

# EDUCATOR RESOURCE GUIDE

BOB MARLEY'S

THREE little

BIRDS

Ziggy's afraid to leave the house. He's too busy worrying about tropical storms, evil spirits, and a sneaky, freaky, hair-grabbing Duppy! But, with the help of some feathered friends, Ziggy learns "every little thing is gonna be alright." A musical that jams Jamaican-style, it's a timeless tale of peace and love, set to the music of Bob Marley, man.

**January 19 — March 1, 2020**

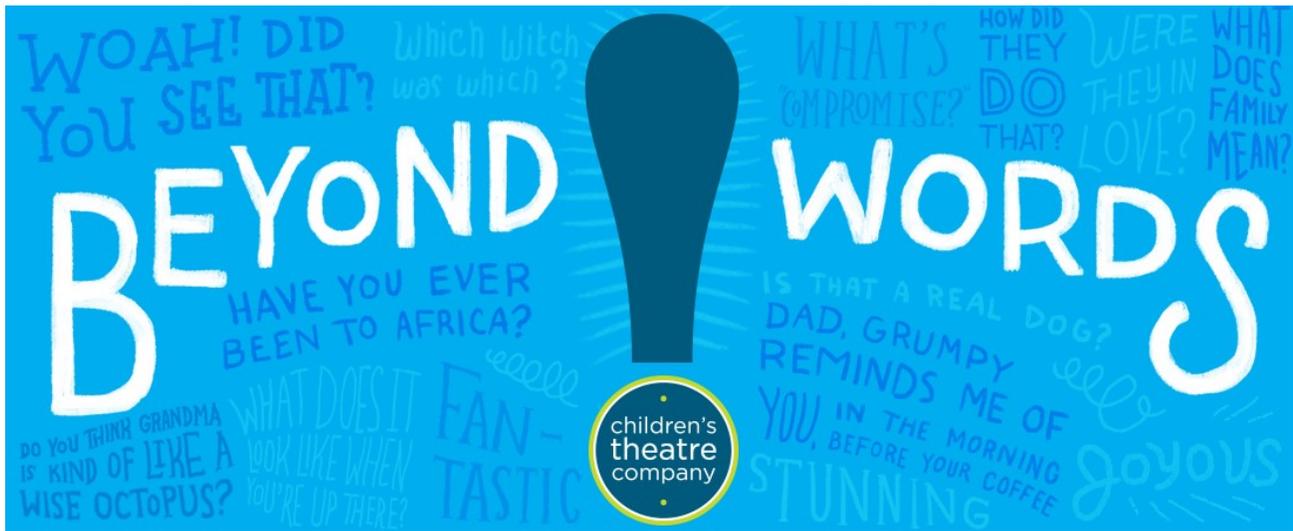
*Based on a Story by* **CEDELLA MARLEY**

*Music and Lyrics by* **BOB MARLEY**

*Adapted for the stage by* **MICHAEL J. BOBBITT**

*Directed by* **SHÁ CAGE**





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Ever wonder how the costumes are made?  
Curious who is in the cast? For more articles about  
CTC's production of  
*Three Little Birds*, visit us online at  
[www.offbook.childrenstheatre.org](http://www.offbook.childrenstheatre.org)

**We love to hear from YOU!**

Letters can be mailed to:  
Children's Theatre Company  
2400 Third Avenue South  
Minneapolis, MN 55404

or

**Submit your questions online at**  
[www.childrenstheatre.org/  
offbookquestions](http://www.childrenstheatre.org/offbookquestions)

# Bob Marley

Bob Marley was a Jamaican musician who popularized the Reggae genre, selling over 20 million records. Although he grew up in poverty, he always surrounded himself with music. His music told stories of Jamaica, politics, and the Rastafarian religion. As part of his Rastafarian beliefs, Marley sported dreadlocks, which became his iconic look.

His music career began in the 1960s when he became friends with Peter Tosh and Bunny Wailer. Together, they formed The Wailing Wailers, eventually becoming simply The Wailers. Their big break came in 1973 when they landed a recording contract with Island Records and recorded their first full album, *Catch a Fire*. The group began touring the United States and Britain and their song “I Shot the Sheriff” became a #1 hit in the United States. For their second tour in 1975, the Wailers joined with I-Threes, a female group featuring Bob Marley’s wife, Rita. The Wailers continued this success through and completed 14 albums.

Unfortunately, Bob Marley died of cancer in 1981 at the age of 36. However, his impact on the music industry did not stop. In 1994, he was inducted into the Rock and Roll Hall of Fame and in 1977 his album *Exodus* was named Album of the Century by Time Magazine.

