



## The Jungle Book



## Study Guide

## Thank you to our partners



Season 2022-2023

Dear educators, students and parents,

Thank you for your interest in the King Center Titan Youth Theatre & Community Engagement Program. Our mission is to inspire, nurture and sustain a lifelong appreciation for the performing arts among our youth theatre guests. This is accomplished by the diverse array of entertaining and educational performance arts offerings.

The study resource guide is made possible by each artist and their management team to augment the theatre experience. We hope you find the guide useful as you integrate the content with your learning goals and objectives.

A performance arts experience can leave a memorable impact even after the show is over. We are looking forward to your participation, so, *Let us edutain you!*

Yours in the arts,

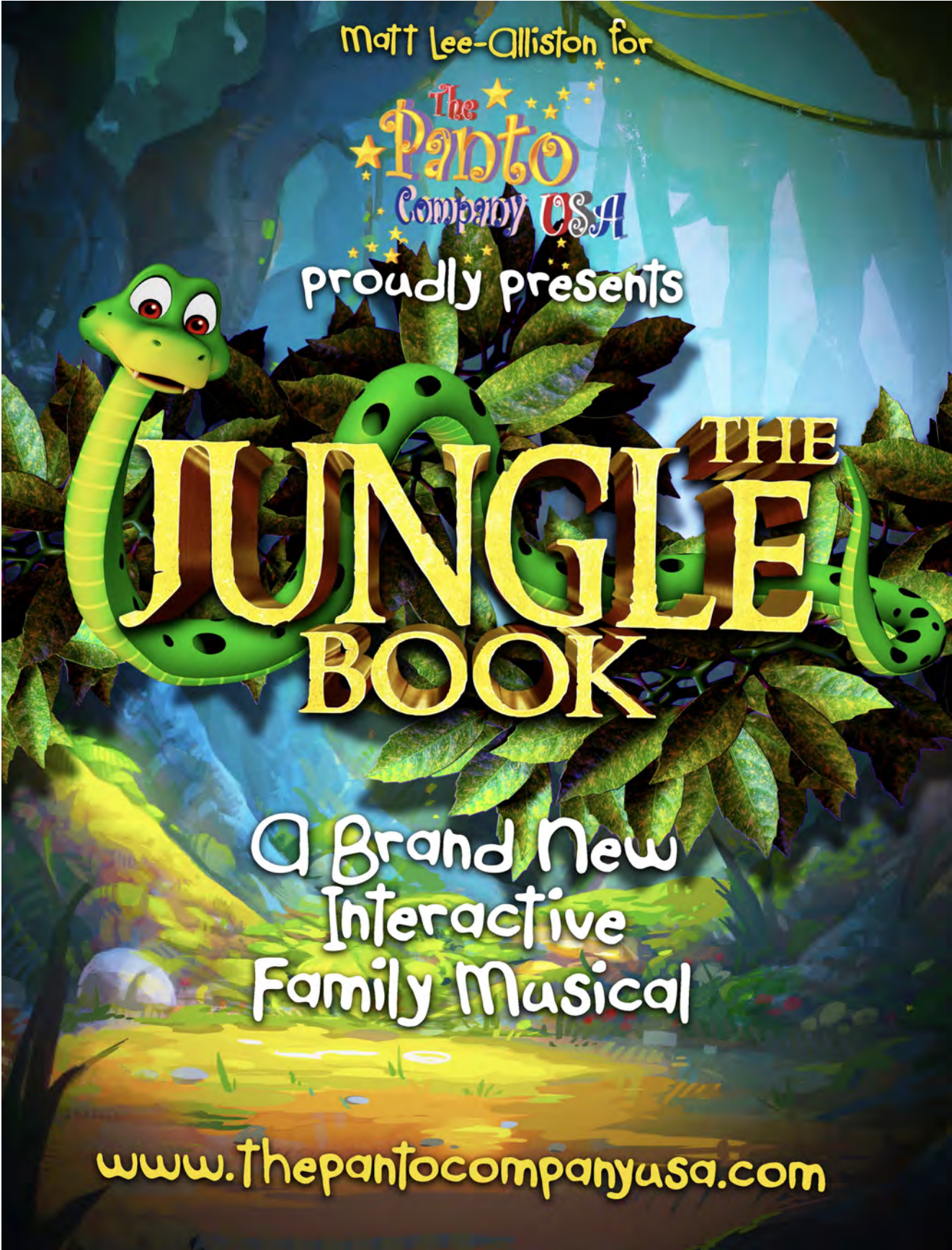
A handwritten signature in black ink, appearing to read "Karen", written in a cursive style.

Karen Wilson  
Director,  
Youth Theatre & Community Engagement

Matt Lee-Alliston for

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STUDY GUIDE

## RUDYARD KIPLING

Rudyard Kipling was born in India's largest city Bombay (now known as Mumbai) on December 30<sup>th</sup> 1865; he was the son of John Lockwood Kipling, an artist and teacher of architectural sculpture, and his wife Alice.

Kipling's earliest years in Bombay were blissfully happy, in an India full of exotic sights and sounds. But at the age of five he was sent back to England to stay with a foster family in Southsea on the south coast of England, where he was desperately unhappy. This experience would colour his writings and stories in later life. He returned to India in 1882 when he was 16 years old and began working as a journalist, and in his spare time started writing poems and stories. He subsequently lived for a time in



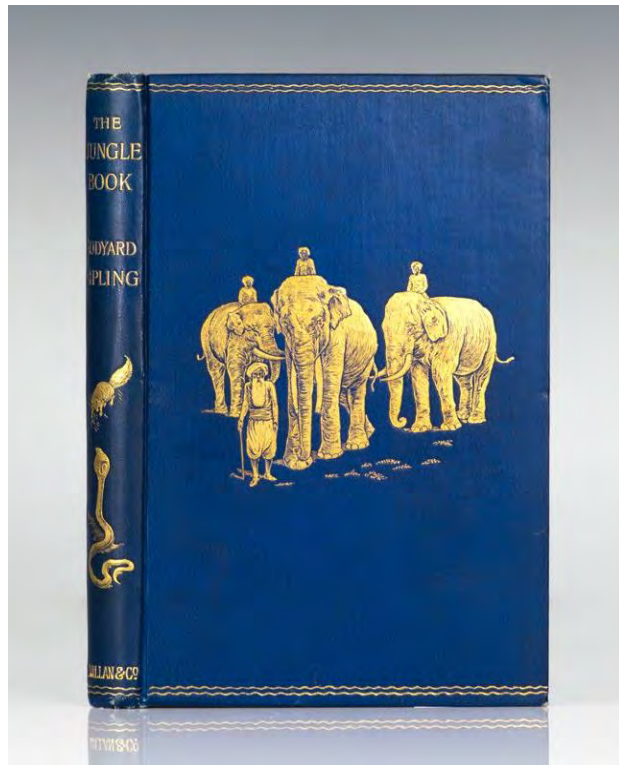
America before returning to England where he finally settled in Sussex, but he continued to travel all over the world during his lifetime.



