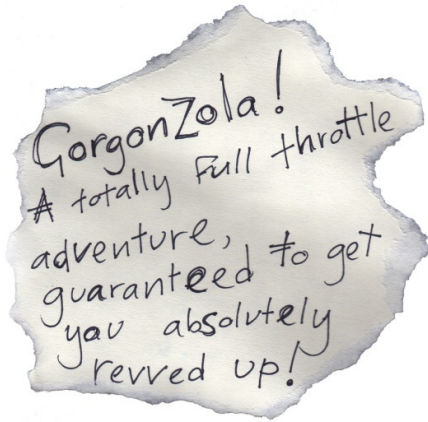


# Jumping Mouse

Unpacked  
www.unpacked.org

## Education & Participation Pack



Jump on the second bus, the driver's saved you a seat. Come and meet a bullfrog blues band, a clapped-out bison, a forgetful wolf... and a most unusual little mouse, who's about to have a very big adventure.

Unpacked use live music and songs, puppetry, high-octane physicality, and bits of a London bus to tell a magical story about growing up, adapted from a well-loved Native American folk tale.

Images of the show can be found at [www.unpacked.org](http://www.unpacked.org)

## What the Press Say

"To put it simply, it was wonderful." – Edinburgh Festivals Magazine

"All in all, Jumping Mouse is refreshing tonic that will leave you with a smile on your face and hopefully give your kids a thirst for knowledge and adventure." – Edinburgh Guide

"This is a great show" – Primary Times

## About Unpacked Theatre Company

Unpacked was formed in 2004. The company tells theatrical stories, using high-octane physicality, new writing, object animation and a distinctive puppetry aesthetic.

We aim for all audiences to take something home with them, be that a memory, a smile, or a desire to start animating their umbrella.

The five core members of Unpacked, Gilbert Taylor, Darren East, Clare Dunn, Zoë Hunter and Sara Ekenger met and trained at the Central School of Speech and Drama.

Unpacked offer workshops on physical theatre and movement, puppetry, object manipulation, group choreography, devising, adapting texts for visual theatre, supporting and extending curriculum work and other theatre processes.

## Things to do in preparation for the show

*Jumping Mouse is the story of a little mouse who decides to leave the world she knows and all the other mice, because she can hear a roaring sound in her ears. The story follows her adventure to discover what the roaring is.*

*The Jumping Mouse story is originally a Native American Folk tale. There are many written versions. Our favourite one was written by Brian Patten, and was published by Puffin Books in 1972. Sadly it is now out of print.*

### 1. Read a version of the story of Jumping Mouse.

You may be able to find Brian Patten's version of the story. If not, there are many others and indeed some versions that are freely available online. *Note that Unpacked has created an adaptation of this story. Some situations, storylines and characters are different. In our version, the story begins on a red double-decker bus and is located in the UK.*

### 2. Research: what are the buses like in your town?

Who gets the bus? Where to?

What is the longest journey you have been on?

Some people say that buses always arrive in pairs (and in our story, Jumping Mouse comes from the Second Bus). Do you think this is true?

### 3. Make a map!

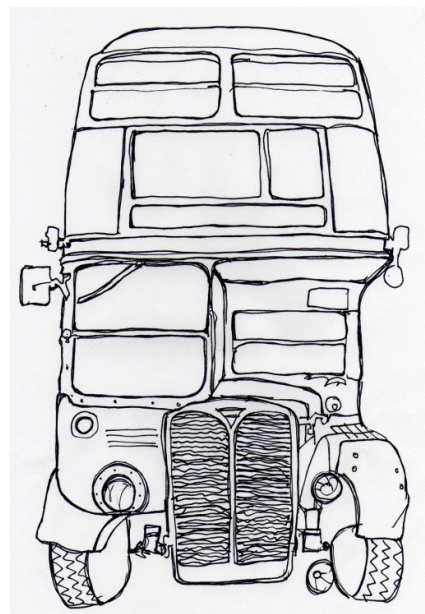
Are there hills or mountains near your town? What are they called and what do they look like?

Is there a river near your town? What is it called? Do you know how long it is?

Research the climate and landscape of North America. How is it different to where you live?

Can you draw this research into a map of where you live?

Include a drawing of your local bus!



## Things to do after the show

*In terms of curriculum these practical participatory activities would fall under arts and humanities:*

### **Writing and drama    Imaginative sound    Art activities and making**

*The different sections are split into tasks that range from individual tasks to work for small and large groups. Some involve writing and discussion within the practical work.*

## Writing and drama

Jumping Mouse transforms into an eagle at the end of the story.

