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Music & Lyrics in association with Churchill Theatre Bromley present

EDUCATION PACK



Starring
MARK WILLIAMS
as Doctor Dolittle

Book, Music and Lyrics by
LESLIE BRICUSSE

Based on the Doctor Dolittle
stories by Hugh Lofting
and the Twentieth Century Fox Film
Performed by arrangement with
Music Theatre International (Europe) Ltd.

**Doctor
Dolittle**
The Musical

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Introduction to the Doctor Dolittle Education pack

The reasons for its creation...

Each of the subject areas can be used as stand alone projects however they have been designed to be used across all curriculum areas.

The pack has been created by identifying a number of key requirements to be studied using the Primary Curriculum. This ensures that the contents of the pack are relevant and of course useful. For some subjects there are more details to enhance the areas that your school may wish to go into further detail. Some of the areas could be used to support subject weeks or relate to national events. For example: Science week; Arts Week; National Poetry Day; The Big Draw; International Book Day etc.

Many of the ideas are available on-line and links, websites and the resources are all listed.

For all subjects – there will always be a link back to the script of Doctor Dolittle to ensure its relevance and application through the pack.

The Musical version was written in the late sixties.

However this was based on the original story of Doctor Dolittle – written by Hugh Lofting.

As a civil engineer, Hugh Lofting travelled all over the world before enlisting in the Irish Guards regiment of the British Army to serve in the First World War.

Hugh Lofting's character Doctor John Dolittle, an English Doctor from Puddleby-on-the-Marsh in the West Country, who could speak to animals, first saw light in the author's illustrated letters to his children, written from the trenches during the War of 1914 to 1918, trying to shield them from the brutality of the war when actual news, he later said, was either too horrible or too dull.

The stories are set in early Victorian England in the 1820s-1840s (The Voyages of Doctor Dolittle gives a date of 1839). Having been seriously wounded in the war, in 1919 Lofting moved with his family to Killingworth, Connecticut, in the United States, where he continued to write more adventures for Doctor Dolittle.

It is interesting to note that in 1839 – Charles Darwin published The Voyage of the Beagle.

There is also a detailed synopsis – highlighting these areas to accompany this pack. Each subject area has a separate list of activities, recommendations and suggestions always referring back to the story of Doctor Dolittle.



History

KS2 requirements:

- Local History Study relating to the Victorian age.
- Using the theme of Victorians – to apply the many themes of Doctor Dolittle:
Doctor Dolittle begins in a small fishing village – a very different contrast to Dickens' view of his London.

Activities:

- Compare and contrast Dickens' London with Puddleby. Following a spoken description of both places, children discuss what they visualised. For example: the scenery; the sounds; the smells etc.

Famous Victorians for literature: Dickens; Conan Doyle; Robert Louis Stevenson

Famous Explorers: Livingston; Stanley; Darwin & Mary Kingsley (one of the only female explorers)

Roles of women & children in Victorian times.

Geography - The journey of Doctor Dolittle

KS2 requirements:

- Locational Knowledge: Identify the position and significance of Latitude, Longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Activities:

- Using a map of the world – identify the oceans, continents and capitals.
- Describe and understand key aspects of physical geography, including: climate zones; biomes and vegetation belts; rivers; mountains; volcanoes and earthquakes.
- Study of islands – how would the above be relevant to Sea Star Island.
- Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Activities:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
(This can include Fair Trade.)

Activities:

Using Doctor Dolittle's method of sticking a pin in the atlas – children to look up where they are and discover more about their pinned location and describe their own voyage; locate all the cities and countries mentioned in the script.

- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Activities:

- Using this information to look at their chosen country.

PSHE

KS2 requirements

- Recognise and respect similarities and differences between people – and understanding the term diversity.
- Learning about the need for tolerance for those who are different from us and challenging stereotyping and discrimination. This area of the curriculum can develop numerous areas, as there are many different assumed stereotypes to be questioned and challenged. Doctor Dolittle was thought to be different – eccentric or odd... normal or not normal.

Activities are many and varied crossing a number of other subjects:

- Logic puzzles – a suitable job for a woman?
- Gender roles of woman today and Victorian times.
- Debates – negative effect of diversity/ what is normal .
 - Role playing – being different.
- Books – for example: Boy in a Dress - David Walliams.

Major resource: Equality and Human Rights Commission

Science

KS2 Requirements:

- Animals including humans
- Living things and their habitats
 - Evolution & inheritance

Activities:

- The voyage of Darwin – evolution – the bullfinch's beak.
 - WWF and endangered animals.
 - Design a species.
 - Major resource: stem.org.uk.

<http://www.nationalstemcentre.org.uk/primaryscience>

Art & Design

KS2 requirements:

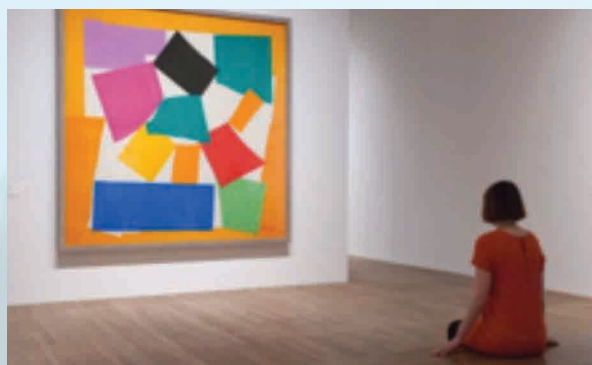
- Create sketchbooks to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
- Learn about great artists, architects and designers in history. (See Matisse's The Snail below)

Activities:

- Use of sketchbooks as explorers – children to learn to document as if they were on an expedition – using this film as an inspiration:

<https://www.youtube.com/watch?v=8D1K22Rbc20>

- Creating Sea Star Island – as an aerial design and then a 3D representation.
 - Study of Matisse's The Snail. Creating pictures from paper.
- Looking at other snail shaped – spirals – and other references to them in literature.