Bob Marley fathered 11 children, many of which followed in their fathers footsteps becoming Grammy award winning musicians. *Three Little Birds* is based on the picture book written by Bob’s daughter Cedella Marley and features a character named Ziggy, who is named after another Marley child.

## **Did you Know?**

Bob Marley’s son, Ziggy, wrote the theme song for the PBS television series “Arthur.”

## ***Duppy and Nansi in Jamaican Folktales***

*Three Little Birds* features characters and inspiration from real Jamaican and African folktales. These tales were passed down verbally from generation to generation, acted out, and sometimes sung with dancing and drumming.

The evil Duppy is a folklore character, like an evil spirit or ghost, and is comparable to the American folk-character of the Big Bad Wolf. Because of its prevalence in Jamaican folktales, the name Duppy can be found in Reggae music, such as the song “Duppy Conqueror” by Bob Marley and the Wailers.

Duppy can have many different traits in folklore, like animal-like features, speaking in high nasal voices and the limitation to only come into the human world at night. The Duppy in *Three Little Birds* is trying to steal Ziggy’s beautiful dreadlocks and his character is used to tell the story of overcoming fear and worries.

The character of Nansi is based on the character Anansi, who is a trickster often seen in African and Caribbean folklore. In *Three Little Birds*, Nansi has a pet spider because the original character of Anansi is a spider. This character uses intelligence and trickery to get what they want.



Jamaica is home to the fastest man in the world, Usain Bolt, who completed the 100 meter dash in 9.58 seconds.



**2.9 million**

The population of Jamaica which is slightly smaller than the population of the Twin Cities!

The distance between Minneapolis and Jamaica.

**2,071 Miles**

The capitol of Jamaica is Kingston.

In Jamaica, people drive on the left side of the road.

Although they gained independence from the United Kingdom in 1962, they still recognize Queen Elizabeth II as their head of state.



## Get the Facts about Jamaica

**80°**

Average temperature of Jamaica.

Jamaica is an island in the Caribbean and is prone to hurricanes.



The Doctor Hummingbird is the national bird of Jamaica.

Hurricane season in Jamaica is from June to November each year.

Jamaica's main exports are bananas, sugar, cocoa, and coffee.



Jamaica has more occurrences of babies born in multiples (twins, triplets, etc.) than any other country in the world.



**Springboard ideas of what to talk about, write about, or explore while connecting ‘Three Little Birds’ to your curriculum.**



<p>How does Ziggy change throughout the story? How does Nansi change?</p>	<p>Read one of the many books by Cedella Marley.</p>	<p>Nansi and Ziggy play traditional Jamaican games. What games are traditional to your heritage?</p>	<p>Write a review of the performance or a letter to the actors.</p>
<p>Create a commercial for the story.</p>	<p>Ziggy and Nansi have a disagreement. When have you had a disagreement with a friend? How did you resolve it?</p>	<p>What surprised you about the play?</p>	<p>Ziggy believes that counting to eight and wearing red underwear is lucky. What things in your life do you believe are lucky?</p>
<p>Listen to Reggae music and try to guess which instruments are being played.</p>	<p>Retell the story from Duppy’s or Nansi’s perspective. How does it change?</p>	<p>Ziggy feels anxious about the weather, evil spirits, and Duppy. What do you feel anxious about? What helps you feel better?</p>	<p>Conduct research projects on tropical birds.</p>
<p>Play music and have a Bob Marley dance party!</p>	<p>Mama and Nansi encourage Ziggy to feel the rhythm of Jamaica. Close your eyes and listen to the rhythm of your school, neighborhood, or house.</p>	<p>If you could travel anywhere in the world where would you travel and why?</p>	<p>The Birds count to eight in English, Spanish, Chinese, Hindi, and Swahili. Can you count to eight in any languages?</p>
<p>If you met Ziggy at the beginning of the story, what advice would you give him to help him feel less anxious?</p>	<p>If you could have any animal as a pet, which animal would you choose and why?</p>	<p>Ziggy’s hair makes him special. What makes you special?</p>	<p>Why is Ziggy’s hair so important to the story?</p>

# Class Act: Actor's Tools



Actors use many tools to help them tell a story— three we focus on at CTC are body, voice, and imagination.

Explain that **projecting** means using a loud voice and **enunciating** means speaking clearly. Have students practice projecting and enunciating by saying the title of the play, *Three Little Birds* as a group, and then individually.

