film
2. UNDERSTANDING OF LITERARY ELEMENTS / CREATIVE WRITING			
The Archetype	Create their own character to serve as an archetype for contemporary social behaviours.	30 MIN	Examples / Pen & Paper
The Fable	Incorporate their character into a fully fledged fable with a clear moral relevant to their life.	40 MIN	Examples / Pen & Paper
3. CRITICAL THINKING EXPANDING ON THEMES			
The Non-humans	To question our relationship with nature and the non-humans around us.	10 MIN	/

** Times are proposed to fit the plan to a two hour session - feel free to cut or add depending on your individual circumstances. Activities have been given ample time to provide for all types of learning.*

CURRICULUM LINKS

This resource has been written with the following areas of the curriculum in mind:

1. **English (Reading Comprehension, Understanding of Texts, Analysing Characters and Themes):** Students engage with excerpts from the *Jungle Book* to develop their reading comprehension skills by understanding the text and analysing characters and themes such as belonging, community, and human versus animal behaviour. By comparing the book to film adaptations, students also explore how different media portray storytelling elements.
2. **History (Exploring Historical Contexts and Authors' Backgrounds):** Students learn about Rudyard Kipling's background and context, particularly his experiences in India and England during the 19th century, providing historical context to the text and its themes.
3. **PSHE (Moral and Values Education, Critical Thinking and Decision Making):** By crafting fables with moral lessons, students engage in moral and values education, reflecting on ethical dilemmas and making decisions about the messages conveyed in their stories. Through discussions about characters' experiences of belonging and community, students develop empathy and understanding of social dynamics, identity, and relationships.
4. **Art and Design (Drawing and Storyboarding):** Students have the opportunity to visually represent their characters and story ideas through drawing and storyboarding, enhancing their artistic skills and creativity.
5. **Science (Exploring Animal Behaviour and Characteristics):** Students explore concepts related to animal behaviour and characteristics, fostering an understanding of the natural world and the diversity of life on Earth.

ACTIVITY 1 - THE BOOK & THE FILMS

LO1: Learn about the author of the *Jungle Book* and his socio-political context.

LO2: To exercise our reading comprehension and understand the excerpts.

LO3: To be able to expand on the themes of a text through critical reflection.

Links to Curriculum:

- **English**
- **History**
- **PSHE**

For the teachers:

Rudyard Kipling, the author of the *Jungle Book*, was born in 1865's India. His life was marked by a colourful and sunny childhood, filled with **exotic** animals, but disrupted by a change of scenery when he was sent to England. He missed his country of birth, and found it difficult to fit in at first. His writing is heavily inspired by childhood memories as well as themes of belonging and being part of a community - it also talked about themes of **colonisation** and conflict, under the disguise of animal stories; complex **fables** with **morals** that aimed to disrupt the social context he witnessed when he went back to India to work as a journalist.

In THE BOOK section we propose two paragraphs to be analysed in the classroom. Both paragraphs introduce animals as **archetypes** for human behaviour - this concept will be expanded in Activity 2.

In THE FILMS section we propose a paragraph, two film scenes and a video game (or screenshots if you don't have access to them). Through the analysis of both pieces of information, students will discuss the differences and similarities of visual and text based storytelling.

Feel free to print the next two pages if you want them to work on it in groups or individually. Alternatively, you can show the pages with the text and images on a screen.

For KS1, we recommend reading the excerpts collaboratively in the classroom, and using them to generate conversation and debate around the themes we present. Feel free to push further in any direction that your students may find interesting. Read the questions beforehand and adapt the language, or come up with your own ones relevant to your current work with the class.

Read aloud (or let your students read it) the following paragraphs, and then discuss the proposed questions with your class:

1 - Adapted Excerpt: Mowgli and his brothers.

"Now, you must know and understand, my dear children, that until that very week, Mowgli had never been a wolf of the Pack. He had learned the ways of men, and had stood upright like men do; but his heart was always with the wolves, and he learned to howl like wolves howl when they are filled with the moon. But the wolves of the Pack could not forgive their foster brother for having been raised by men. They said to each other that Mowgli had brought them bad luck, and that's why they had been hunted and chased, and had come at last to live in a den."

Key elements to discuss:

Belonging / Community / Fitting in / Human vs Animals

Questions:

1. Do you think Mowgli belongs with the wolves, or the humans? Why?
2. Can Mowgli change where he comes from?
3. What advice would you give Mowgli to fit in?
4. If you were a wolf, how would you help Mowgli feel more welcome?

2 - The stealing monkeys.

"The monkeys were naughty and mischievous creatures, always causing trouble in the jungle. One day, they decided to play a trick on the other animals by stealing their food and hiding it high up in the trees. The animals were hungry and upset, but they didn't know what to do. Then, Mowgli came up with a clever plan to outsmart the monkeys and retrieve the stolen food. With the help of his friends, Baloo and Bagheera, Mowgli climbed up the trees and confronted the monkeys. He explained to them that stealing and causing harm to others was wrong, and that they should learn to share and cooperate instead. The monkeys realised their mistake and apologised, promising to behave better in the future."