In 1893 Kipling wrote *Many Intentions*, a collection of short stories, which included the first story about Mowgli. This was followed in 1894 by *The Jungle Book*, a series of fables (a short story, typically with animals as characters, conveying a moral) telling the story of the "man-cub" Mowgli, who is raised in the jungle by wolves.

After its success, in 1895 *The Second Jungle Book* followed.

The story follows the adventures of Mowgli as he grows up, learns the ways of the jungle and goes on a journey of self-discovery, guided by panther turned stern mentor Bagheera, and the free-spirited bear, Baloo. Along the way Mowgli encounters jungle creatures including Kaa, a python whose seductive voice and gaze hypnotizes her victims; the mischievous and underhanded Bandar-log Monkeys, who try to trick and ensnare Mowgli; and the fearsome tiger, Shere Khan, who bears the scars of Man and promises to eliminate Mowgli who he sees as a threat.





# SYNOPSIS

## *The Jungle Book, adapted by The Panto Company*

### USA

Somewhere, sometime in India...

The Panto Company's 2023 production of *The Jungle Book* follows the story of Mowgli, a boy raised by wolves after being found in the jungle as a baby. His wolf parents, Rama and Raksha, are concerned for his safety in the jungle ("Opening") as he is a man-cub and not a wolf-cub. A ferocious roar in the distance reminds them of Shere Khan, an evil and cunning tiger who hates men, and their cubs. To ensure the safety of the wolf pack and Mowgli, Rama and Raksha decide that it is time to send Mowgli off to the village of men where he belongs. They choose Bagheera, the peaceful panther, to accompany Mowgli on his dangerous journey to the village since she was the one who originally found him when he was just a baby.

Mowgli hates the idea of leaving his wolf family who raised him and begs his wolf parents to let him stay. The wolves explain to Mowgli that he should ask the man-cubs in the audience to help him along his journey. As they leave, Mowgli introduces himself to the man-cubs in the audience and teaches them a special howl so they can let him know whenever he may be in danger. Bagheera enters and introduces herself to the man-cubs, but is quickly grabbed and taken off by a huge snake tail. The man-cubs in the audience use their special howl to try to warn Mowgli of danger as we meet Kaa, the biggest snake in the jungle. Kaa explains that even Shere Khan and his sidekick, Tabiqui, fear him as he is the scariest in animal in the jungle. Bagheera has the idea to enlist the help of Kaa to protect Mowgli as they head on their journey to the village of men. Mowgli and the man-cubs show Kaa the special howl and he promises to come help if he hears it. So, with the help of Bagheera, Kaa, and the man-cubs, Mowgli regrettably starts his journey to the village.



We then meet Hathi, a forgetful commander of the elephant patrol, and his son Junior, a spunky young elephant who's always there to keep his dad on track. They are patrolling the jungle when they realize the rest of their troops have all gone down to the watering hole at Hathi's forgetful command. They go looking for more troops when Junior spots the man-cubs and has an idea to recruit them for the elephant patrol. Hathi invites the man-cubs to join and when they respond, he has already forgotten what he asked of the man-cubs. Junior reminds him and he goes on to teach Junior and the man-cubs about the responsibilities of an elephant in the jungle ("An Elephant Never Forgets").

As they make their way through the jungle, Bagheera and Mowgli argue about Mowgli's journey to the man village. Mowgli wants to stay in the jungle with his family, but Bagheera explains that Mowgli is in danger if he stays in the jungle so it is time for Mowgli to take his place in the world where he belongs ("With Your Own Kind"). Mowgli tells Bagheera that she can't make him go and runs off into the jungle alone. Bagheera searches for Mowgli with the help of the man-cubs, but she has no luck and runs off to find him. Mowgli is now scared, alone, and regretting his decision to run off on his own into the jungle as the noises start to get louder and more intense. He runs off in the wrong direction to go find Bagheera.

Meanwhile; Shere Khan laughs with his goofy jackal pal, Tabiqui, about how easy it will be to capture Mowgli now that he is alone and unprotected. Shere Khan frustratedly tries to teach Tabiqui how to hunt, but the silly sidekick keeps getting the steps wrong. He explains to Tabiqui that if he wants to be like a tiger, he has to work for it ("A Tiger Earn His Stripes"). Shere Khan instead decides to ask the Banderlogs, two mischievous monkeys, to help capture Mowgli, but the monkeys will need help finding the boy. They will need eyes in the sky to spot him, so Shere Khan explains to Tabiqui that they will need the help of the vultures, whose names are Who, What, Where and When.

We find Mowgli alone in the jungle as he searches for help when suddenly, Baloo, a fun-loving bear, wakes from hibernation to find Mowgli all alone. Baloo tries to help Mowgli by teaching him how to defend himself. They try martial arts, boxing, and even wrestling until ultimately deciding that the best way to face Shere Khan is to run away. After all that physical activity, Baloo needs a back rub and shows Mowgli the best ways to scratch like a bear ("Back Rub"). The two friends dance, sing, and itch until its time for a nap. They sit and snore together unaware of any danger that might be near.

While Mowgli and Baloo are snoozing, the monkeys, Bander and Log sneak on to capture Mowgli in his sleep. Even though they are under the orders of Shere Khan, the two monkeys have the idea to take Mowgli to their king instead. Mowgli wakes up in a dark temple alone and confused.



Mowgli calls for Baloo, but can't find him or anyone else. A massive orangutan, King Louie sneaks on behind him and the man-cubs try to howl to let Mowgli know there is danger. Mowgli looks and looks, but can't seem to find anything. Finally, King Louie surprises Mowgli from behind and introduces himself. Louie explains that he can help him get to wherever he needs to go, but in return Mowgli will need to help King Louie learn about mankind and how they make fire ("I Wanna Know What You Know"). While Louie sings and rants, Mowgli is saved by Baloo and they run off together.

Baloo and Mowgli make it away from the temple safely, and Baloo scolds Mowgli for continually finding trouble. Bagheera finds the two of them and she and Baloo argue over who will take better care of the man-cub on his journey. They agree that the both of them should look after him and they prepare him for the rest of the journey. However, Mowgli is still very against leaving his family in the jungle, so Mowgli runs off yet again. Bagheera and Baloo search the area until they hear the sound of marching elephants. On comes Hathi and Junior on their patrol. The panther and the bear plead for their help to find Mowgli. Hathi inspects his new troops, the man-cubs, and gives them his command to help find Mowgli ("An Elephant Never Forgets Reprise"). All the animals split up to look for Mowgli and Hathi asks the man-cubs to do their special howl to let the patrol know if they're in danger.

Shere Khan mocks the other animals for thinking they can stop him. He explains to the man-cubs that they are crazy if they think they can get in his way of capturing Mowgli. He shares more stories of how he earned his stripes and gives the man-cubs one more chance to tell him where Mowgli is ("A Tiger Earns His Stripes Reprise"). Shere Khan runs off to find the boy once and for all.