Brainstorm emotions that actors might portray. Try saying “Three Little Birds” using those emotions. Students will naturally begin to use their body to portray the emotion as they say the line. Brainstorm how your body looks or feels different when you are feeling these emotions. Allow a few students to showcase their work as a solo.

List some of the characters in the play along with characteristics of each. How would each of those characters say the title? Say the line as a group, using different characters as inspiration. Then, ask for volunteers to perform the line individually.

## **Class Act: This Scene Needs**

**Objective:** This activity challenges students to create original dialogue and examine the emotions of characters. Students will use observation skills and defend their observations using evidence from the scene.

**Directions:** Brainstorm with students important moments from the story or play. Choose a specific moment to build a tableau. **Tableau** is an acting word for frozen image. Choose five students to be actors. Have the first student come to the front of the class and say, “This scene needs...” For example, if the scene is Ziggy watching the news at home, a student might say, “This scene needs a television.” The student will then use their body to become that character or object. The remaining four students add into the scene, one at a time, until all five students are working together to create the objects or characters in the scene.

Once all the students are frozen in the scene, allow each to make up a line of dialogue their character or object would say. Challenge the students to connect with what the other actors are saying to create a conversation. Ask the rest of the class to make observations about the scene and defend their analysis with evidence from the scene (facial expressions, levels, etc).

With the actors still frozen in tableau, allow each to say what their character might be thinking or feeling in the scene. Reflect on how what we say and what we think are different. How do you decide what to say out loud and what to keep to yourself?

### **Mix it up!**

Instead of creating a scene from the book or play, create a tableau of different ecosystems such as forest, ocean, or jungle. Each group of students can be given a different ecosystem. What animals live there? What is the terrain like? What do those animals need to survive? After they showcase their tableau, take away one element of the ecosystem or add an outside element (pollution, buildings, construction). How does that change affect the rest of the animals/terrain?

# Class Act: Character Interview

**Objective:** In this activity, students will use their imagination to invent backgrounds, justify actions and answer questions from a character’s perspective. Students will generate questions to better understand a variety of characters. Students will offer advice and ideas to help the characters.

**Directions:** Place a chair at the front of the room. Ask for a volunteer to come to the front of the class and pretend to be Ziggy.

The rest of the students will play the role of news reporters who are interviewing Ziggy for the local newspaper. The teacher can model by asking Ziggy a few questions then invite the class of reporters to ask Ziggy questions.

## Sample questions

- “What did you like about living in Jamaica?”
- “How do you take care of your pet birds?”
- “Who is your best friend?”
- “How do you feel about Nansi?”
- “Why do you watch the news so much?”
- “What worries you about leaving your house?”

### **Mix it up!**

Use this activity to explore characters in other stories, real people you are studying, or animals.

After interviewing Ziggy, do the same activity for other characters in the story such as Mama, Doctor Bird, or Nansi.

# Class Act: Story Dance

**Objective:** This activity encourages students to create a dance inspired by the plot points of a story. This activity provides students with kinesthetic anchors to remember a sequence of events or facts. This activity can be done after reading the book *Three Little Birds* or after seeing the play.

**Directions:** Challenge the students to identify 4 – 8 parts or plot points of the source story. (The more plot points, the longer the dance)

To start, students are only going to focus on the first story point. When you say “go” students will perform a short, repeatable action that represents that story point. Observe the group and choose 2 – 3 actions to feature in the dance. String these actions together into a 4 – 8 beat sequence. Practice that phrase a few times, then do the same for the rest of the plot points. Don’t forget to go back and rehearse often to review.

### **Mix it up!**

Instead of using plot points from a story, create a dance inspired by vocabulary words, historical events, or other curriculum anchors. This activity can also be done in small groups.

If you would like to set your dance to music, discuss as a group what type of music you should choose. Discuss the emotions of your dance. What type of songs might convey that emotion?

Perform your dance!

# Class Act: Stand up if...

**Objective:** This exercise activates prior knowledge around concepts or topics in life, reading, and writing. The exercise also builds community as participants share and observe common experiences and celebrate differences.

**Directions:** Ask students to stay seated at their desks. Tell students they will hear a series of prompts starting with “Stand up if...” If the statement applies, they should stand. Choose a couple of students to ask follow-up questions related to the statement. All students sit again before being prompted with another “stand up if” statement.

Begin with non-content related prompts to establish the pattern and get everyone moving and listening. Then, move to content-related statements that will gradually get more sensitive and/or detailed as the exercise progresses.