Music

KS2 Requirements:

- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
 - Listen with attention to detail and recall sounds with increasing aural memory.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Activities:

- Create the sound of the jungle; the island; the voyage etc.
- Listen to different songs from across the world – call and recall responses.
- Look at different instruments that have been naturally made. Create musical instruments from recycled materials.
- Listen and respond to music that imitates the sound of birds and learn about the instruments the composer chose to represent their songs. Inspired by Saint-Saens - Carnival of the Animals – create music for their mythical animals.

Design & Technology

KS2 Requirements:

Design & Technical knowledge

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
 - Select from and use a wider range of tools and equipment to perform practical tasks [for example: cutting, shaping, joining and finishing], accurately.

Activities:

- Design & make a puppet to create a puppet show based on the design of Polynesia the parrot or a Pushmi-Pullyu – with moving parts. Also create an animal that is tactile – use of materials etc.
- Create a theatre box set – with mechanisms for raising scenery. (Visit to local theatre to watch mechanism of weights & pulleys in operation).

Cooking & Nutrition

- Understand and apply the principles of a healthy and varied diet.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

Activities:

- Doctor Dolittle was unable to eat animals and was a vegetarian – look at food and the ethics, morality and religious reasons for being a non-meat eater.
- Healthy eating - make food with plants and fruit that would be on Sea Star Island.

English

KS2 Requirements:

- Reading/ writing and non verbal communication.

Activities:

- Reading books based on being shipwrecked, sea voyages etc.
Robinson Crusoe; Gulliver's Travels.
- Writing ships' logs; letters home going to a place never visited.
- Doctor Dolittle wrote a ship's log... Write a log/diary as if you were going away from home and going to a new place never visited – hopes, fears etc. (using emotions).
 - Look at other ships' logs – for example: Darwin's.
- Diaries are similar to a ship's log. Look at the diaries of Anne Frank. Why do we write diaries? Are they similar to today's social media? For example: Twitter; Facebook; Instagram. These are all used to record events.
 - Create a class diary – each child takes turns to record the day – a keep over the school term/ year.
Demonstrates the importance of record keeping and journals.
 - Create poetry/ song (to be used in music). Often songs were used as a comfort.
 - Write the script for the puppet show – working in groups.

Mathematics

KS2 Requirements:

Including:

- Reasoning
- Percentages
- Conversions
- Co-ordinates

Activities:

- Victorian currency – conversion of old money to decimal currency.
- Being on a desert island – bartering – what is the value of water to us and water in Africa.
 - Children to create their own currency for the desert island.
- The cost of travel – how much to travel the world and the cost of supplies, equipment etc?
For example: The Beagle cost £7,803 (£572,000 in today's currency).
 - How long to travel around the world... can it be done in 80 days.
The fastest travel today – calculate distances and travel times.

Other ideas:

- Working alongside other organisations: World Wildlife Fund; school to work with FairTrade and become a FairTrade school. If school is a Forest or Beach school – creating their own shelters and recording wild life species.
- Linking to local Zoos (if ethically OK) / petting farms/ find a llama farm...etc.
 - Work with Vegetarian Society - Take part in Vegetarian week.
 - What is a vegan ... creating your own cheese!
 - World Book Day – all children come as a Doctor Dolittle character.
 - National Poetry Day – For example: animal poetry.
- Use of school's garden – create a tropical island; or a boat – or a giant snail!
 - Take part in Science week.
 - Arts Festival.



Synopsis of Doctor Dolittle

This synopsis should be read before embarking on any of the subject areas. The education pack is designed to link all curriculum areas together to act as one complete topic or each area can be looked at as a standalone subject. The subject areas are colour coded. However – these are just examples. There are more exercises and links in each of the subject area schemes of work.

History

Geography

Science

Art

PSHE

Mathematics

English

D & T

Music, dance & drama

Act One

The show opens in a tiny village port somewhere in Devon... around 1885 – with the relevant transport items to depict this. For example – we first see Doctor Dolittle on a Penny Farthing and then Matthew – on his tricycle pulling a fish stall.

(Example exercise – Different forms of Victorian transport - **History**)

Originally Doctor Dolittle was a General Practitioner but it soon becomes apparent that he prefers animals to people and he was better off treating animals than people, demonstrated in a typical slapstick style when he manages to crush the local magistrates foot and give him distemper tablets (intended for his dog) and give the dog the magistrates gout tablets!

(role playing – comedy aspect - **Drama**)

With the realisation that his parrot, Polynesia, who is over 200 years old, can actually talk to all the animals, makes the Doctor realise that he would like to learn to do this too and enlists her help to teach him. (Example exercise - talking to animals - **PSHE**)

We jump forward 5 years when Matthew Mugg, (the Cats' Meat Man, and possibly Doctor Dolittle's only human friend) meets a young boy, Tommy Stubbins, a local 10 year old boy who has a duck with a broken wing. Matthew tells Tommy he knows the perfect person to help cure the duck and leads him to Doctor Dolittle's house which by now has turned into an animal menagerie – full of books and animals.

We are also introduced to another character, Emma Fairfax who brings a vixen to the Doctor's house to be treated. The vixen had her paw caught in a trap. There is a serious misunderstanding between the Doctor and Emma, sparked off as she is the niece of the local magistrate who leads the fox hunt which was responsible for the death of the vixen's husband.

One of Doctor Dolittle's major obsessions is to find the legendary Great Pink Sea Snail as he believes that it holds the answer to the secret of life as he is supposed to be the oldest and wisest creature in the world. But to find the Snail, the Doctor has to learn many more new languages to be able to communicate with the Snail when they meet. It also raises the issue of the cost of such travel.

Doctor Dolittle: Long sea voyages cost money. An exploration of this magnitude – may be half way round the world, for six months or more – plus equipment and supplies – in today's world – could cost as much as ooh .. I don't know... fifteen pounds – maybe even twenty pounds'.

Example exercise – How much would it cost to travel around the world in Victorian Times and today – **History** and **Mathematics**

One day – a very large crate is delivered to Doctor Dolittle, marked: **fragile – livestock** with a dispatch label saying that it has come from Sea Star Island. On opening the crate, we meet the Pushmi-Pullyu, a two headed llama!