Key elements to discuss:

Moral / Hero / Archetype / Fable

Questions:

1. Who's the Hero of the story? What or who can be a hero?
2. Who's the Villain of the story? What or who can be a villain?
3. What's the moral of this story?
4. Would you have forgiven the monkeys?
5. What makes a good apology?

THE FILMS: Excerpt: Baloo & Bagheera:

"Baloo was the teacher of the cubs. He taught them the Law of the Jungle, and how to hunt and track prey. He was gentle and kind, with a deep love for all creatures of the jungle. Bagheera, on the other hand, was the protector. He was fierce and cunning, with eyes that could see in the dark. He kept a watchful eye on the cubs, always ready to defend them from danger. Together, Baloo and Bagheera raised Mowgli as their own, teaching him the ways of the jungle and preparing him for the challenges that lay ahead."

- **Disney animated film:**



- **Live action (with 3D elements) film:**



- **Old school video game:**



1. What is happening in every of the elements above, including the text?
2. Which one would you prefer to watch, play or read? Why?
3. Which one best adapts the original book, the films or the video game?
4. Can video games tell a story? How?
5. If Baloo was a human, what would his job be? And the other animals in the story?

ACTIVITY 2 - THE ARCHETYPE AND THE FABLE

LO1: To understand the concept of Archetype

LO2: To be aware of the use of archetypes in classic and contemporary narratives

LO3: To understand and be able to replicate the structure and contents of a fable

Links to Curriculum:

- **English**
- **Art and Design**
- **PSHE**

archetype

- a very typical example of a certain person or thing.
"he was the archetype of the old-style football club chairman"

fable

- a short story, typically with animals as characters, conveying a moral.
"the fable of the sick lion and the wary fox"

For teachers:

Contemporary narratives follow structures that have been created and replicated since the dawn of storytelling. By using typical examples of human behaviours and their roles in society, we are able to craft impactful work that can help us make sense of the world we live in. Rudyard Kipling used these archetypes to represent the things he saw around him, and portray a very complex political era.

In **THE ARCHETYPE** section of this activity, your students will be asked to create their own character based on one of the main archetypes present in the *Jungle Book*. If you've completed Activity 1, you've already discussed the Villain and Hero archetype!

In **THE FABLE** section of this activity, your students will be asked to pick a creative writing prompt and develop a story with a clear moral. It should also feature their archetype (even better if they add some others). The story can be just a paragraph of many pages, or if your students don't feel comfortable working with text, they can draw their characters and storyboard their narrative.

Together, read through the list and ask for examples of the provided archetypes. We give you some answers as to which *Jungle Book* character relates to the archetypes, as well as some contemporary examples. Discuss with your students the importance of those characters for their stories. **Could Snow White work as a story without the Evil Queen?**

If you are working with KS1 years, this activity and its concepts may be a bit too advanced. We recommend you use this activity to introduce fables by reading some classic Aesop Fables. You can find one at the end of this document followed by some questions.

ARCHETYPES IN THE JUNGLE BOOK AND OTHER STORIES

Pick your preferred archetype and create your own character. Give them: A name; a look; a backstory; something they wish for and a place to live. You can write or draw your answers.

- **The Hero:** The protagonist who embarks on a journey or quest, facing challenges and overcoming obstacles to achieve their goals.

Mowgli serves as the hero of the story. He embarks on a journey of self-discovery and faces numerous challenges as he navigates the jungle.

Wonder Woman / Spongebob / Avatar Aang / Luffy D. Monkey / Ladybug

- **The Mentor:** A wise and experienced character who guides and advises the hero on their journey, providing wisdom and support.

Baloo and Bagheera both serve as mentors to Mowgli. Baloo teaches him the laws of the jungle and life lessons, while Bagheera provides guidance and protection. In the film, their personalities have been swapped compared to the book.

Dumbledore / Yoda / Shuri / Miss Honey

- **The Villain:** The antagonist who opposes the hero, often showing evil or negative qualities and creating challenges in the story.

Shere Khan embodies the villain archetype. He is the antagonist of the story, posing a constant threat to Mowgli and the other jungle animals.

Ursula / Scar / Hades / The Evil Queen

- **The Trickster:** A mischievous character who uses cunning and deception to achieve their goals or disrupt the plans of others.

Kaa, the python, can be seen as the trickster archetype. He uses his cunning and hypnotic abilities to manipulate and deceive others.

Loki / The Genie / The Cheshire Cat / The Grinch

- **The Rebel:** A character who challenges authority, or tradition, often seeking to bring about change or revolution.

Mowgli could be seen as a rebel archetype, as he challenges the norms of both the human and animal worlds and often goes against the expectations placed upon him.

