

Animated Tales of the World 2 is a series of thirteen 15-minute animated programmes that tell traditional stories from a range of cultures. The programmes support key objectives in the English curriculum, including the National Literacy Scheme (in England). The **Animated Tales of the World 2** package consists of three videos and an Activity Book, which includes ideas on how to develop speaking, listening and writing skills, as well as extension activities in geography, history, art and design.

Before viewing

It is useful for teachers to spend a short time watching each programme beforehand to note the places they may wish to stop the tape to encourage discussion. The programmes could be used to introduce or extend the study of traditional stories. They also lend themselves to a discussion of story structure, focusing on settings, character development and imagery.

While viewing

Encourage the children to put what they have seen and heard into their own words. Prompt discussion with key questions such as:

- What shows that this is the beginning/middle/end of the story?
- What has just happened?
- What is the character thinking?
- What might happen next?

After viewing

Suggestions for follow-up activities come after the individual programme summaries. Additional resources can be found in the Activity Book that accompanies the series.

Programme 1: **Bad Baby Amy** – Australia

Rose wants to play with her Nonna's ancient, magical necklace rather than look after her baby sister, Amy. But when Amy chokes on a bead, Rose discovers hidden courage. The search for a missing bead leads her to save her sister, her family and the farm.

- Collect examples of tales where the search for a magical object tests a character and brings good fortune.
- Complete the sentence: *The message of the story is...*

Programme 2: **The Tyrant and the Child** – Burkina Faso

The king of the village is obsessed with power and sets everyone impossible tasks to complete. A young boy called Raogo finds a way to trick the king, accomplish the tasks and save the village.

- List impossible tasks set by villains in other traditional tales.
- Discuss and vote: *Was the king really evil?*

Programme 3: **Timoon and the Narwhal** – Canada

Timoon struggles with his blindness and the forces of nature to save his mysterious aunt during a great snowstorm. His courage and devotion are rewarded when he helps to set her free to roam the ocean in her true form – as the first narwhal.

- Find other traditional tales that explain a phenomenon of nature.
- Make a set of pictures with captions to show the story sequence.

Programme 4: **The Shepherdess and the Chimney Sweep** – Denmark

The shepherdess's grandfather wants her to marry the horrible goat-legged major. The chimney sweep rescues her and they finally marry in Hans Christian Andersen's story of ornaments on a mantelpiece.

- Find other tales about heroines escaping marriage to the villain.
- Ask the children to imagine that they are the shepherdess and to write a note to the grandfather explaining why she cannot marry the goat-legged major.

Programme 5: **The Enchanted Lion** – Germany

Love finally breaks the curse that has turned Hans into a lion. This story from the Brothers Grimm explores a frequently recurring theme in traditional tales.

- How else are curses lifted in traditional tales?
- List the similarities and differences between this story and *Beauty and the Beast*.

Programme 6: **Persephone** – Greece

Persephone is held prisoner for the winter months by the King of Hades, the Underworld. Her return to the world above ground heralds the return of spring each year.

- Invent stories to explain the changing seasons.
- Research the names and roles of other gods and goddesses of Ancient Greece.

Programme 7: **The Crown and the Sceptre** – The Gulf States

The monstrous King of the Land of Stones offers to swap his 'worthless' diamonds for the bowl and stick of a deserving beggar. When a greedy landlord offers to swap his riches for more 'worthless' stones, the king gives him what he deserves.

- Suggest alternative fairy tale characters that get their 'just deserts'. For example, Goldilocks, who was made to do the washing-up in the Bears' kitchen.
- Draw the monsters from the story and write a description of them using adjectives and adverbs: *They roll their **glassy** eyes **wildly**.*

Programme 8: **King Solomon and the Bee** – Israel

King Solomon laughs when a bee promises to repay a favour. How can a tiny bee help a powerful king? When Solomon is challenged by Sheba to find the real rose among all the artificial ones, he learns that even the most powerful of kings sometimes need help – even from their most humble subjects.

- List the similarities and differences between this story and *The Lion and the Mouse*.
- Retell the story from the bee's point of view.

Programme 9: **Shepherd Boy Tumur** – Mongolia

Through a series of accidents, Tumur, the shepherd boy, fulfils a prophecy, becomes the Khan and saves his people from robbers and tigers.

- Collect examples of prophecies fulfilled in traditional stories, eg the story of the birth of Krishna.
- Shared writing: make a modern version of Tumur's story.

Programme 10: **The Flower of Fern** – Poland

Pavel is offered untold wealth by the magical fern flower, on the condition that he keeps it to himself. After experiencing estrangement, separation and loss, he finally learns the worthlessness of wealth that cannot be shared.

- Collect stories that warn you to be careful of what you wish for.
- Write descriptions of the story settings seen in the programme.

Programme 11: **The Story of Redhill** – Singapore

The Raja collects garfish horns. He doesn't notice the damage he has done to the garfish, until they fight back. Nadim finds a peaceful solution using banana stems, until the Raja's advisers find a reason to take them all too. Finally, the hillside swallows up the Raja's men as a warning against unbridled greed.

- Collect stories where nature punishes greed.
- This story has a framing device: it is introduced by a conversation between other characters. Write a conversation that could act as a framing device for another traditional tale.

Programme 12: **How Tortoise Won Respect** – South Africa

Despite the tortoise's warning, some lazy, foolish, young animals break the rules by playing in a forbidden place. The giant Gongqongqo is woken, who could destroy everything in the animals' magic garden. Even the strongest animals are powerless, but the tiny tortoise uses her wits and some helpful bees to save the day.

- Find examples of stories where youngsters stray into a forbidden place.
- Draw a map of the garden, showing where the different events of the story take place.

Programme 13: **John Henry** – USA

To save the jobs of his fellow railroad workers, John Henry accepts a challenge to race against the new steam hammer. He wins the race, but pays with his life.

- Collect examples of stories based on wagers or challenges.
- Write a description of the steam hammer using onomatopoeia.

Support material for **Animated Tales of the World 2**

Activity Book: 206837 £6.95

For information and orders, consult 4Learning's annual brochure or visit www.4learning.co.uk • Email: sales@4learning.co.uk
4Learning, PO Box 444, London SW1P 2WD

English for 7–11 year olds



Book Box: **Animated Tales of the World 2**



Book Box: Animated Tales of the World 2 was produced for Channel 4 by **Right Angle** and **S4C** on behalf of the **Children's Television Trust International**.

© 2001 Channel 4 Television Corporation.
All rights reserved.

Leaflet written by **Martin Malcolm**
Edited by **Christine Hall** and **Jackie Mace**
Designed by **John Burke**