Accompanying this incredible animal is a form of letter – written in pictures – similar to hieroglyphics. The letter reads that the Pushmi-Pullyu is a gift from Straight Arrow – to help the Doctor raise money for the trip to find the Giant Pink Sea Snail.

The Doctor takes the unique animal to the circus where we meet the circus owner Albert Blossom and his wife, Gertie who have never seen anything like it in their life! They all (including the Pushmi-Pullyu) make a deal to enable the circus owners to have the animal as the main attraction to raise money.

Whilst at the circus, Doctor Dolittle discovers a very sad seal, Sophie, who was separated from her husband who was still in the North Pole. Sophie confides in the doctor that she was trapped in the nets of the fishing boats and sold to the circus. She is pining for him and is not performing well. The Doctor hatches a plan to return her to the sea and to find her husband. So late at night he kidnaps (sealnaps!) her by wrapping her in a woman's shawl to disguise her and then throws her into the sea.

Unfortunately this was witnessed by two local policemen who arrest him on the spot for intention to murder.

We next see Doctor Dolittle in court, facing charges of murder, presided over by the magistrate, General Bellows, who had been (ill) treated by the Doctor for his gout. The General is being very derisive about the Doctor talking to the animals and challenges the Doctor to publicly prove it to the jury. The court official brings in the General's own dog as a witness. The Doctor then proceeds to 'interrogate' the dog. As evidence, following his conversation with the dog, the Doctor reveals what the magistrate had for supper. General Bellows attempts to further discredit the Doctor and prove that he is in fact insane and should be locked away.

Emma, who witnessed the Doctor saving Sophie, attempts to persuade her Uncle to release him. However her efforts were futile and she was over-ruled. However before the Doctor is sent to prison, he sings 'Like Animals' – which is based on the unfair treatment of animals and their rights and the need to try and understand them more. (PSHE)

The Doctor asks why we always talk about animals in a derogatory way and demonstrates through the following similies:

He's as stubborn as a mule
He's as stupid as an ox
He's as slimy as a snake
He's as crafty as a fox

Remarks like that really get my goat!
Why can't we say "noble as a frog"?
Why don't we say "healthy as a hen"?
True we say "devoted as a dog" -
But what we should say is "chic as a giraffe!" or "pretty as a pig!" eh?
That'll be a big day! won't it? but when... but when? but when...?
When will we stop treating them like animals? Is the human race entirely mad?

(Example exercise – Think of positive similies that can relate to animals - English)

Act Two

In Search of the Great Pink Sea Snail...

This section is based on the sea voyage after Polynesia successfully 'springs' the Doctor from his captivity with the help of all the animals and birds.

On board the Flounder, the crew include the Doctor, Matthew, Tommy, Polynesia and Chee-Chee, the chimpanzee (who is steering the ship), Gub-Gub the pig and Emma – who Matthew had invited her to be part of the adventure, unbeknown to Dr Dolittle. Gub-Gub is navigating by sniffing the air to identify the Flounder's position – as he has an amazing sense of smell and can sniff out their route.

However once they have set sail, the Doctor discovers that Emma is aboard, after she serves him up Seaweed pie... (Would there have been vegetarians in Victorian times?) **Example exercise – Vegetarians in Victorian times - D & T**

Doctor Dolittle: Miss Bellows - Fairfax - whatever your name is, this is a serious zoogeographical expedition!
It's not a pleasure cruise for your personal benefit!
Emma: (icily) I promise to ask for no special privileges!

(Example exercise – Assuming stereotypes – PSHE)

As the Doctor has no idea where they should be going... he invents a game:

'We take a map of the world, stick a pin in it, and wherever it lands, that's where we go'

He uses a globe and asks Emma to pick a place.. and she talks about all the amazing places to see

The Doctor tells them to stop dreaming – this is a scientific journey not a holiday... they have to work and will talk to the different animals on all these places...

(Example exercise – Scientific explorations - From Darwin to voyage of Boaty Macboatface – Science)

Initially it looks as if Emma's attempt to stick the pin in is just in the sea but on closer inspection the Doctor discovers that in fact she has stuck her pin into Sea Star Island - the origin of the Pushmi-Pullyu. As the Doctor discovers:

'Sea Star island – last reported position... last reported position? What can that mean? Became detached from the mainland of West Africa in 1676 – It has been floating ever since.'

(Example exercise – Use a pin to practice finding a place to visit - Geography)

In Victorian times, it would be very unusual to find a woman on board a ship – as part of the crew. They usually would be passengers. Emma goes out of her way to prove that she is a forward thinking, independent woman by throwing herself into the duties of a ship's crew.

(Example exercise – looking at Victorian values - History)

The plot develops with the suggestion of an impending storm, with all the animals sensing its onset – the pig can smell the thunder, a crisis call from the seagulls and Polynesia calling for everyone to 'man' the lifeboats.

(Example Exercise – Looking at different animal senses - Science)

The Doctor appears unperturbed by the storm, continues to write the Ship's Log – whilst all around him is chaos.

'August 10 – signs of inclement weather'
'Crews morale remains high'

(Example exercise – Look up examples of a ship's log (for example: Darwin) and write one English/History)

The scene ends with Polynesia 'squawking' loudly at them all to abandon ship.

The next scene is on Sea Star Island after the shipwreck.

We first see the Doctor floating on piece of the boat but impeccably dressed and piled high with books.

The rest of the crew appear apart from Emma, who is still missing.

Matthew questions how they found Sea Star Island and the Doctor explains that it was with the help of the whales communicating with each other and guiding them there.

'Whales can send signals to other whales miles under the sea. He calls it the Sonar System!'

(Example exercise – Research different ways of animals communicating - Science)

Emma emerges from the undergrowth in time to over hear the Doctor describing the extent of his search to find her, working with all the animals.

The Doctor managed to save all the books.

(Example exercise - What would you save if you were ship wrecked – English)

The 'castaways' decide to build a shelter and find food on the island.

(Example exercise - What sort of food would you find.. how to make a shelter – D & T)

The first of the Island's inhabitants appear – two giant flying fly-like creatures (BigBuggaflies) swiftly followed by the Sea Star Islanders.