Bagheera finds Mowgli and explains that he cant keep running off in the dangerous jungle with so many evil animals after him. Just then, Shere Khan approaches and confronts them. Bagheera and Shere Khan lock claws as Mowgli runs to the man-cubs to ask for help. While the tiger and the panther fight, the man-cubs do their special howl to call for help. Hathi, Junior, and Baloo all come to the rescue as an epic fight scene takes place leaving just Mowgli and Shere Khan to battle. Mowgli defeats Shere Khan and the tiger runs off crying. The animals cheer, but Bagheera reminds Mowgli that it is time to go to the village of men. The brave man-cub says goodbye to all his friends and makes his way to the village without looking back.

The story ends with all the characters on stage singing, dancing, and thanking the audience of man-cubs for all their help ("Finale"). They all take a bow and wave as they exit the stage.



# INDIA



*The Jungle Book* is set in India.

India is a country in South Asia. India is the world's largest democracy and according to UN estimates, its population is expected to overtake China's in 2028 to become the world's most populous nation.

Amongst many things, it is known for architecture including the Taj Mahal which was built between 1631 and 1648; literature such as the Mahabharata, which has been described as "the longest poem ever written"; Bollywood which makes the world's most watched cinema; its cuisine which is now popular around the world; and for playing a major role in popularizing cricket.





Facts and Figures:

India is known as the Republic of India

**Population:** 1.3 billion

**Area:** 3.1 million sq km  
(1.2 million sq miles), excluding Kashmir

**Major Languages:** Hindi, English and more than 20 other official languages

**Major Religions:** Hinduism, Islam, Christianity, Sikhism, Buddhism

**Life Expectancy:** 64 years (men), 68 years (women)

**Currency:** Rupee

Four major world religions, Hinduism, Buddhism, Jainism and Sikhism originated there, while Zoroastrianism, Judaism, Christianity and Islam arrived in the first millennium CE and shaped the region's diverse culture.

India gained its independence on August 15th, 1947 when the country was liberated from the rule of the British.

The capital is New Delhi.

The official languages are Hindi and English

The mainland consists of four well-defined regions: (i) The great mountain zone, (ii) The Indo-Gangetic plain, (iii) The desert region and (iv) The Southern Peninsula

Mango is the national fruit of India. Described as the "Food of the Gods", in the sacred Vedas, the fruit is grown in almost all parts of India.

The President of India is the Head of the State, while the Prime Minister is the Head of the Government.





National days include:

- 26th January** Republic Day  
**15th August** Independence Day  
**2nd October** Gandhi Jayanti; Mahatma Gandhi's Birthday

Key dates in India's history:

- 2500 BC:** India has been home to several ancient civilisations and empires.  
**1600s:** The British arrive in India and establish trading posts under The British East India Company - by the 1850s they control most of India.  
**1858:** The British Raj: India comes under direct British government rule.  
**1920:** Independence Struggle: Nationalist leader Mahatma Gandhi heads a campaign of non-violent protest against British rule, which eventually leads to independence.  
**1947:** Partition: India is split into two nations both gaining independence, secular but Hindu-majority India and Muslim-controlled Pakistan. Both countries fight the first of three wars over Kashmir.  
**1950:** India becomes a republic. The Indian National Congress becomes the dominant party.  
**1962:** India and China fight a brief border war.  
**1971:** India and Pakistan go to war over East Pakistan, leading to the creation of Bangladesh.  
**1974:** India conducts its first underground nuclear test.  
**1990s:** Government initiates a programme of economic liberalisation and reform, opening up the economy to global trade and investment.  
**2000:** India's population tops 1 billion.  
**2014:** Hindu nationalist BJP party scores biggest election victory by any party in 30 years.

**Think About:**

How do you think living in the Republic of India, as a young person would differ from living in the United States of America? With a partner, write a list of the big differences someone your age would be affected by.

## PRODUCTION PHOTOS



Mowgli



Bagheera



Baloo



King Louie



Shere Khan



Tabiqui





## **Reflecting on the Production**

**Time:** 20 minutes

**Materials:** A flip chart paper and pens

**Curriculum Links:** Drama and Performance

Use this exercise to get your students responding to work that they have seen onstage. When students have attended the production, they should use this activity to reflect on the work they have seen onstage.

Organise the class into groups 4/5 and give each group a large sheet of paper and some pens. Write the name of the production you are responding to THE JUNGLE BOOK on the white board, and then assign each group an area of the production to respond to, including:

**The Set**

**The Theatre**

**Direction**

**Music**

**Costume**

**Themes**

Each group should write their area of the production as a heading on their flip chart paper.

Each group then has five minutes to reflect on the production and brainstorm responses and comments around their assigned area of the production. They should note them on a spider diagram on their flip chart paper.

Once five minutes is up, each group must pass their paper onto the next group and repeat this process until every group has commented on all areas of the production listed by the class.

These sheets can then be photocopied and handed out. You could also put the sheets up in the classroom as inspiration when discussing the production.

### **Be a Dramatist:**

The Jungle Book was first written as a story; when stories are written down, it is the writer who tells them us. When we see a play, living characters tell stories on the stage in *dialogue* form.

*Dialogue* form is where you only write down what is actually spoken by the people or characters in the story. Playwrights give the actors *dialogue* that tells us the story and lets us know all that we need to know so that we can follow the action.

Here is an extract from the original version of The Jungle Book. Read it out loud as a group, and then get into pairs to see if you can turn it into a playscript in *dialogue* form. Think about the following questions:

- What do you think are the important pieces of the text you need to tell the story you want the audience to see?
- What are the things you can leave out of the story?
- What things do you have to add so it will make sense and be interesting?
- Baloo is teaching Mowgli – imagine what they actually say to each other and how they behave. What does Bagheera add to the conversation?

"It was in the days when Baloo was teaching him the Law of the Jungle. The big, serious, old brown bear was delighted to have so quick a pupil. Sometimes Bagheera the Black Panther would come lounging through the jungle to see how his pet was getting on, and would purr with his head against a tree while Mowgli recited the day's lesson to Baloo. The boy could climb almost as well as he could swim, and swim almost as well as he could run. So Baloo, the Teacher of the Law, taught him the Wood and Water Laws: how to tell a rotten branch from a sound one; how to speak politely to the wild bees when he came upon a hive of them fifty feet above ground; what to say to Mang the Bat when he disturbed him in the branches at midday; and how to warn the water-snakes in the pools before he splashed down among them. Then, too, Mowgli was taught the Strangers' Hunting Call, which must be repeated aloud till it is answered, whenever one of the Jungle-People hunts outside his own grounds. It means, translated, "Give me leave to hunt here because I am hungry." And the answer is, "Hunt then for food, but not for pleasure."

- What are the problems encountered by the playwright when adapting a story for the stage?
- Which sections of the passage were the easiest to adapt?
- Which did you find were the most difficult?

### **Think About:**

*The Jungle Book* is a novel that has been adapted for the stage. What novels / books or stories have you read that have been adapted for the stage and/or screen?





**Be a Costume Designer:**

The first thing a designer has to do is read the script. Then they will talk with the Director of the production and agree what each character is like. Then the designer does drawings of what each character might look like and the costume they might wear.