Moana / Peter Pan / Paddington Bear / Matilda

THE FABLE

A fable is a story with a hidden lesson. By reading it, you can learn very useful advice; we call that advice “morals”. **Do you know any fables that teach you important stuff about life?**

Some examples are:

- The Tortoise and the Hare - *“Slow and steady wins the race”*
- The boy who cried wolf - *“You lie once, and people will stop believing you”*
- The Lorax - *“We must respect the environment”*
- Trolls - *“Happiness comes from within, and together we can deal with any problems”*

Now that you have your own character, with a little bit of backstory, we are asking you to write your own Fable (if you prefer drawing a scene, or storyboard it, feel free).

Imagine you have a friend in trouble - what kind of advice would you give them? Write a story that features your character and this piece of advice as their moral. Like all the best writers do, you can borrow any of the following ideas and change it a little bit to make it your own:

- A story that starts with a phone call asking your character for some help.
- A story where your character and a friend go out to explore a forest.
- A story about how your character defends their friends from villains.
- A story about your character arriving on planet Earth and learning from humans.

We’ve given you some powerful words to structure your story, but feel free to complete it in a blank page!

In the beginning...

Then...

Surprisingly...

However...

And finally...

ACTIVITY 3 - THE NON-HUMANS

LO1: To differentiate between fictional animal behaviour and reality

LO2: To exercise critical thinking and promote debate

LO3: To consider different perspectives beyond animal and human experiences

Links to Curriculum:

- **Science**
- **PSHE**

For the teachers:

This activity is presented as a wind down exercise, a critical thinking attempt that can work as a conclusion to the lesson. If the energy in the room requires some release, feel free to skip it and save this question for a different time.

So far we've talked a lot about stories that use animals to explain human behaviour, from the *Jungle Book* to classic fables, animals behave in a human way. These questions exist to detach our thinking during the last two exercises from seeing the animals as humans. Personification of non-humans can be a dangerous foundation from which build our relationship with the nature around us. There are no right or wrong answers, as the goal is to have your students look around and wonder how non-humans may be experiencing the same reality as themselves.

These questions could be accessible for KS1 groups. We recommend that you focus on discussing the differences between fictional animal characters and real ones, as well as the animal's ability to sense the world differently to humans (more eyes, more legs, antennae...).

Questions:

- **We are humans, can you think of anything that is a non-human?**
- **Do you think animals can feel happiness? And sadness?**
- **Do you think a plant can feel excited? And angry?**
- **Are human feelings similar or different to animal feelings?**
- **In real life, would Bagheera and Mowgli be friends?**
- **Do you think animals would prefer to live in nature or in our houses?**
- **Have you ever been to a circus, an aquarium or a zoo? Were the animals happy?**

APPENDIX: AESOP FABLES (KS1)

Use this to adapt the original activity around Fables and Archetypes to KS1. Read together the following classic fable and discuss.

Before you start:

- **Does anyone know what a fable is? Do you know any examples?**
- **Does anyone know the story of the tortoise and the hare?**
- **Why do people tell stories to children?**

Then read: **THE HARE AND THE TORTOISE**

One fine day a hare was being a bit unkind and made fun of his friend the tortoise for being such a slowcoach.

The hare laughed and laughed and said, "How do you ever actually get anywhere?"

"Hmmm," replied the tortoise, "Oh, I get there all right and much sooner than you might think. Why don't we run a race and you will find out?"

The hare thought this was highly amusing and giggled as he pictured himself zipping along miles ahead of the slow old tortoise. "Okay, you're on," agreed the hare. They got their friend the fox to act as the judge and he counted down, "5,4,3,2,1 and off you go!"

Very quickly, the hare raced ahead and he was way off in the distance as the tortoise crept slowly along on his little legs, carrying the heavy shell on his back.

The hare knew the tortoise was a very long way back and would take ages to catch up. So he thought he would have a little sleep and that would make the tortoise feel very silly for challenging him, a hare, to a race. Then he could spring up and dash for the finish line.

Now, the tortoise just kept plodding slowly and steadily along and, as time went on, he passed the spot where the hare lay fast asleep. The tortoise just kept going until he was very close to the finish line. The hare suddenly woke up and ran as fast as he could but he was too late. The tortoise crossed the line and was declared the winner.

The End

Questions to discuss:

- **What can we learn from this story? Introduce the idea of moral:**
And the moral of that story is that it's not always the fastest who wins the race.
- **What can we learn from The Jungle Book? And can we learn morals from films?**
*Frozen: "Embrace and celebrate your true self."
Toy Story: "Friendship, loyalty, and teamwork overcome challenges and differences."
Zootopia: "Tolerance, understanding, and breaking stereotypes create a better world."*
- **Can we learn morals from video games?**
- **What important morals do you believe children your age should learn?**
At this point, feel free to ask them to write down a short paragraph with a story that helps children learn the morals they've identified.