The Doctor attempts to talk to the leader of the group in a very 'silly' pigeon English – only to be met by a very cultured English voice who announces that he is in fact Straight Arrow who has been writing to the Doctor for many years and who sent him the Pushmi-Pullyu.

Straight Arrow invites them for tea and explains that Sea Star Island is a perfect animal sanctuary.

It has every creature known to man, and others thought to be extinct, co-exist here in perfect peace, safe from the madness of mankind! It is my life's work.

(Example exercise – Research the work of the WWF – look at their mission statement - Science)

The dodo, the unicorn and a baby mammoth appear.

(Example exercise – WWF cont. What other animals are extinct or in danger? - Science)

Straight Arrow sings Save the Animals

We've got to save all the animals -

Save the animals - that's what I was put on earth to do! - to give them sanctuary and feed them - pamper, love and breed them
- safe with me, they'll never see a zoo!

(cont. as aboveScience)

Straight Arrow tells Doctor Dolittle that his island paradise is under attack from his brother Ben T Arrow – who wants to turn the island into a travelling circus and exploit the animals and make a fortune! Straight Arrow wants the island to be joined back to the main land.

At this point Ben T Arrow arrives and threatens Straight Arrow with his massive army. Doctor Dolittle having had a quiet word with Polynesia calls Ben T Arrow's bluff and all of a sudden all the fish in the sea create havoc and sink all Ben's men in their canoes. He hurriedly leaves the island as his plans have all backfired on him.

(Science – Animal communication; PSHE – Co-operation & working together)

Doctor Dolittle thinks of a way to help Straight Arrow re-join the island with the main land and calls all the whales in the area to shove the island to the place it broke away from all those years ago.

(Science – Animal communication; PSHE – Co-operation & working together)

Successfully reconnected – everyone celebrates. However this is interrupted by a very loud noise, similar to a gigantic French horn, that makes the island vibrate. Straight Arrow said that this is indeed a French Horn as all snails speak French... and it is in fact the sound of the Great Pink Sea Snail, which has just landed on the island.

Apparently each year the Snail arrives at the Island and sheds hundreds of scales... which are a delicacy and once eaten prolong life. Another reason why Straight Arrow wanted to protect the island.

Doctor Dolittle is so pleased to meet the Snail, Jean Claude who promises to take everyone home to Puddleby as he has a cousin in Scotland, The Loch Ness Monster!

However the Doctor is unable to return with the others as he believes that he will still be a wanted man and would have to go back to prison.

We learn that 1685 was the year that both the Snail and Polynesia were born ... and also the date the Island broke loose.

(Example exercise - What else happened 200 years ago? – History)

Matthew then announces that he is staying with the Doctor too. Just as the Great Pink Sea Snail sets sail with his passengers, Sophie the seal and her husband, Nigel arrive at Sea Star Island and talk to the Doctor – explaining that all the animals have gone on strike... and will not do any work until the Doctor is pardoned – so he needs to return to Puddleby.

(Example exercise - What would happen if all the animals went on strike? - Science)

The Doctor needs to find a way to return home. So rather than using his original idea of finding the Giant Lunar Moth and going to the moon, Matthew and the Doctor can make a saddle and fly home.

Matthew, Straight Arrow and the Doctor all decide that the animals have truly saved them and they must continue to do all they can to save all the animals for the future.

Back in Puddleby, General Bellowes, is surrounded by animal protesters - with banners such as 'Freedom of Animal Speech'. Emma explains that all the animals will go on strike:

No milk; no eggs; no wool; no transportation etc..

Example exercise - As above ... continue...What else would happen if animals were to go on strike? - Science

Once General Bellowes realises that he has lost and even the fox hunting may stop if there is a strike, he admits defeat and pardons the Doctor. At that moment Doctor Dolittle flies over them all on the Giant Lunar Moth.

Asked by the Villagers what he discovered on his journey ... he says:

If we would learn from the animals,
We would learn a lot - most of all, to treat each other well!
The way they cherish one another - like a loving brother - whether they're a goat or a gazelle!
We all should learn from the animals - share their attitude - try to think the way a dog would think!
A man gets angry and he kicks you -
A dog just simply licks you - which you know is better in a blink!
An angry man will litigate and sue you - which any dog would never ever do!
Man versus dog - if I were asked to mediate, I wouldn't hesitate - would you?
So if we just stop and think a bit,
There's no doubt of it - animals could teach us such a lot!
Then we could walk with the animals -
Talk with the animals - grunt and squeak and squawk with the animals -
The finest friends we've got!

Plenary session for all the subjects – what could we learn from animals.

And they all grunt, squawk, cheep, snort, bark.... Happily ever after!



English

KS2 Requirements:

- Reading/ writing and non verbal communication.

Throughout the whole of the story of Doctor Dolittle, there are many opportunities for children to practice their creative writing skills.

Activities:

Reading

Reading books based on being ship wrecked, sea voyages etc. For example – such classic stories as: Robinson Crusoe; Treasure Island; Gulliver's Travels. Children to recreate their own feelings of what it would be like to arrive on a desert island.

For younger KS2 children - Journey Trilogy by Aaron Becker. This is a wordless picture book about a lonely girl in search of an adventure. Useful way of creating a pictorial story book – depicting how Tommy would have felt leaving the safety of Puddleby.

Writing

Ship's Logs

Whilst aboard the Flounder, Doctor Dolittle wrote a ship's log, even when the storm was just beginning!

Dolittle: you'd all better go below, Matthew, Young Tom, batten down the hatches and stow everything that will break!

Emma, put all the cushions, pillows and eiderdowns on the saloon floor. You can all stay there together till this thing blows over. Polynesia, Chee-Chee and Gub-Gub, we'll keep watch!

... and I'll do the ship's log.

(script notes: they all hurry below and go about their business.

Dolittle sits at the table with a large book, an inkwell and a quill pen.)

(He opens the book and starts writing, dipping the quill in the inkwell as it slides back and forth across the table in front of him, completely unperturbed.)

Dolittle: "August tenth... signs of inclement weather..."

(Off stage there are sounds of things breaking, a scream from Polynesia, a terrified cry from Matthew, furious barks, squawks and shrieks from Gub-Gub, Polynesia and Chee-Chee)

Dolittle continues (calmly) : "crew's morale remains high."