Draw a design for one of the characters in our show. Think how you might change it from what we created.

Discuss the show in groups and feedback to the rest of the class:

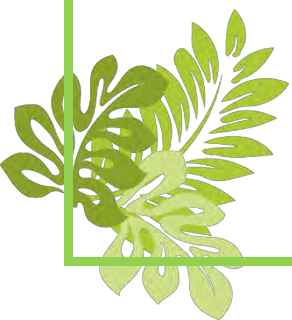
- What did we do to show that the Hathi and Junior were Elephants?
- Why do you think we did that?
- What is important about the way the Elephants wear their clothes?

Design your own costume for an actor in your production of *The Jungle Book*:

Choose one of the characters from the story of *The Jungle Book*:

- Make a list of all your observations about the animal you have chosen: eg. Bears are big, have round ears, big noses, paws with claws, and have lots of fur!
- Next write a list of characteristics that you think the character has: eg. Clumsy, intelligent, sneaky, scary, funny... (You will come up with lots more!)
- Think about how you could transform these characteristics into your costume design: eg. Akela, the old grey wolf who is the leader of the pack might not have very good eyesight anymore, so may wear glasses to see well?
- Start turning your ideas into a costume design.
- Once you have finished your design, share it with the group and talk everyone through the choices you have made. (if you wanted too, you could even have a go at making it!)

*Remember: it will be worn by an actor, so they need to be able to move around, sing and dance.*





## Physical Warm Up Game

**Time:** 30 Minutes

**Materials:** An open space.

**Curriculum Links:** Drama

In *The Jungle Book*, the actors work as an ensemble and use physicality to create the world of the play. Use this warm up activity to enable students to begin to experience listening to each other, working together as an ensemble, and begin to develop a collective sense of awareness of the group. (Remember, it can and should be fun)

Ask the group to find their own space in the room.

- Explain the first part of the exercise to the group.
- Ask the students to begin walking around the room at a natural relaxed pace, changing direction.
- When you clap your hands / give a key word (stop / still / listen), everyone stops.
- Stopping doesn't have to be beautiful, or affected. Just come to a stop and rest.
- Then clap your hands / give a word (begin / start / go), and everyone begins to walk again.
- Practice this with the group. The groups aim is to all stop and start at the same time.

Next:

- Explain to the group they are artists who have been 'refining the skill of collective consciousness and the ability to move about the space and intuitively, without anyone in the group leading or speaking, to stop/start, speed-up/slow down at the same time collectively. It is incredible, and they would like to share their new skill with us.
- Play the game. Remember: No one leads. They sense each other, moving, stopping, starting, speeding up and slowing down as one.

Next:

- Choose half the group to sit and watch and half to stand at one end in a showing space.
- Ask them to repeat the exercise and watch to see if anyone leads. Don't pick them out, just notice, can you see anyone leading?

Next:

- Everyone returns to the space.
- Make one person in the group the Major and everyone else the Minor.
- When the Major person walks everyone else is still, but when the Major stops the Minors should walk.
- The Minors have a role to play; they must interplay and support the person in Major
- If the person in Major 'flops' and runs out of ideas, then a person in Minor can step in and rescue them, disposing them.



Next:

- You all want to be Major.
- Try to catch the other members out by slowing and then speeding up; mess then up. Can you trick the others? Be clever.

*It is ok to mess things up, not understand at first. Give them permission. We must fight against our urge to GET IT RIGHT and to PLEASE.*

*These exercises ask us to explore who is in Major in a scene; who are we looking at?*

*You can run a Major / Minor game before a scene just to play, get the energy up and consciously connect with the game within the scene you are about to work upon. Playing the scene after, you can then reference the game.*

*Important: at the end, everyone offers feedback; only focus on what you liked.*





### **Be a company of actors (part one):**

Actors have to be very good at remembering – remembering their lines and remembering their moves. They also have to be able to change the way they talk and move to play different roles – with lots of people watching too! Lots of the actors in *The Jungle Book* play many different characters, so they have to make it very clear to the audience which part they are playing at any given time. Actors must also be good at speaking and singing clearly so that the audience can always hear what they are saying – otherwise the audience won't be able to follow the story!

In *The Jungle Book* many of the characters are animals. By studying animals, the actors might be able to make decisions about how their characters behave and move – and the sorts of voices they might have.

#### **Exercise One:**

First, choose an animal:

- Make a list of words to describe it.
- How does it move, very quickly or slowly? Strongly or lightly?
- Is it a predator?
- What is it scared of?
- Who does it love?
- Where does it live?
- Does it have a tail? If so, imagine what it is like to have one. Is a long tail or short?
- Which of its senses (sight, sound, smell, and touch) is most important?
- Does it have most of its strength in its front legs (arms) or back legs?
- What sort of sound does it make to communicate?
- Where does it live, on the ground, in a tree?

Now, try moving around the room as each of these character types. Don't crawl on all fours – try and find a way of walking upright while still having the qualities on your list.

- How does it make you walk differently?
- Explore the room as this animal. Use your animal's senses.
- Can you imagine a human who walks like this? What job do they have?
- Now explore the sound your animal makes. Give them a voice – how do they talk?

Stay with your animal-human and get into pairs. Improvise little scenes then see if you can swap animal qualities, and play the scenes again.

- How does it change?
- Which animals do you find it easier to be, and why?

### Exercise Two:

Here is an extract of the dialogue by The Panto Company USA from the show – for two actors. Get into a groups of two and decide which of you will play Mowgli (a human raised by wolves), and Bagheera (a panther). Once you have chosen who will play each character, spend a little time talking about the qualities of each animal, and explore the physicality, getting use to them, before trying the scene.

*Bagheera: Mowgli, don't you see that you're bringing danger to your wolf family. Shere Khan will probably attack the wolves to get at you. You and they will be much safer if you're living in the village of men.*

*Mowgli: But Rama is big and brave. He'll take care of the pack.*

*Bagheera: But he can't take care of all the cubs. The longer you stay with the pack, the greater the danger to the wolves and all your other animal friends. You have to go and join your own family of men.*

*Mowgli: I don't have a family in the village. My family are here.*

*Bagheera: Of course you have a family with men. Your parents may have lost you, but I feel sure that they've never given up looking for you. A parent never forgets their children.*

*Mowgli: No, no, no I won't go.*

*Bagheera: But Mowgli, Raksha was very definite. You have to go to be with your own kind in the village of men. It's no longer safe for you here now that Shere Kahn has returned.*

*Mowgli: But you and Kaa will take care of me and the man-cubs will let me know if there's any danger.*

*Bagheera: It's not enough Mowgli. You have to be with your own kind.*

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*Work out some staging ideas together. Once you have done the scene a couple of times, change over so that the actor with panther qualities keeps the same physical qualities of Bagheera but takes Mowgli's lines, Bagheera takes Mowgli's lines. Does the scene still work? What feels different?*



## Poetry Exercise

**Time:** 20 Minutes

**Materials:** IF poem by Rudyard Kipling; White Board

**Curriculum Links:** English (Creative Writing) and Drama.

Rudyard Kipling was very famous, not only for his published books which also included the JUST SO STORIES, but as a poet laureate. In 1910 he published REWARDS AND FAIRIES, a selection of short stories set in historical times, which includes Kipling's most famous poem IF.