## Sample Dialogue:

“Stand-up if...”:

### General Statements

- I like pizza*
- I like to read*
- I play an instrument*
- I have seen a play before*
- I have been in a play before*

### Statements related to *Bob Marley’s Three Little Birds*

- I have a pet at home*
- I have tried something new*
- I have supported a friend*
- I have played a trick on someone*
- I have felt worried*
- I have felt scared*

## **Mix it up!**

Instead of sitting at desks, students stand at one end of the classroom space or playground. Instead of standing up if the statement is true for them, they cross the room or space.

Change the prompt to  
**“Cross the room if...”**

# Write it Out: Trickster Tales

**Objective:** This activity challenges students to create an original trickster tale with unconventional characters. This activity also challenges students to challenge perspective.

**Directions:** Select a few existing trickster tales such as one of the many Anansi tales and read/tell them to the class. Brainstorm as a group the similarities and differences between each tale. What are the common characteristics of trickster tales?

Collect two paper bags and assign a prompt from the table below for each bag. For example, you might choose to have a “common objects” bag and a “settings” bag. Write examples of these things on slips of paper and place them in the matching bag. Write enough slips to have one for each student in each bag.

Paper Bag Prompts	
Common Objects	Emotions
Animals	Physical Actions
Settings	Characters

Allow each student to choose one prompt from each bag and challenge them to write a trickster tale about those things. Remind them to keep the traditional characteristics of trickster tales in their story.

Have students trade stories with another student. Students will read the story they were given and re-write the story, but from the perspective of a different character. Share the originals and adaptations with the rest of the class. What changed in the story?

## Write it Out: Music-Art-Story

**Objective:** This activity challenges student to identify emotions in music, create art inspired by those emotions, and write about imagined events.

**Directions:** Choose a snippet of music (about a minute works well) from a specific genre such as classical, rock and roll, or gospel. Play the piece of music and ask student to simply listen to the music sample. It may help if they close their eyes. When the piece of music is done, ask students to write or share aloud some emotions they felt during the song.

Play the same piece of music again and this time, instruct students to draw a picture while listening to the song. When the song is over, give students time to share their art with a partner or with the class. Ask them to share what emotions inspired the artwork and make connections to times they felt that emotion in their life.

Choose another snippet of music from an alternative genre. Do the activity again with this piece of music. When they are finished, students should have two pieces of art inspired by two separate pieces of music.

Challenge students to write a story connecting the two pieces of art. Ask for student volunteers to share their story and drawings. If time, choose a few stories to act out as a class.

# Team Builder: Sensory Mindfulness

**Objective:** This activity uses the five senses to help ground students and to release stress. This activity is useful to help calm students after a high energy activity to prepare them for a low energy activity. This activity can be used in a large group setting or one-on-one.

**Directions:** Gather students in the calm environment. Wiggle all of the fingers on one hand and encourage students to do the same. Keep wiggling until all students are focused on you and mimicking your actions. You will then wiggle each finger individually while doing the prompts below. You can instruct students to identify those things aloud, point to them, or simply think about them. Take a deep breath between each of the prompts. By the time you finish, students should feel calmer and focused.

- Pinky finger: identify five things in the room you can SEE.
- Ring finger: identify four things in the room you can FEEL.
- Middle Finger: identify three sounds in the room you can HEAR.
- Pointer finger: identify two things in the room you can SMELL.
- Thumb: identify one thing you can TASTE in your mouth.

## Research It: World Map

**Objective:** This activity challenges students to think about countries and gain special awareness of the world around them. This activity works best in a large open space such as a gymnasium, classroom with desks to the side, or outside.

**Directions:** Assign each student a country to research. Give them time on a computer or in a library to learn as much as they can about that country. Students should color the flag of that country.

Tell the students that we are going to make a map of the world in this open area using our bodies. Decide collectively where the United States should be located on this map. Ask students to stand where their country would be located on your map and place the flag of their country at their feet. As the teacher, take a look at the space and see if any adjustments need to be made. Instead of giving students the answers, challenge them to take a second look at problem areas (“Let’s take a second look at Europe. Can anyone help?”).

Once your map is established, you will ask students to move to a country based on your prompts. Ask students to step to a country that you know that capitol of. After students have chosen a country, you can quiz them to see if they are correct. Additional sample prompts are below:

### **Mix it up!**

Teachers can use this activity as a quiz by using phrases like “walk to the country where the Eiffel Tower is located” or “walk to a country with a tropical climate.”