(off stage an ear-splitting thunderclap and a blinding jagged streak of lightning as a thunderbolt hits the mast. The scream of the tempest builds to an even greater crescendo. Gub-Gub, up in the crow's nest, tumbles comically back and forth in rhythm with the violent movements of "the Flounder".)

Doctor Dolittle was writing his ship's log in the storm – ignoring what was happening around him.

This is not a true representation of what a ship's log should be.

A ship's log is a factual account of the journey. It would have played a vital role in both coastal navigation and deep-sea navigation and when properly maintained, enabled the Captain to calculate the ship's position at anytime to be a record that can be referred to. It has to be detailed in terms of times; location; weather; speed; planned destination etc. including Estimated Time of Arrival (ETA) and Estimated Time of Departure (ETD) and any other relevant information.

Children can use the Doctor's comic record to create a more realistic account of the voyage.

Using the example below – look at other ways of writing a ship's log as the captain of the ship. For example: Darwin's from the Beagle or Captain Kirk's from the Star Ship Enterprise!

<http://www.galapagos.to/TEXTS/BEAGLELOG.HTM>

Captain's Log, Stardate 1512.2. On our third day of star mapping, an unexplained cubical object blocked our vessel's path. On the bridge, Mr. Spock immediately ordered general alert. My location – sickbay. Quarterly physical check.

Captain's Log, Stardate 1513.8. Star maps reveal no indication of habitable planets nearby. Origin and purpose of the cube still unknown. We've been here, held motionless, for 18 hours.

Captain's Log, Stardate 1514.0. The cube has been destroyed. Ship's damage, minor. But my next decision, major – probe on ahead or turn back.

Captain's Log, Stardate 1514.1. The Enterprise is in tow. To this point no resistance has been offered. My plan – a show of resignation. Balok's tractor beam has to be a heavy drain of power on a small ship. Question. Will he grow careless?

This is just an example of a ship's log from 1779!

H	X	10	F	Courses	Winds	Remarks on Thursday 19th August, 1779			
1	4			NNW	SW	This Day begins with Pleasant Weather at 1 P.M. Saw a Sail in the Western board; the Monsieur gave Chase. - At 3 gave over Chase; she prov'd to be a Dutchman.			
2	3	1							
3	3			NNW	do.				
4	5	1		North	SSE				
5	4			NNW					
6	4					at 5 P.M. Saw another Sail; made a Signal; And the Monsieur gave Chase at 6 P.M. brought her too at 7 the whole Squadron heve too With our heads to the S.W.			
7	5								
8	2								
9			Drift	West					
10	1								
11	1					at 1 A.M. fir'd 4 Swivels & hoisted 6 lights & bore away. at 4 A.M. saw 2 Strange Sails in the South & one to the Northward.			
12	1								
1	1	1		NNW					
2	2								
3	3								
4						at 1 A.M. set Steering Sails at 9 took them in. Sett StaySails fore and aft.			
5	Calm								
6									
7	1			SSE	NNW				
8	1								
9	1					Latter part of the Day very hot weather & Calm.			
10	1								
11	1								
12									
Course		Dist.	X Latd.	Depr.	Latd. D.R.	Latd. by Obsr.	X Longt.	Longt.in	Merid. Dist.
N. 45° W		30	21	21		48° 39' N	32	9° 27' W	259

Diaries

The alternative to a ship's log is a diary. A diary is more subjective, allowing the writer to talk about their feelings, thoughts, dreams and fears as well as day to day entries, especially as they don't believe they will be read by anyone else!

<https://www.tes.com/teaching-resource/how-to-write-a-diary-entry-6219883>

Activities:

Discussion with class:

Why do we write diaries? Perhaps a modern equivalent is tweeting or facebook or even instagram – with photographs as a record.

Do any of the children keep a diary? Possibly not this generation but perhaps other older family members.

Children to research other famous diary writers. Please follow this link for more recommended examples:

<http://www.keystage2literacy.co.uk/studying-diaries.html>

Ask the children to put themselves in Tommy's position, getting ready to go on the voyage.
Using the following headlines as guidelines:

- How would you be feeling?
- What would you pack for this journey?
- How long are you going for?
- What are you looking forward to?
- Who are you going with? Describe all your fellow passengers.
- What will you miss about home?

Create a class diary – each child takes turns to record the day and keep over the school term/ year.
This demonstrates the importance of record keeping and journals.

Other writing exercises could include Tommy writing letters or postcards home.
For example: On a postcard – only need a small number of words – rather like tweeting.

Use of poetry and song writing:

Create a poem using sounds to create the storm at sea... the storm can evoke a number of different 'sound' words to create a 'sound' poem:

For example: including words from the script:

creaking; lightening striking; deafening clap of thunder; rumbling thunder; animals shrieking; squawking; wailing; barking.

This poetry activity can be used in conjunction with music lessons – creating storm like sound effects to accompany the poem.

<https://www.tes.com/teaching-resource/poem-the-sound-collector-6121460>

<http://poetryzone.co.uk/teacher-zone/teaching-poetry-activities-workshops-lesson-plans/lets-give-cheer-onomatopoeie/>

Writing Sea Shanties.

What is a Sea Shanty?

<https://www.tes.com/teaching-resource/sea-shanties-explanation-and-children-composing-6433607>

These are examples of Sea Shanties, (teacher's warning!) perhaps go through them first before playing them all – there may be some adult themes.

<https://www.youtube.com/watch?v=-CuyLbC2TZo>

This link ties in sea shanties and dancing.

<https://www.efdss.org/efdss-education/resource-bank/resources-and-teaching-tools/sea-songs-and-shanties-pack>

Non Verbal communication:

Throughout this work pack – there are examples of script including notes which explain sounds offstage; description of the set; actor's manner etc. which help to create the picture:

**(Emma enters, a broom and a scrubbing- brush in one hand and a bucket in the other
Dolittle ignores her as she kneels and starts to scrub the deck.)**

The above passage is taken from the script notes and describes what the audience will see.
It explains their body language and actions taking place.

