



PO Box 224 Muizenberg 7950 – Tel 021 788 5641
info@jungletheatre.co.za www.jungletheatre.co.za
033-014-NPO

Mantis and the Bee

EXERCISES & QUESTIONS FOR GROUP LEADERS & CHILDREN

NAME OF SCHOOL:

NAME OF TEACHER:

CHILDRENS' GRADE:

TOTAL NUMBER OF CHILDREN:

Please conduct the following exercises and summarize the feedback below to help us evaluate the impact of the intervention. Please email it to info@jungletheatre.co.za

Exercise 1:

- Greet the class: '!Gâi tsês Khoe Khoe. This means 'Hello people's people'. Let's all try. !Gâi tsês Khoe Khoe. '!Gâi tsês Khoe Khoe.'
With the whole class 'brainstorm' the following questions: What did / didn't we like? How did it make us feel? What did the story make us think off? What was the story about? What did we expect? What did we learn?

Summarized feedback on Exercise 1:

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Exercise 2:

- Ask the children the following questions: When did the story take place? Where did the story take place? Who was involved, where did they go, what did they do? What happened?
Invite the children to find a partner and tell the story to them in their own words while the other one listens. About half way through the story swop story tellers.
Ask a few children to tell the story to the whole class. Again let each learner tell part of the story and then let the next learner continue.

Summarized feedback on Exercise 2:

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Exercise 3: Clear a space so that a group of learners can walk freely around the space.

- Give the group the following instructions: Walk around the space filling all the gaps. Freeze. Now we are going to imagine the environment of the story. Imagine the dull, cold lifeless world of long, long ago before the earth was created. Float around in the grey sky. It's weightless place, thick smoke drifts around. Now see the goddess of rain /awi. Watch how

she moves. Listen to her sound. The see the god of fire /aes watch how he moves. Feel his warmth.

- Now when I clap my hands you change from yourself into the god or goddess you are watching. Once you become the /awi or /aes move through space as this character. Say the khoekhoeguwab word rain “/awi” and the word for fire “/aes”. Then see another character in the space and greet them in the language of your character. Dance together.
- Great. Shake out that character. Now you are going to imagine the Mantis and the Bee searching for life.
- When I clap my hands you find a partner. Decide who will become the Mantis and who will become the Bee. Let’s see the Mantis deadly claws and the Bee’s fast moving wings. Now Mantis gently climbs onto the back of the Bee. Fly Bee and search for life! Now feel the sun shining down on you. It’s so hot you struggle to fly. Build up the courage to tell the Sun to go away. “//Naxute!”
- Now Mantis sees the beautiful flower floating in the sea. Mantis shows the flower to Bee and they land in the flower. Bee creates an invisible ball of life and gives it to Mantis. Mantis places the invisible ball in his heart. Bee dies. The flower closes and Mantis becomes the first man.
- Ask the children to share their experience of this exercise.

Summarized feedback on Exercise 3:

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Exercise 4:

- Invite the children to find a partner and describe an environment from the story in their own words while the other one listens. Encourage them to use the 5 scenes in their description: *What did the character/environment look like, sound like, smell like?*
- Invite the children to find a partner and describe a character from the story in their own words while the other one listens. Encourage them to use the 5 scenes in their description: *What did the character/environment look like, sound like, smell like?*
- Ask the children to draw a character from the story.
- Ask the children to draw an environment from the story.

Summarized feedback on Exercise 4:

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Please provide us with general comments and/or feedback about our show:

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Meaning of sound symbols:
! - Knocking on a door
// - Riding a horse
/ - Dripping tap