

INTRODUCING JUNGLE DRUMS



SUMMARY

Jungle Drums is the story of a small warthog named Ngiri Mdogo. He lives in Africa. He struggles to find belonging and acceptance among the Other Warthogs, who tease him about his size. He is teased and rejected by the Other Animals of the African jungle because he does not have the beautiful markings and features that they have. Where does he belong? How can he grow up to believe he is beautiful if nobody else thinks he is beautiful?

A set of jungle drums from a wise friend sets Ngiri on a path of discovery. As each of Ngiri's wishes come true, he learns something new about strength, beauty, confidence, friendship, acceptance and self-respect – and so do the animals he shares the jungle with! He also learns to be very careful about what he wishes for!

CONCEPTS FOR EXPLORATION:

- Bullying
- Self love
- Inner beauty
- Acceptance
- Respect
- Humility
- Belonging
- Conflict resolution
- Happiness

- After reading pages 13 and 14, discuss the following questions together:

1. What might Ngiri have felt when he first saw what had happened to the Other Warthogs?
2. How can it be that Ngiri now finds he doesn't belong in either group of animals?
3. Do you think "feeling" beautiful at long last might change the other warthogs?
4. In what ways might their behaviour and attitudes change?
5. Do you think the Other Warthogs may use this opportunity to exact revenge on the Other Animals?
6. How might they do this?
7. Would that be a good thing to do? Why or why not?
8. For Ngiri, what might be the upside of what has happened now?
9. What might be the downside of his wish?
10. How does the saying "walk a mile in my shoes" fit into the context of the events that have taken place?

- Read pages 15, 16, 17, 18, 19 and 20. Now that the Other Animals have lost their beautiful markings and the Other Warthogs are wearing them proudly, the Grand Parade has taken on new meaning for both parties. Discuss the significance of this. Examine how the Other Animals have lost their confidence and their sense of self-esteem – they feel naked and inferior without their markings when in fact they haven't changed AT ALL, as their hearts and minds are the same. Discuss ways that humans also try to feel more beautiful by altering our exteriors, when in fact we should be working on our interiors. After this discussion ask students to complete **Resource Page 11**, which requires them to put themselves in somebody else's position and imagine their experiences and emotions.
- Pages 15, 16, 17 and 18 demonstrate how poorly the Other Animals are coping without their beautiful markings. Ask students to pretend they are Old Nyumbu, the wise wildebeest. Prepare a speech to be given to the Other Animals offering them wisdom that may enlighten them about beauty, self-esteem and self-worth. Use **Resource Page 12** to complete this exercise.
- Pages 15–20 show huge emotional shifts and advantages. Use **Resource Page 13** as a way for students to break down the emotional upheaval and recognise the shift of power. Use their answers to analyse emotions, behaviours and reactions, and to discover who potentially has the most to learn from this experience.
- Rewrite the story so far using people as the characters, not animals. It may be children at school, teenagers or adults that are used to tell this story. Encourage children to make a connection about the message in this story and how it is a metaphor for human behaviour.
- On pages 21 and 22, Graeme Base has drawn a magnificent illustration using the skill of silhouette. Discuss what makes this skill such an effective tool in this illustration in particular. What emotions does it conjure? Use the instructions from the Art Attack website <http://www.hitentertainment.com/artattack/sunandmoonsilhouettes.html> to

- Discover more about how cacti store water and survive in dry, hot areas for long periods by visiting <http://www.cactuseum.com/survival.asp>. Following discussion about how cacti store water and survive in such extreme conditions, conduct the experiment at <http://www.oceanoasis.org/teachersguide/activity8.html> to demonstrate how the spines on a cactus and its waxy surface help it to store water and therefore survive for long periods.

NUMBER 10 – DISCOVERING AUSTRALIA

Helpful websites for facts and profiles about Australia include:



<https://www.cia.gov/library/publications/the-world-factbook/index.html>
http://en.wikipedia.org/wiki/Threatened_fauna_of_Australia (A list of endangered and vulnerable fauna.)
<http://en.wikipedia.org/wiki/Australia>
<http://www.csu.edu.au/australia/>
<http://www.about-australia.com/facts/>
<http://www.enchantedlearning.com/school/Australia/> (An interactive site for children.)
http://www.amonline.net.au/wild_kids/arid_zone.cfm
<http://drought.unl.edu/kids/whatis.htm>
<http://drought.unl.edu/kids/impacts.htm>
<http://www.bom.gov.au/climate/drought/livedrought.shtml>
<http://en.wikipedia.org/wiki/Drought>
<http://www.bom.gov.au/climate/drought/drought.shtml>
http://en.wikipedia.org/wiki/El_Ni%C3%B1o
http://en.wikipedia.org/wiki/Drought_in_Australia