(Emma does not reply. Dolittle goes below. Emma gets up off her knees, hurries into the galley, pulls a large freshly baked pie from the oven and puts it on the roof of the galley to cool. She then staggers back out on to the deck carrying an enormous basket of laundry, places it on the deck and then, totally exhausted, curls up on a coil of rope and falls instantly asleep with her head in the laundry basket.)

(Matthew, attracted by the smell of freshly baked pie, appears on deck and follows his nose straight to it. He looks around to see if anyone is watching, and catches sight of Emma. he steals across the deck and gazes down at her, enraptured, as the music starts gently under.)

The above passage shows different actions going on on stage – with lots of different clues as to what is happening. Things that the audience won't experience but acted out by the actors. For example: The smell of the cooking.

Children in groups to create script notes for their own scripts – and then act out with no verbal communication to another group – to demonstrate the action.

This is a useful link to learn more about writing scripts:

<https://www.tes.com/teaching-resource/writing-a-playscript-6100204>



Mathematics

KS2 Requirements:

- Reasoning
- Percentages

Throughout this work pack, many of the subject areas have elements of numeracy that can be applied to them.
This section concentrates on specific areas that are KS2 requirements.

Please Note: As the story is set in Victorian times, there is an element of conversion from old money to decimal and also a value conversion. It also must be noted that the actual costs quoted in this story are not at all relevant to what costs would have been in Victorian times. There is a certain amount of artistic licence applied to the plot of the story! However for some of the activities – the numbers quoted in the story will be used but only as they are an integral part of the plot and not a realistic expectation of what the actual costs would have been at that time.

For example:

Dolittle: I'll need more than languages before I can start my search for the Great Pink Sea Snail. Long sea voyages cost money. An exploration of this magnitude - maybe half-way round the world, for six months or more - plus equipment and supplies - in today's world - could cost as much as...ooh, I don't know - fifteen pounds!... maybe even twenty!

Matthew/Tommy (gasp in unison)

Matthew: I tell you, travel costs are outrageous nowadays!

Dolittle (excited): Yes, but boys, it'll be the adventure of a lifetime!

Contrast this with the actual cost of the Beagle's voyage cost £7,803 (in 1835) (£572,000 in today's currency). Use this currency converter to see how much Dolittle's voyage would be at an equivalent cost today if he is assuming it is £20.

<https://www.measuringworth.com/calculators/ppoweruk/>

Activities:

- Victorian currency – how much is a £1 in Victorian days.

For example:

£1 was 20 shillings.

1 shilling (1s.) was 12 pence. Also often known as a 'bob', as in "I paid six bob for this".

Thus there were 240 pence (20 x 12) to every pound.

Other Victorian words to do with currency: -

1 guinea was £1 1s. (or 21 shillings) - i.e. a pound with an additional shilling.

1 crown was five shillings and 1 half-crown two and a half shillings.

A half-sovereign ten shillings.

1 farthing was a ¼ penny.

And then this has to be converted to today's currency!

Travelling in Victorian Times:

How long to travel around the world... can it be done in 80 days? What is the fastest form of travel today?
Calculate distances and travel times.

Estimate how long to fly or sail to Western Africa (this is the nearest we have to Doctor Dolittle's Sea Star Island.)

Calculate how much it would have cost to travel the world.

The cost of the Beagle.

The cost of provisions

Write up a shopping list using the link below as reference:

<https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/victorian-britain-outstanding-lessons/keeping-date-teaching-victorian-britain-ks2/>

More information can be found on this link:

<http://www.victorianlondon.org/finance/money.htm>

Bartering

This short YouTube cartoon explains the beginning of bartering:

<https://www.youtube.com/watch?v=TrOgdem-WkE>

Plus useful lesson plans looking at bartering:

<https://www.tes.com/teaching-resource/why-we-have-money-ks2-lesson-6341235>

<https://www.tes.com/teaching-resource/what-did-we-do-before-money-11063746>

Activities:

The first example we see of bartering in Doctor Dolittle is when the Doctor is treating the animals:

(Dolittle is examining Mildred the cow with a stethoscope. they moo at one another in conversation. Polynesia looks on as Dolittle takes a large jar of multi-colored pills from a shelf.)
Dolittle (to Polynesia): Yes, it's definitely a touch of laryngitis! Polynesia, have Mildred take two of these three times a day until Friday, and then come and see me again!
Polynesia: yes, doctor!
Dolittle: the cost will be two quarts of milk.
Polynesia: yes, doctor!
(Mildred moos agreement. Dolittle slips a bag of pills round Mildred's neck and moos a farewell.)

Activities:

- Children to imagine what it would be like to be on Sea Star Island with no money – how would they survive?
 - Children to create a currency that may be used on Sea Star Island. Write up a currency and exchange rate chart. What would it be called?
 - Children to imagine that they have landed on the Island and they have different items with them. What would they consider the inhabitants of the Island would want from them?
 - For UKS2 - Discussion on the value of scarce products.
- What is the value of water to us and the value of water for people in Africa?

In the story of Doctor Dolittle, Straight Arrow was unable to send money to help Doctor Dolittle on his voyage in search of the Great Pink Sea Snail – instead he sent the Pushmi-Pullyu – in order to raise money at the circus to fund his journey.

Blossom: But for your Pushmi-Pullyu, I'd pay... Three pounds!... four pounds!... five!... cos I've never seen anything like it that's alive!! An' i'll tell you what! – I'll even pay cash! ... Cash, d'you hear?
Dolittle: I'm afraid five pounds wasn't exactly what i had in mind. You see, pushmi-pullyus are remarkable creatures! Of all god's animals, they're the cleverest! They develop these remarkable features running up and down Mount Everest! Running up and down a mountain gives them very nimble feet!
Blossom: Put 'em on the right rope, they could walk a tightrope! - that'd give the audience a rare old treat!
Dolittle: and this extreme agility begets a rare ability - shared only with the mountain goats of France - the pushmi-pullyu loves to dance!
Gertie: dance? No! I don't believe it!
Dolittle: yes! It's absolutely true!
(the pushmi-pullyu executes an intricate dance)
Blossom: I mean, what can you say? What can you do? I knew right away that folk'll pay to view it! i said to ted, "ted, lad", I said - "this thing's the biggest thing since home-made bread!"
Blossom: S'what i said! "to get that pushmi-pullyu, i'm prepared to sell, the wife..only jokin', Gertie!!
Gertie (clouts him)
Blossom: (eagerly) I'll give you anything you want!
Dolittle: The terms are quite simple!
Blossom: (desperate) An - y - thing you want!
Dolittle: A four-week engagement.
Blossom: Done!
Dolittle: Share all profits equally.
Blossom: Done!