- Begin by reading the poem as a group; maybe take a line each as you go around the class, or read a line in pairs.
- As a reflection exercise ask students to share images and emotions after hearing the poem created in their minds, and write these on the board.
- Write up what themes you feel the poem is about; who do you think Kipling is writing too?
- Are there any phrases or words that you don't understand? Ask someone in the group to look these up and then feedback.
- What do you notice about the style of Rudyard Kipling's poem? What is the tone, and structure?
- Split the class into groups of six and distribute copies of the poem to each group.
- Ask each group to create a physical performance of the poem.
- Students should consider the following when creating the performance:

Physicality and Actions

Emotions and Expression

- Then share with your classmates.





## **IF**

by Rudyard Kipling

If you can keep your head when all about you  
Are losing theirs and blaming it on you,  
If you can trust yourself when all men doubt you,  
But make allowance for their doubting too.  
If you can wait and not be tired by waiting,  
Or being lied about, don't deal in lies,  
Or being hated, don't give way to hating,  
And yet don't look too good, nor talk too wise:

If you can dream—and not make dreams your master;  
If you can think—and not make thoughts your aim;  
If you can meet with Triumph and Disaster,  
And treat those two impostors just the same;  
If you can bear to hear the truth you've spoken  
Twisted by knaves to make a trap for fools,  
Or watch the things you gave your life to, broken,  
And stoop and build 'em up with worn-out tools:

If you can make a heap of all your winnings  
And risk it on one turn of pitch-and-toss,  
And lose, and start again at your beginnings  
And never breathe a word about your loss;  
If you can force your heart and nerve and sinew  
To serve your turn long after they are gone,  
And so hold on when there is nothing in you  
Except the Will which says to them: "Hold on!"

If you can talk with crowds and keep your virtue,  
Or walk with Kings—nor lose the common touch,  
If neither foes nor loving friends can hurt you,  
If all men count with you, but none too much;  
If you can fill the unforgiving minute  
With sixty seconds' worth of distance run,  
Yours is the Earth and everything that's in it,  
And—which is more—you'll be a Man, my son!

© Rudyard Kipling

**FACT SHEETS**  
**THE ANIMALS OF *THE JUNGLE BOOK***

**WOLVES**

Wolves belong to the *canidae* family along with dogs, coyotes and jackals. There are only three species of wolves found throughout the world: the grey wolf, the red wolf and the Ethiopian wolf. The grey wolf is the largest, with a larger snout and body compared to the other species. Grey wolves are one of the most wide-ranging land animals, distributed throughout North America, Europe and Asia. In comparison, the Ethiopian wolf only occupies mountain ranges in the African country of Ethiopia. Wolves are very social animals, living and travelling in packs. Packs, on average include up to 8 or 9 wolves led by an alpha male and female. All wolves are carnivorous, and packs hung together making them capable of taking down prey up to 10 times their size.



Akela, Raksha, Hiran, Grey and Leela in *The Jungle Book* are Indian wolves of the same pack. Indian wolves are a subspecies of the grey wolf found in the Himalayan and peninsular regions of Asia.

**Facts:**

Diet: *Carnivore* (meat eating)

Habitat: Various habitats with territories ranging from 40 – 1000 square miles

Strengths: Communication, form social groups called packs

**Did you know?**

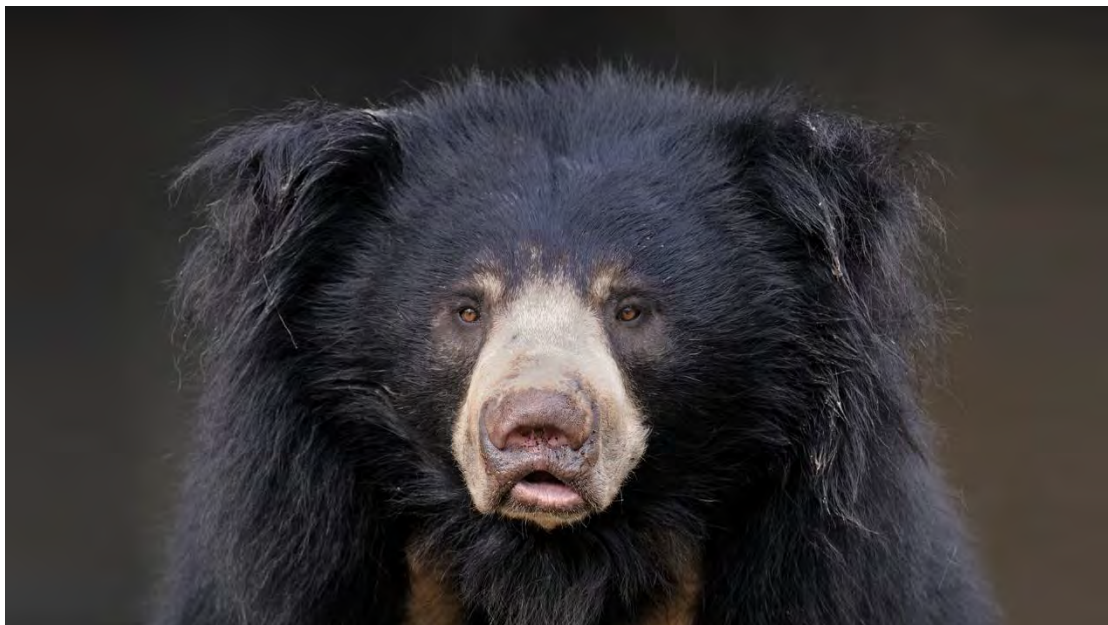
Wolves are known for their distinctive howl, which can be used to rally the pack prior to a hunt. On average, grey wolves will eat 20 to 30 pounds of meat in one meal, but have also been known to go up to 14 days between meals with no ill effects.





## BEARS

Bears are found on every continent in the world except Antarctica and Australia. While the eight species of bears aren't necessarily varied, they can inhabit and adapt to diverse environments. Polar bears, for example, have paddle-like forepaws to make it easier to swim and walk on ice. South American spectacled bears have strong jaws to help them eat tough vegetation and palm nuts. Sight and hearing are not as well developed in bears, but their sense of smell is strong, aiding them in finding food. All bears have a *plantigrade* (ability to walk on the soles of their feet) or flatfooted stance like humans. In general, most bears are *omnivorous* (eats food of plant and animal origin), eating what's in season within their environment. The brown bear, for example, eats insects and fruit all year, but during certain seasons will prey on mountain goats, sheep and salmon.



Baloo in *The Jungle Book* is a Sloth bear, which are found in India. They prefer the drier forests and areas of exposed rock, and sleep in caves during the day, but do not technically hibernate. Sloth bears are recognizable by their elongated, mobile snout, and large tongue which they use for sucking up insects. They also eat a range of plants, dates, berries and flowers.