Suggested activities:

- Study pages 19 and 20 of *The Waterhole* and discuss what is contained (and concealed) in the illustration representing Australia. What can we tell about the environmental issues, conservation issues, the geography, plant and animal life of Australia? Predict the types of issues that the following activities might revolve around. Find out what knowledge about Australia the students bring to this unit of work. Discuss the text and study the images. Which are more effective in this case? How has Graeme Base used colour effectively? What does a lack of water automatically do to a landscape? Why is this image of Australia such an appropriate one?
- Australia is a fascinating place and quite unique in many ways. Ask students to conduct some research into Australia and have each child contribute an interesting fact relating to the continent of Australia. An example may be that Australia has the 53rd highest population in the world, or that Australia is the sixth largest country in terms of land area. Have students write their fact on the map of Australia found on **Resource Page 35** and display them in your classroom.

INTRODUCING UNO'S GARDEN



SUMMARY

Uno comes across a beautiful forest – so beautiful, in fact, that he decides to make his home there. The forest is lush and green and literally bursting at the seams with plants and animals. It is a place where ecological harmony exists and thrives. It is untouched by humankind. Uno creates his home there with minimal environmental impact. Unfortunately, others see the beauty of the forest, recognise the appeal of Uno's lifestyle and also settle in the forest. With each wave of new settlers the environmental impact increases and the readers watch as Graeme Base's quirky animals and plants begin to disappear. This loss is measured on each page by an illustrated tally board showing the damage as it occurs, highlighting the fact that it doesn't take much to leave an environmental footprint. As a village grows into a town and then into a city, the very features that made people want to settle in the forest are gone. Finally, an enormous, ugly city exists – devoid of plants and animals, devoid of beauty and fresh air, devoid of colour and health. It is a cold and lonely place to live. But somewhere in there, Uno has sustained a lifestyle that is environmentally respectful. And because of this respect, Uno has conserved and preserved little pieces of the forest's beauty – including the Snortlepig. Uno has taught his children to value the environment and strive to retain ecological harmony. So, long after Uno dies, his children and his grandchildren lay the foundations for regeneration. Nature is given the opportunity to rebuild itself as the residents change their lifestyles and reduce their impact. Slowly the forest is reborn ...

- Study the beautiful images on **Resource Pages 17 and 18**. Brainstorm messages that promote a lifestyle of health and sustainability inspired by these images.

Pages 27 and 28

- Add Bobblegrasses and Schmushlemushes to *Uno's Plant Profiles*. Use the profile on **Resource Page 15** to complete this activity.
- What is the role of the mountaintop lookouts illustrated on this page? How might they be related to sustainability? Find a page in the book where the native animals were NOT protected from tourists and locals wanting to get up close, and compare and contrast the images. While it is impossible to stop people visiting remarkable places to see remarkable things, how does a lookout or viewing station protect the animals and plants?
- Identify attractions in Australia that have been so damaged by tourists that they now have tourist restrictions in place in order to protect the land and the wildlife. Has enough been done?
- Find local, national and global examples of where we can view animal and plant life without intruding and destroying their natural habitats. Why are these places so important?
- On page 27, we can see the city in the background. Why might Graeme Base have included this image on this page?

Pages 29 and 30

- Look carefully at the colours the author has used in his magical illustrations. What is he telling us? What is the message he is promoting through this book? Do you agree or disagree?
- The illustrations on pages 29 and 30 indicate that we CAN live successfully alongside animals and plants without destroying their ecological systems and habitats. Identify ten ways that we can achieve this goal.
- Page 30 shows the eroding city in the background. Before it was the forest eroding as the city grew, now it is the city eroding as the forest grows again. Which of these scenarios is going to make the world a better place? Explain why.
- Add Shadyblades and Whynevinces to *Uno's Plants Profiles*. Use the profile on **Resource Page 15** to complete this activity.
- Compare how the people look in this picture to the people on pages 21 and 22. Discuss how this imagery supports the notion that a healthy, happy world makes healthy, happy people and vice versa. Students can write a short story of their own to demonstrate that concept.
- Instead of making a city, the people are making a community. What is the difference? What images in these illustrations support that idea? Which one would students prefer to live in? Why? What is it about students' own neighbourhoods that makes them feel part of a community? How could this be improved?
- Brainstorm what the term "environmentally sensitive housing" means to the students. What features might such a home have?