



Further activities

Contributed by Rosie Mapplebeck

Here are some suggestions of activities you could do with your class or group after telling the tale, to help them re-tell it.

Drawing

Draw a forest or a jungle scene. Who is hiding in your forest? Who doesn't need to hide?

Extend your picture to become **multi-layered**, sliding the animals in and out behind each other. If you concertina-fold the base sheet you can create runners to slide the layers along.

Use the story to make a basic **animation**: a flick-book style where you use a block of paper and slowly build the story on the corner, then flick the corners to bring it to life.

Puppets

Make a puppet show/ shadow puppet show:

Draw each of the animals or copy them from a template - you can use the web or books for inspiration. Set the scene for the story by making a tree from a cardboard tube roll with wire for the spreading branches and lots of scrunched paper or paper cutouts for leaves. You could use real autumn leaves too and scatter some on the 'ground' to make leaf litter.

Mount the pictures on card and use a stick to support them and move them about. You can make a stage from a desk covered with a cloth so the puppeteers are hidden. Alternatively you could try putting a thin sheet screen above the table and shine a spotlight behind to throw shadows of your puppets, creating a shadow puppets show. Tell the story with your puppets, introducing each character in turn and explaining their life and part in the story.

Map

Create a **map** of the story. Now extend this to show where each creature comes from. Where is the camel going?

Further discussion and questions

Dealing with fear. What are each of the animals afraid of?

What are we afraid of?

How does this affect how we act towards each other?

Where is your favourite place to hide out?

What can you see from there?

The unexpected. Would it be a better story if the camel kept on going?

What would then happen?

How did it make you feel when the camel approached the tree?

How do we feel when we anticipate?

When did you anticipate things happening?

Often we make decisions based on guessing what others will do. Can you see how this might lead to conflict?

Tension. With older children, look at how we can build **tension** in a story with changes of pace, silences in the right places, mood changes, going from general to specific, low to high (in tone and position) inward to outward. Show how release of tension creates **laughter**. Suspense builds this tension.

How did you feel when the camel turned? Why?

Which character do you identify with?

What sort of people would the animals be if they were human?

Would they all get what they wish?

What sort of tree do you think it was in the story?

Did you ever go on a **journey**? Did you get where you meant to?

Play chess/ draughts/ go Fish and look at how we decide **what move to make** and guess those of others. Is this good/ bad? This is the sort of reasoning major world decisions have been taken upon. Is this wise?

What sort of **emotions** are shown by the characters? Such as angry/ calm, fearful/ peaceful, excited/ bored, happy/ sad.

What **is** naughty/ what do we mean by good?

What do you do to **let off steam**? Especially if you are angry or frustrated.

How does it help you?

What do others do?

Rosie Mapplebeck
info@rosiemapplebeck.co.uk