

Performing Notes and Suggestions

This format provides several advantages over the traditional play structure because ...

- Each reader has approximately the same number of lines to speak.
- There is no long waiting time before having a speaking part.

It is unlikely that every class or speech and drama group is evenly divisible by five, so extra positions such as Rehearsal Director/s and Speech Coach/es can be allocated, giving everyone a role. These positions warrant the privilege of wearing a special shirt or badge to show the importance of their responsibilities. (The teacher would need to demonstrate how to be a Rehearsal Director and Speech Coach.)

The value of rehearsing several times over a week or two to perfect the fluency, vocal interpretations and expression enables everyone to semi-memorise their part/s and grow into the story and the deeper reality of the action.

Drama in all its guises provides an opportunity for performers to learn important life skills that include self-confidence, having and clear, expressive speech and a wide vocabulary, and being familiar with the works of famous storytellers and playwrights.

Warm and supportive social interactions within the group contribute richly to each student's personal growth to build a positive sense of social bonding while experiencing together the emotional impact of the events in the story being told.

Protocols for the audience include being respectful listeners, avoiding unnecessary noise or movement and knowing when and how long to applaud.

For the performers, theatrical protocols include respect for each other's efforts and talents; how to make each entrance and exit, staying in character until the end of the performance, knowing how to acknowledge applause, speaking more slowly than one would in everyday speech, making sure everyone in the audience can hear each performer clearly, and using vocal dynamics and silences for dramatic effect.

Learning and using these teacher-taught elements enriches the theatrical experience and adds to the understanding and enjoyment of this wonderful genre for everyone involved.

The Elephant's Child

by
Rudyard Kipling

Cast

- 1. Storyteller 1 and Tall Aunt Ostrich and Tall Uncle Giraffe**
- 2. Storyteller 2 and Aunt Hippopotamus and Kolokolo Bird**
3. Storyteller 3 and Bi-coloured Python Rock Snake
4. Storyteller 4 and Uncle Baboon and Crocodile
- 5. ELEPHANT'S CHILD**

The Elephant's Child

by Rudyard Kipling

Dramatised for five readers by Ellie Hallett

NOTE: Pronounce 'satiable' as **say-shuh-ball**.

Helpful Acting Hints

- i) Come in one or two seconds after the previous speaker stops.
- ii) **Do not rush.** Change loud/soft, slow/slower, high/low ways to speak.
- iii) Put short gaps of silence at commas and slightly longer gaps at full stops.
- iv) Stretch out vowels; pronounce consonants clearly - especially final ones.

| | |
|----------------------|--|
| Storyteller 1 | In the high and far-off times when the world was new, in deepest, deepest Africa the elephant had no trunk. |
| Storyteller 2 | Elephants only had a blackish bulging nose as big as a boot. All it could do was wriggle from side to side. |
| Storyteller 3 | The trouble was, this blackish bulgy nose couldn't pick things up. |
| Storyteller 4 | But there was one elephant, a new elephant, an Elephant's Child, full of 'satiable curiosity, and he asked ever so many questions. |
| Storyteller 1 | O Best Beloved readers and listeners. The author of this story, Rudyard Kipling, often uses the word 'satiable. It is short for insatiable, which means wanting more and more answers and never coming to the end of wanting more. |

The Elephant's Child

| | |
|-------------------------|--|
| Storyteller 2 | The 'satiabable Elephant Child asked his tall aunt, the Ostrich, why her tail feathers grew just so. |
| ELEPHANT'S CHILD | Tall Aunt Ostrich, why do your tail feathers grow hanging down? |
| Tall Aunt Ostrich | Stop asking questions, Elephant's Child! |
| Storyteller 3 | And Tall Aunt Ostrich spanked him with her hard, hard claw. |
| Storyteller 4 | He asked his uncle, Tall Uncle Giraffe, what was wrong with his skin. |
| ELEPHANT'S CHILD | What makes your skin so spotty, Tall Uncle Giraffe? |
| Tall Uncle Giraffe | Stop asking questions, Elephant's Child! |
| Storyteller 2 | And Uncle Giraffe spanked him with his hard, hard hoof. |
| Storyteller 1 | But still the Elephant's Child was full of 'satiabable curiosity. |
| Storyteller 3 | He asked his broad aunt, the Hippopotamus, what was wrong with her eyes. |
| ELEPHANT'S CHILD | Why are your eyes so red, Aunt Hippopotamus? |