### **Facts:**

Diet: Omnivore

Habitat: Varies by species, from Arctic sea ice to Andean forests

Strengths: Strong jaw, and sense of smell

### **Did you know?**

Sloth bears use their lips like a vacuum when searching for food to suck up insects from their nests. They are mostly nocturnal, sleeping during the day and searching for food at night.

## PANTHERS

The word Panther is a general term for *melanistic* (black pigmentation in fur) or dark coated leopards. Black panthers, like Bagheera from *The Jungle Book*, are the same species as leopards, which are known for their recognizable lighter brown or golden fur with dark spots. Panthers also possess the same spot pattern as leopards, however they are more difficult to see in contrast to their dark fur coat. Leopards are incredibly diverse in their choice of prey. They occupy a great range of habitats and their spot pattern is variable depending on the habitat they frequent. For example, leopards inhabiting warm, dry environments tend to have more yellow, tawny coats. These big cats have many specialized adaptations, such as large skulls with strong jaw muscles to easily kill prey and short muscular legs to help them climb trees. Leopards also have advanced vision and hearing, which allows them to hunt at night and in dense, forested areas.



### **Facts:**

Diet: Carnivore

Habitat: Jungles and forest

Strengths: Climbing, long tails for balance, spots for camouflage and strong swimmers.

**Task:** Panthers can leap up to 20 feet! Measure 20 feet out on the floor, and see if you can jump this far.

### **Did you know?**

Leopards utter a rasping cough, like clearing their throat, to announce their presence to animals of the same species.







## TIGERS

Tigers are the largest and strongest of the big cats. An adult male can reach up to 10 feet in length and weigh as much as 500 pounds. Tigers are incredibly powerful in part due to their short, thick necks and large, muscular forelimbs. The tiger's body is essentially designed to hunt, stalk and kill prey. Along with an incredibly acute sense of hearing, the whiskers on their face help guide them through dark and heavily wooded areas. These lone hunters spend the quieter hours of early morning and late evening preying on larger, hoofed animals like deer, buffalo and a variety of antelope. Wild tigers live in Asia, and prefer a habitat of tall grasses and tropical forests. However, depending on the species, their habitats can range from warm and moist climates where the Sumatran tiger lives to cold and snowy where the Amur tiger inhabits a very small part of Russia.



Shere Khan in *The Jungle Book* is a Bengal Tiger. Bengal tigers are mainly found in India and are the most recognizable with their bold orange and black stripes and underbellies of light fur.

### **Facts:**

Diet: Carnivore

Habitat: Tropical rainforests, snow covered coniferous and deciduous forests and mangrove swamps.

Strengths: Whiskers to guide through dark, wooded habitat and muscular limbs

### **Did you know?**

Tigers are born blind and quite helpless, but when full grown their incredible senses allow them to skillfully hunt their prey at night.

## PYTHONS

Pythons are snakes known for being constrictors. They ambush and wrap their muscular bodies around their prey, squeezing until the animal suffocates. Pythons mostly inhabit savannas, river areas and wetlands within Africa, Asia and Australia. Pythons are very skilled swimmers and are typically found near wet areas, and have poor eyesight and are hyper-dependent on their sense of smell and ability to sense the heat of other animals. They stay hidden while hunting prey and protecting their clutch of eggs, so habitats must provide sufficient cover. Species of Pythons can vary greatly in size. The reticulated python of Southern Asia, the longest snake native to Asia, can weigh around 165 pounds (75kg) and be 21 feet in length, whereas the Australian pygmy python can be as small as 21 inches and 7 ounces, and is the smallest snake in the world.



Kaa in *The Jungle Book* is a Burmese Python, a snake typically found in Southern China, along the Indonesian island chain and into India. Burmese pythons have an individualized brown box pattern on their skin and are usually white, grey and quite large, averaging 15-18 feet in length.

### **Facts:**

Diet: Carnivore

Habitat: Rainforests, grasslands, savannas, woodlands, swamps, rocky outcrops and shrub lands.

Strengths: Ability to sense heat, skilled swimmers and constrictors.

### **Did you know?**

After pythons consume a big meal, like a deer or pig, they can go for up to two years without eating again. Like most snakes they have ligaments in their jaw that stretch their mouths to enable them to consume their food whole.

**Task:** Measure out 21 feet on the floor, and then lie head to toe to see how many of your classmates it takes to match the length of the longest python.





## MONKEYS (GIBBONS & LANGURS)

Gibbons and Langurs are both primates found in the rainforests of Asia. Gibbons are small apes that spend a majority of their time in trees, using their long arms to move through the canopy. Opposable toes (capable of facing and touching the other digits on the same hand) on their feet allow them to hold and carry objects while swinging through trees. When on the ground, gibbons walk upright with their long arms raised in the air in order to balance. Gibbons are very vocal and sing to establish the boundaries of their territories. In contrast, Langurs (known as the Bandar-Log in *THE JUNGLE BOOK*) are monkeys who typically prefer to move on all fours and spend more time on the forest floor than gibbons. Langurs use trees for sleeping and sometimes even hang upside down to eat from small branches. They prefer to spend time in groups and are playful animals, with the mothers in each group caring for each other's young as their own.



In *The Jungle Book*, the Bandar-Log, or Monkey People, are a group of Langur monkeys that do not follow the Law of the Jungle, have no leader. They are considered outcasts of the Jungle, and only fear the python Kaa. The Bandar-Log only appears in the story Kaa's Hunting within *THE JUNGLE BOOK*. In the story, Mowgli had been playing with the Bandar-Log, and was told not to by Bagheera and Baloo. However, shortly afterwards, Mowgli is abducted by them, and taken as a prisoner to their hideout, the Cold Lairs. After a long battle with Bagheera and Baloo, the Bandar-Log are hypnotised and defeated by Kaa the python.

### **Facts:**

Langurs diet: Herbivore (feeds on plants)

Habitat: Rainforests

Strengths: Langurs can use all four limbs to leap large distances

**Question: What's one difference between a monkey and an ape?**

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*Answer: The tail. Typically, monkeys have tails while apes do not.*

Here are some other animals for you to research. See what facts you can find out about them, their habitat, strengths and some pictures of them:

**ORANGUTANS**



**ELEPHANTS**



**RHINOCEROS**



**KITES**



**BUFFALOS**



**CROCODILES**



**PORCUPINES**





**You can help protect these animals.**

By learning more about these species in this pack you are already on your way towards helping protect animals in your own gardens, the countryside around you and beyond. Knowledge creates awareness, which can lead to action. A positive attitude towards animal can help make a conservation impact when combined with actions that benefit the world around us, which you live in.

Many of the animals in *The Jungle Book* are classed as critically endangered. The World Wildlife Foundation wants to inspire and equipped you to care for our beautiful planet and they are asking for your help. They have created a range of free resources to support you and your teachers putting sustainability at the heart of your school.



Visit the World Wildlife Foundations website where you can find ways that you and your school can proactively get involved; by raising your awareness we can begin to protect these endangered species.