The Doctor bargains with Blossom, the circus owner – who started at offering £3 for the Pushmi-Pullyu – ends up offering 50% share of the profits they raise from audiences coming to see the Pushmi-Pullyu.

Activities:

Using the example below – children to calculate the total price that the circus would have earned with the Pushmi-Pullyu performances. (This is written in old money.)

Dolittle: Polynesia, how much money have we earned from the circus so far?

Polynesia: Thirty-eight pounds, two shillings and ten pence.

Dolittle: Excellent. That's more than enough! Matthew, we'll set out in search of the great pink sea snail next Tuesday afternoon.

This website will give the approx. value of the amount of money that the Pushmi-Pullyu raised in performances. (Remember that the Doctor received only 50% of the total amount.)

<https://www.measuringworth.com/calculators/ppoweruk/>

This calculation will give the value of the overall performance in 1880/90.

Percentages:

We do not know the size of The Flounder – however we do know the actual measurements of the Beagle. To be able to picture the size of this it may be possible to mark it up in the playground; school hall etc.

These are the original measurements:

Length: 27.5 metres (90 feet 4 inches)

Width: 7.5 metres (24 feet 6 inches)

Burden: 235 tons

Draught: 3.8 metres (12 feet 6 inches)

Activities:

- Children to create a scaled drawing of the Beagle using percentages. See below for examples of scaled drawing lessons:

<https://www.tes.com/teaching-resource/scale-drawing-car-6432621>

<https://www.tes.com/teaching-resource/scale-drawing-design-your-own-theme-park-6309965>



Science KS2

By applying some elements of KS2 science curriculum to the story of Doctor Dolittle will help children's deeper understanding of the role of animals in our world. By taking the following 3 areas of study – it may be possible to extend the areas of knowledge and engage children in thinking more laterally about how to process information, work scientifically and become more self aware of themselves as having power in the future.

KS2 Requirements:

- Animals including humans.
- Living things and their habitats.
- Evolution & inheritance.

Major resource: stem.org.uk

<http://www.nationalstemcentre.org.uk/primaryscience>

1. Animals including humans

Talking to animals:

<https://www.bbc.co.uk/programmes/b04b9dfd>

Activities:

- Imagine if you could talk to the animals. This is the main theme throughout Doctor Dolittle. But it is not just about talking to them, it is also about understanding them too.
- Create a chart of the different pets that children in the class have. Are there any unusual ones?

There are many discussion points for the class. These can also be incorporated through drama/dance – trying to communicate together etc. Here is a list of possible areas:

- How do animals greet each other?
- How do we communicate with our own pets? Can we read/ understand their language?
Children give examples – when you know your pet is poorly; hungry; happy; cross etc.
 - How do animals convey messages without speaking?
- Are we any different to animals when we first meet each other?

This can link into other areas for discussion with opportunities for role playing activities:

For example: Think of all the different ways that we can communicate with each other if we don't speak the same language.

Explore some of the secrets of animal communication, such as body language; scent; colour; sound.

- What is body language? How can we tell that someone is cross with us; pleased to see us; frightened; happy; sad
 - Animals sniff each other to get to know who they are – people can smell different – the food we eat; perfume & aftershave; clothes etc.
- What about different sounds we make when we talk... if your face is hidden – your voice will indicate how you feel.
 - Similar to a dog growling or barking ... or a cat purring when happy (or even a Great Pink Sea Snail!).

Doctor Dolittle points out to everyone that the Giant Pink Sea Snail is almost extinct.

Dolittle: And as far as we know, he's the last one on earth!

(Dolittle stands eyeball-to-eyeball with the great pink sea snail. They converse in muted tones.)

Dolittle descends from the rock. An enormous deep-throated rumbling sound comes from the snail.)

Dolittle: isn't that wonderful! He's purring!

More information on endangered animals can be found on this website:

www.unitedforwildlife.org

- Colour: Peacocks display their amazing tails to attract a mate ... we dress up!

Activities:

- Charades – teacher to create cards with different words that children have to act out without speaking. Some as just sounds – some as activities. For example: Missing someone; being short sighted; being frightened. Feed back with children – it can be confusing picking up people's expressions and equally distressing not to be understood.
 - Observational studies: for example local birds – plan a session outside and observe any interesting sounds. Listen for distinct songs and calls and make a class list of bird songs.
 - Children to create a glossary of animal communication: either at home or in the classroom and write/illustrate an animal communication based on their observations. Document their animal's behaviour – possibly taking films. Noting vocalizations, colouring, and body language to try to comprehend what their pet is trying to communicate. Write down their findings and draw illustrations to help others try to figure out what their dog/cat/rodent/reptile is trying to say!
 - Start an animal communication library.
 - Link with local vets; petting farms; zoos etc.
 - Learning to speak Dog!
- Children to look up images that correlate to the following statements.
Research can be on the internet or better still take photos of their own dog.
- *I am paying attention.* The body leans slightly forward. The ears stand up and the mouth is slightly open.
The dog doesn't seem scared or angry. It's a rather neutral position.
 - *I am very scared.* Everything about the body and head says fear! The ears are laid back, the eyes are small, and the mouth is tightly closed. The body is stooped and the tail is between the legs. It is a completely submissive posture.
This is a dog that is very frightened.
 - *I am angry.* This dog is a dominant dog that is standing up to a challenge. The ears are straight up and the eyes are large and staring. The teeth are bared in a snarl.
 - *I am curious.* Like the first posture, this dog has its ears and eyes at attention. The mouth is slightly open, but is not aggressive. This may be accompanied by the head being cocked to one side.
 - *I am friendly.* The ears are slightly back on this dog in order to maintain a non-aggressive stance. His mouth is slightly open, but he not baring any teeth. He's interested, but relaxed and ready to play.
 - *I am worried.* This dog is stressed. The ears are laid flat against its head, the eyes are small, and the lips are pulled tight.
This dog is not happy, but is submissive and scared.