**Write** where she might go next?

**Describe** how she might see everything differently now she can fly above the land instead of being a small mouse.

**Describe** what the other mice might do if they met her again?

## Drama exercises

*You will need a free space to move about in. This section is two physical imaginative tasks, using the body and vocal sounds. When the tasks include groups don't create any one group larger than eight children. This section would need approx 20 – 30 mins to complete.*

What do you think the spots in the sky are like? Are they big or small? What do they sound like? Why is everyone scared of them? As a group can you make a flock of spots?

### **Physical Task 1**

Firstly stand still in a space. As a spot how might you move your head and arms?

What might you sound like?

Now still using your head and arms **walk** as a spot.

Now **fly** as a spot! How do you need to use your legs and arms differently?

As a group how might a flock of spots move together?

Can you **swoop and soar** as a group?

**Extra:** *research or find a piece of music that you think fits with how the spots fly in the sky.*



## Physical Task 2

### Alone

Think about the many mice running the bus engine. They are very busy and small. Alone in your space again, think about how think a mouse might see and smell things.

Scrunch up your face and become a little mouse.

Use your hands as front paws. How might mice pick things up, eat things, or clean their whiskers?

Now turn and face an opposite wall. Not forgetting your face and hands, walk how a mouse might move to the wall.

Everyone try out different speeds, and stopping and picking things up or cleaning whiskers, or other mouse activities you can think of.

How might the mice react if they hear **miaow?!!!**

### In Groups of 5-6

Everyone is going to have a job in the engine as a mouse.

In your group decide what might need to happen in the bus engine, e.g: pulling levers, pressing buttons, cleaning pipes etc.

Give these a physical action. Give each mouse an action.

Decide how big your engine is! Where to you need to stand? Can you reach each other?

Now do your engine actions as mice. Think of the different speeds, or how heavy or difficult something might be. Give your action a good loud sound with your voice.

**Extra** – *if the exercise is working well, all the groups could be linked up to create one big engine. Start the engine with a sound such as a command or a bell. Stop the engine with something to signify brakes – or even a miaow!*

## Imaginative Sound

*You will need some percussion instruments. If unavailable choose some objects from the classroom that can make a variety of different sounds.*

**Write** how did the different sounds in the show help tell the story? What would it have been like without the sounds or music?

## Task 1

Jumping Mouse hears a roaring in her ears. At first she thinks it might be the river.

In groups create the different sounds of a flowing river.

## Task 2

Jumping Mouse hears the roaring at the top of the mountain before she turns into an eagle.

Create this roaring. Think about what different sounds might make up the roaring?

How can it be made more special? Play with different volumes or speeds or layering different sounds to make this special roaring.

## Task 3

The roaring Jumping Mouse hears, is telling her to go and discover the world. Think about something you would like to do or achieve as you grow up.

**Describe** what you think this would sound like with a list of words.

Can you try to make the sound you described with the percussion or objects?

## Art activities and making:

### Art activities

*You will need some long pieces of paper, felt pens and or poster paint.*

*In Unpacked's story Jumping Mouse's journey begins on the bus, and ends at the top of the mountain.*

### In groups of 3-4

**Draw** and decorate a map or route of the journey Jumping Mouse took from the bus to the top of the mountain.

Include all the landscapes you can remember from the show and the animals she met in each place.

**Write** what Jumping Mouse did at each place on her journey.

Where did she learn to jump?



## **Making**

*You will need firm paper cut into discs, some lengths of string, glue (e.g pritstick) or sticky tape, and felt pens and/or poster paint.*

### **Finger Mice**

Cut discs of plain paper no larger than 10cm in diameter.

Draw a point in the middle of your disc.

Cut a straight line up to the point.

You now should be able to curl the paper to make a cone that will fit on your finger.

Glue or sticky tape one edge of the cone underneath the other.

Take a length of string and stick one end inside the edge of the cone.

Draw or paint two eyes. You may want to draw on whiskers (although the very dexterous might be able to create whiskers from the string)

Paint your mouse a pale shade of brown beige grey or cream

Now see if you can make 4 more, so you have a full hand of mice. (9 more if you have time!)

Paint each one a differing shade.

### **Activities with finger mice**

*The engine mice in Jumping Mouse are played by finger mice. They are all related to each other and talk a lot, often at the same time.*

See if you can work out who is who with your mice and give each one a different tone or pitch of voice. Assign an engine job to each finger mouse. This can be similar to the drama game above.

Introduce your mice to the class and let them say who they are and what their job is.

Only move the one mouse which is speaking on your hand.

*Clear a space on the table*

Experiment with how you can make your finger mice move across the table.

Remember how you moved as mice in the drama section. Can you move them at different speeds?