### **Recycled Orangutan:**

Attached is a worksheet, which will help you create your own recycled Orangutan.

### **I Protect Tigers:**

Did you know that wild tiger numbers have plummeted by over 95% in the last century? Three of the nine tiger subspecies are already extinct, and there are more tigers in captivity in the USA than there are in the wild.

Attached is an activity and resource pack called Tiger Tales. It contains English and Literacy activities for Primary Schools, with information and class exercises.

### **Think about ways you can help animals:**

#### **Create wildlife friendly habitats:**

Consider creating a place for wildlife to thrive in your garden, or school. Provide a water source, a place for animals to live and plants that provide food. Before you know it, your garden could be home to all kinds of insects, plants and animals.

Wildlife can make its home in our gardens in many different ways. There are lots of things we can do, from planting to maintenance, that will make animals and insects as welcome as possible.

#### **Reduce, reuse, recycle and replenish:**

Reduce your consumption to achieve a smaller 'carbon footprint'. Reuse items that normally you may have thrown away into the rubbish bin, and recycle everything you possible can. Never throw litter on the street, or into the ocean. It can be digested by animals, and fish causing them harm and kill them. Replenish the earth by planting trees that will provide food and a home for animals.

#### **Connect with nature:**

Explore the natural world around you. Take a nature walk or hike with your family and friends to learn more about wildlife in your community. You might find that you have quite a wide range of animals living in the countryside around you.





# RECYCLED ORANG-UTAN

Orang-utans are amazing creatures! They are the 'gardeners' of their forest habitats, helping seeds to spread through their wide and varied diet. Many of those seeds are especially big ones, which can't be spread by smaller mammals, and grow into large, land-stabilising trees - crucial in areas vulnerable to tsunamis and landslides.

Why not share your love for these incredible creatures by making your own marvellous orang-utan using recycled materials!



## What you need

- Cardboard box or other thick paper (an old cereal box works well)
- Scissors and glue
- Thick needle or small knitting needle
- Pens for colouring
- Split pin paper fasteners x 2
- Orang-utan template



30 mins



all ages



indoor fun

## Instructions

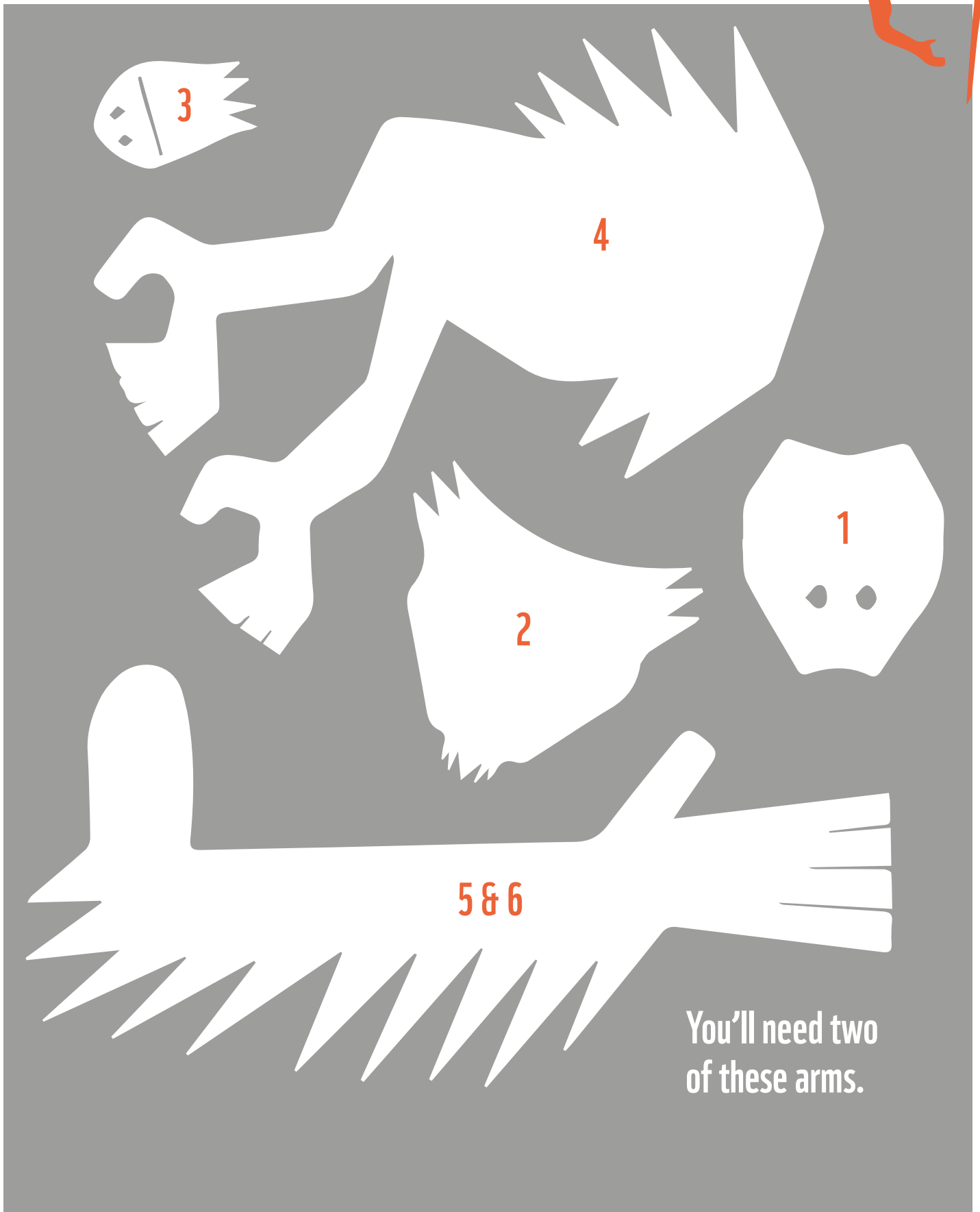
1. Cut out the template and lay it on top of the cardboard pieces. Draw around the template and cut out the different shapes carefully. There are two long arms, a body and the three different pieces for the head.
2. Decorate the pieces with paints, pens or collage with paper. We've painted the base bright orange and then added pattern in a metallic gold, but you can use any colour you like.
3. Glue part 1 onto part 2 and the glue part 3 on top matching up the nostrils. Draw eyes, eyebrows, nostrils and a mouth.
4. Carefully push a knitting needle or thick needle through the head, top of the arms (parts 5 & 6) and the body (part 4). Make sure you ask an adult to help you!
5. Push the split pin paper fastener through the hole and split the pins.
6. The orang-utan is now ready to hang onto any branch or door frame!

HANG THE ORANGUTAN ONTO A BRANCH OR DOORFRAME



HAVE FUN!

# RECYCLED ORANG-UTAN



You'll need two of these arms.