- Walk to a country where your favorite food originated.
- Walk to a country where you would like to visit.
- Walk to a country where your favorite animals lives.
- Walk to a country that your ancestors are from.
- Walk to the country where you were born.

If students are comfortable, you can ask them to identify for the class where they choose and why they choose that location.

# Taste of Jamaica: Banana Fritters

Banana fritters are a traditional food of Jamaica. Although they are similar to a pancake, these sweet fritters can be eaten for different meals of the day depending on what is paired with them. However, banana fritters are most commonly eaten for breakfast or dessert.

## Ingredients:

- 3 Ripe bananas
- 2 Teaspoons of lime juice
- 1/2 Teaspoon of vanilla extract
- 3 Tablespoons of brown sugar
- 1/2 Cup of flour
- 1 Teaspoon of baking powder
- 1/2 Teaspoon of cinnamon
- 1/4 Teaspoon of nutmeg
- 1 Beaten egg
- 1/3 Cup of whole milk

## Materials

- Mixing bowl
- Fork
- Spatula
- Frying Pan
- Measuring cups
- Cooking Spray or Oil

**Step 1:** Crush bananas in a bowl with a fork until smooth.

**Step 2:** Add beaten egg, lime juice, vanilla extract, nutmeg, cinnamon, and brown sugar. Stir until smooth and runny.

**Step 3:** Add flour and baking powder then stir with a spatula.

**Step 4:** Add milk slowly until consistency is slightly thicker than pancake batter.

**Step 5:** Heat the frying pan with a bit of oil or cooking spray. When pan is hot, add spoonful's of batter into the pan. Fritters should be approximately

**Step 6:** Flip the fritter when top starts to set and it looks cooked halfway through. Fritters should be a golden brown on both sides.

Banana fritters can be eaten plain or with ice cream, powdered sugar, whipped cream, peanut butter or hazelnut spread.



# Character Reactions



Ziggy and Nansi react differently to different things and situations in the story. Write about Ziggy and Nansi's reactions to the circumstances in the chart below.

	Ziggy	Nansi
Playing Outside		
Watching the News		
Going to the Port		
Handling Bugs or Spiders		
Playing Tricks on People		
Meeting Duppy		



How would you react to the situations above?



# Jamaican Sayings

In *Three Little Birds*, you will hear traditional Jamaican sayings. Use context clues and inferences to connect the Jamaican sayings on the left with their meaning on the right.

## Jamaican Saying

- 1) Breathe easy
- 2) Yasso nice
- 3) Hawk, dey near chaka chaka
- 4) One coco full basket
- 5) Cockroach no business in a fowl fight
- 6) A mongoose with Pickappa Sauce is bad like yazz
- 7) Likkle muore
- 8) Big man ting

## Meaning

- A) Having a good time
- B) Messy and untidy
- C) Grown up business
- D) See you later
- E) Really cool
- F) Every little bit adds up  
Grown up business
- G) Don't meddle in things that don't concern you
- H) Relax