# TIGER TALES

**English and literacy  
'taster' resource for  
schools**

© Staffan Widstrand / WWF

## OVERVIEW

Tigers! They prowl through the stories of our youth, and stalk the literature and poetry of our adult lives, beautiful and powerful. However, wild tiger numbers have plummeted by over 95% in the last century! Three of the nine tiger subspecies are already extinct and there are more tigers in captivity in the USA than there are in the wild. Poaching for their parts which are seen as status symbols or used in traditional Asian medicine, and loss of habitats are the main threats to the tiger.

The aim of this resource is to encourage 7 to 11 year olds to find out more about this iconic animal, and the threats it faces, and develop their own ideas and opinions on environmental issues through creative and persuasive writing. Simple activities are provided to help pupils develop their understanding of the natural world and to reflect on how their own actions can help shape the future

**THREE OF  
THE NINE TIGER  
SUBSPECIES  
ARE ALREADY  
EXTINCT**



© Martin Harvey / WWF

# ACTIVITIES



## **Endangered animal pictionary:**

A fun game to explore why some species are at risk and what can be done to protect them.



**An explorer's blog:** A creative writing activity to find out more about the tiger and its habitat and describe how it would feel to meet a tiger face to face in the wild.



© Martin Harvey / WWF

## CURRICULUM LINKS

**English** Language, comprehension and composition; **Science** Working scientifically, animals, living things and their habitats; **Geography** Locational knowledge, place knowledge, human and physical geography; **Computing**; **Art & Design**



© National Geographic Stock / Michael Nichols / WWF



# Endangered animal pictictionary

## Overview

Through a fun game of pictictionary, pupils explore the concept of endangered species and discuss what can be done to help protect these animals and their habitats.

## Objective

- To learn what the term 'endangered' means and why some species are categorised as endangered/at risk
- To explore actions we can take to help protect wildlife and natural habitats

## What you need

- WWF Endangered Animals fact cards
- Whiteboard/flipchart
- Pens



## Get going

Discuss what pupils already know about endangered species. Invite a volunteer to come to the front of the class and draw an animal from the endangered animals fact cards. The rest of the group must guess which animal it is. Before starting on the next drawing with another pupil, discuss with the group why this animal might be endangered and what can be done to protect it. Pupils could research other endangered animals and produce additional cards for the game.

## Endangered species

Scientists use the following categories to keep track of the level of risk animals face in the wild.

**Extinct:** No longer exist on the planet (e.g. dodo, quagga, Javan tiger)

**Extinct in the wild:** No longer exist in the wild, only found in captivity (e.g. Wyoming toad, Pere David's deer)

**Critically endangered:** Extremely high risk of becoming extinct (e.g. black rhino, mountain gorilla, Bornean orang-utan)

**Endangered:** Very high risk of becoming extinct (e.g. tiger, blue whale, snow leopard)

**Vulnerable:** High risk of becoming extinct (e.g. African elephant, giant panda, polar bear)

## What is WWF doing?

WWF's goal is to build a future in which people live in harmony with nature by conserving biodiversity and reducing the impact of human activity. WWF works in partnership with governments, local communities and other conservation organisations around the world to help protect endangered animals and restore their habitats.





### Bornean orang-utan

**Habitat:** Forests on the island of Borneo.

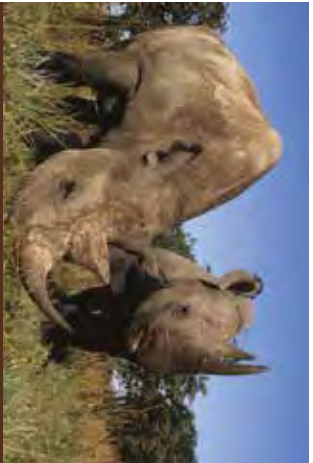
**Threats:** Forests cut down for timber and to grow palm oil, and the illegal pet trade.



### Tiger

**Habitat:** Forests, grasslands and mangroves in Asia.

**Threats:** Poaching for the illegal wildlife trade, loss of habitat and climate change.



### Black rhinoceros

**Habitat:** Mostly in the grasslands of southern Africa.

**Threats:** Poaching for their horns, seen as a status symbol.



### Mountain gorilla

**Habitat:** Mountain forests of central Africa.

**Threats:** Loss of habitat, poaching, human wildlife conflict and climate change.



### Asian elephant

**Habitat:** Grasslands and forests in Asia.

**Threats:** Loss of habitat, conflict with people and poaching.



### Blue whale

**Habitat:** All oceans except the Arctic.

**Threats:** Pollution, shipping and climate change.



### Snow leopard

**Habitat:** High mountains of central Asia.

**Threats:** Hunted for their fur or because they prey on livestock



### Hawksbill turtle

**Habitat:** Atlantic and Pacific oceans.

**Threats:** Caught in fishermen's nets, collection of eggs and fewer nesting beaches due to climate change and tourism





# An explorer's blog - The day I came face to face with a tiger

## Overview

Through this creative writing activity, pupils find out more about the tiger and its habitat and use their imagination and storytelling skills to describe how it would feel to meet a tiger in the wild.

## Objective

- To learn more about what the term 'endangered' means and why some species are categorised as endangered/at risk
- To explore actions we can take to help protect wildlife and natural habitats

## What you need

- Footage of tigers at [www.arkive.org](http://www.arkive.org)
- Resource sheet 'Meet the Bengal tiger!'

## Get going

To introduce the activity, you can watch footage of tigers with the class and discuss how these animals live. What do tigers look like? How would you describe their habitat? What do they need to survive? What do they eat? Ask pupils to imagine how they would feel if they came face to face with a tiger in the wild. In pairs, they

find out more about the tiger from the resource sheet and write a short blog entry about their experience. What happened? Where were they? What did they see? How did they feel? What did they do? They could select an image to add to their blog.





## Resource sheet: **Meet the Bengal tiger!**

**Population:** Fewer than 2,650 Bengal tigers left in the wild. About 2,200 of them are found in India.

**Weight:** Up to 260kg – the weight of about nine 10 year olds!

**Length:** Up to 3 metres from nose to tail

**Appearance:** Orange fur with black stripes and a white underbelly. No two tigers have the same pattern of stripes.

**Habitat:** The Bengal tiger is found mainly in the forests, grasslands and mangroves of India. Smaller groups can be found in Nepal, Bhutan and Bangladesh.

**Food:** Tigers hunt alone mostly at night and use their excellent hearing and eyesight to catch their food - mainly deer, wild pigs and antelopes. They quietly stalk their prey until they are close enough to pounce, killing with a bite with their powerful jaws.

**Key threats:** Loss of habitat: A huge amount of forest have been cut down for timber, farming and to build roads and railways.

**Conflict with humans:** As their habitats are destroyed and there is less wild prey for tigers, they can prey on livestock and then be killed by farmers trying to protect their livelihood.

**Poaching:** Tigers are poached (illegally killed) for their skin and body parts, which are seen as a status symbol or used in traditional Asian medicine.

### **What is WWF doing?**

WWF works with governments, local communities and other conservation organisations to stop poaching and deforestation. WWF also works with 'tiger champions' in local communities to help protect and monitor tigers and their habitat.