# Your Three Little Birds



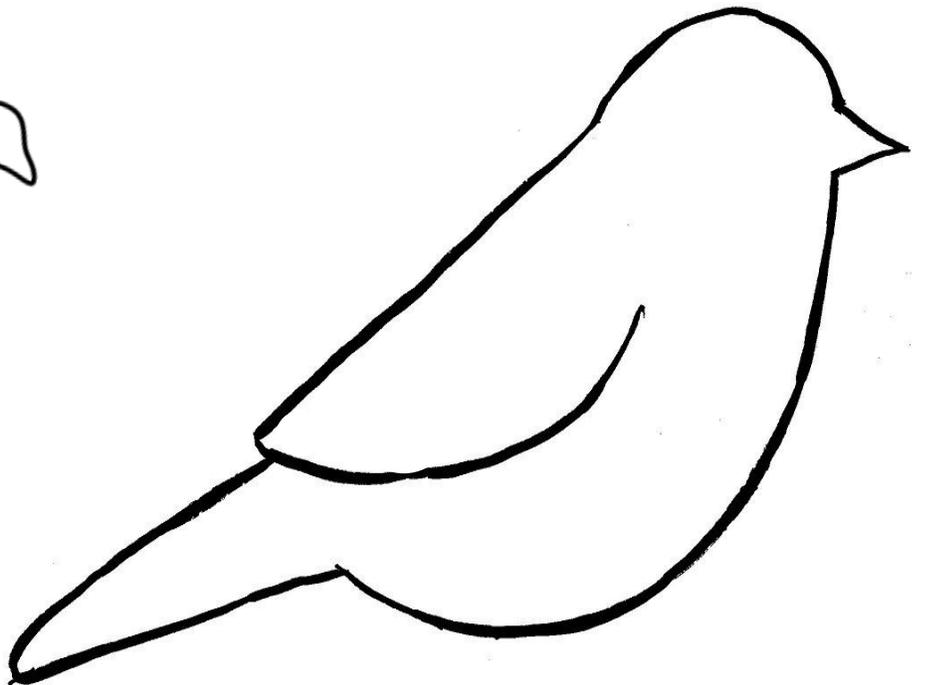
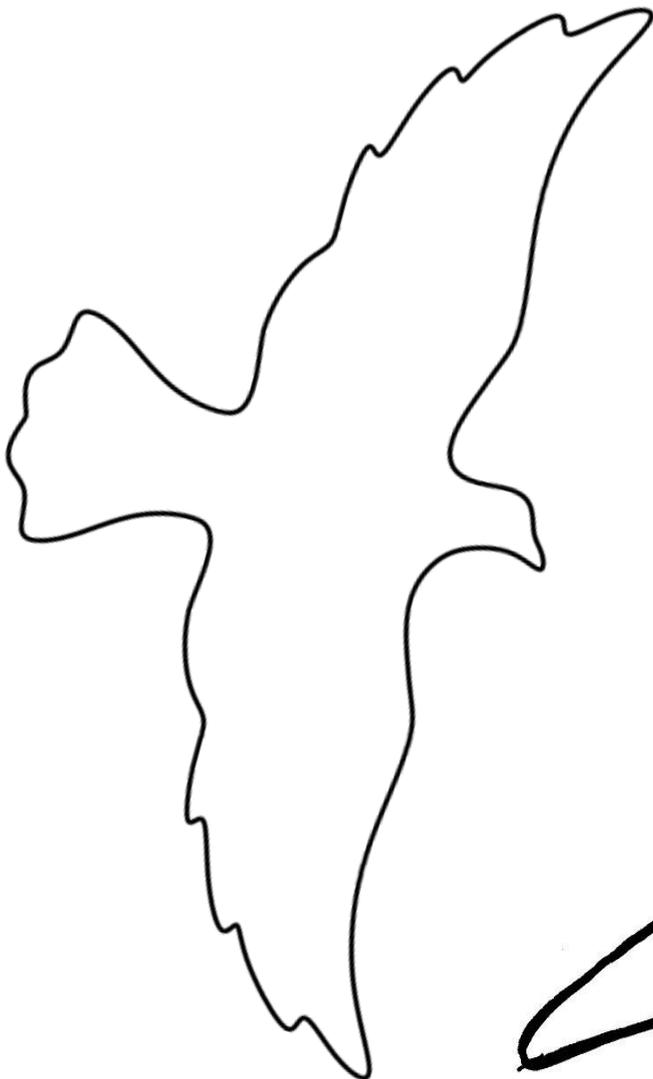
Ziggy has three pet birds who watch out for him and give him advice. His pet birds are very special to him. List three people who are very special to you and help take care of you. Design each bird below to reflect the characteristics or personalities of each person you listed.

**My Three Little Birds**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



# Cork Board Conversations

Use the sticky notes below to think critically about *Three Little Birds*.

Three adjectives that describe this play are...

- 1.
- 2.
- 3.

This play made me feel...

This play made me think about...

A status I would post on my social media after seeing the show is...

A question I still have is...

This play taught me...



**My Rating of *Three Little Birds* at Children's Theatre Company**

# Further Resources

## More About Jamaica

*Jamaica Facts for Kids*

<http://www.sciencekids.co.nz/sciencefacts/countries/jamaica.html>

*Jamaica- National Geographic Kids*

<https://kids.nationalgeographic.com/explore/countries/jamaica/>

## More About Bob Marley

*Bob Marley and The Wailers on Spotify*

<https://open.spotify.com/artist/2QsynagSdAqZj3U9HgDzjD>

*Bob Marley Official Website*

<http://www.bobmarley.com/>

## More About Cedella Marley

*A Conversation with Cedella Marley*

<https://www.youtube.com/watch?v=K8GfIPYEOK0>

*Cedella Marley Interview– Three Little Birds Musical*

<https://www.youtube.com/watch?v=EhLcBeHTP2E>

## 2019 – 2020 Weekday Student Matinee



**Questions? Contact School Engagement Coordinator at  
[schools@childrenstheatre.org](mailto:schools@childrenstheatre.org)**