Animals like us...

The link below shows a film which is great for illustrating many different sorts of animal communication. It looks at different species communicating – for example: elephants and bees but also looking at animals communicating with us.

(Please note – It lasts approx 51 mins. The Waggle Dance is at approx. 10.07 mins in.)

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

Using the main song from Doctor Dolittle – children to discuss what animal they would like to talk to and create the name of what that would be called.

Talk To The Animals

If I could talk to the animals -

Just imagine it - chatting to a chimp in chimpanzee. Imagine talking to a tiger - chatting with a cheetah -
what a neat achievement it would be!

If we could talk to the animals - learn their languages - maybe take an animal degree! I'd study elephant and eagle -
buffalo and beagle -

Alligator, guinea pig and flea!

I would converse in polar bear and python, and I would curse in fluent kangaroo.

If people asked me "can you speak rhinoceros?", I'd say "of courseros! - can't you?"

If I conferred with our furry friends - man-to-animal - think of the amazing repartee! - if I could walk with the animals -
Talk with the animals - grunt and squeak and squawk with the animals - and they could talk to me!

If I consulted with quadrupeds, think what fun we'd have asking over crocodiles for tea! or maybe lunch with
two or three lions, walruses and sea lions -

What a lovely place the world would be!

If I spoke slang to orang-utans, the advantages - any fool on earth could plainly see! Discussing eastern art and
dramas with intellectual llamas - that's a big step forward you'll agree!

I'd learn to speak in antelope and turtle.

My pekingese would be extremely good! If I were asked to sing in hippopotamus, I'd say "why notamus?" - and would!
If I could parlay with pachyderms, it's a fairy-tale worthy of hans andersen or grimm!

The man who walks with the animals - talks with the animals -

Grunts and squeaks and squawks with the animals - and they all talk to him!

2. Living things and their habitats

Once Doctor Dolittle meets Straight Arrow he realises that Sea Star Island is a unique place with many different animals. Straight Arrow explains:

Straight Arrow: There are over four thousand species of exotic creatures on Sea Star Island that you won't find anywhere else on earth! It's a phenomenon caused by our constantly changing climate as we float around the world! I pride myself that Sea Star Island is the world's most perfect animal sanctuary! Every creature known to man, and others unknown or thought to be extinct, co-exist here in perfect peace, safe from the madness of mankind! It is my life's work.

Song: Save the animals (with edits) sung by Straight Arrow, Doctor Dolittle and all the company.

We've got to save all the animals -
Save the animals - that's what I was put on earth to do! - to give them sanctuary and feed them - pamper,
love and breed them - safe with me, they'll never see a zoo!
We must protect all the animals - every one of them - not allow mankind to be unkind - and pray the crocodiles
that man bags don't end up as handbags -
We must defend our death- endangered dodos - guard our gorillas, ganders, goats and geese - protect our
panthers, pumas, pigs and pelicans - by using elephants as police!
We must have faith in the scheme of things - not just dream of things! This is why I see the matter thus -
we must brave all for the animals -
Save all the animals - some day they may save us!
Just think about the animals - And life without the animals! Imagine if giraffes and chimpanzees did not exist!
If all the bengal tigers were stuffed in a museum, each time we went to see 'em
They'd be sorely missed!... so don't cross them off your list!...
They're the friends we must assist!
We must have faith in the scheme of things - not just dream of things! this is why we see the matter thus -
We must brave all for the animals -
Save all the animals - some day they may...save... Us!
They are beautiful and brave; The time has come to save ..The animals!
Yes, it's up to us to save ... The animals! - great and small! - save them all!

The World Wildlife Fund (WWF) highlight the plight of endangered species.
To find out more – click on this link: <https://www.wwf.org.uk/wildlife>

Activities:

Children to create their own mythical animals. What would they look like; describe their habitat;
how would they look after them.

There are many sources of information to study regarding animals and their habitat.
<https://www.arkive.org/education/teaching-resources-7-11>



3. Evolution & inheritance

Please note this topic area covers the work of Darwin linked also to the History section, looking at famous Victorians and the Art section, studying Darwin's artist, Martens – who created beautiful sketches whilst on the HMS Beagle.

There are a number of YouTube films – loosely based on the Rudyard Kipling's Just So Stories for younger KS2 students – which help to explain evolution.

This is just one of them:

<https://www.youtube.com/watch?v=L3NMg06XV3E>

There is a large amount of information on Darwin on the internet – these teacher's notes are very comprehensive and teachers may be able to use elements of the lesson plans to support their own preparation.

For more information on Darwin and evolution – see link below:

<https://www.tes.com/teaching-resource/charles-darwin-and-evolution-6110083>

There are also a number of short films that can be used to introduce the project.

These links can be applied to the voyage of the Flounder to Sea Star Island.

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

<https://www.youtube.com/watch?v=e7w0HkMeqWc>

This film – is a very useful way to look at evolution – specifically with a very detailed study of the bullfinch:

<https://www.youtube.com/watch?v=mcM23M-CCog>

Activities:

- Children can create their own species – from an animal that may have evolved from a known creature. Use the example of the Biggabuggaflies and the Bettabuttaflies who are described as cousins. This is suggesting a form of evolution. The different species are related but have adapted to the different roles needed by them - one as protectors of the island and the others as hosts of the island.

Extract from script notes.

(Suddenly, with a terrifying hiss, two giant man-sized fly-like creatures land in front of them, black and menacing, with huge wings.

The two menacing monster flies hiss again aggressively.)

(Straight Arrow claps his hands, and the two menacing monster flies retract their wings and become docile.)

Straight Arrow (to Emma): Don't be afraid of the Biggabuggaflies! - They're quite harmless.

Matthew: You coulda fooled me!

Straight Arrow: They're first cousins to the Bettabuttaflies, who are just slightly prettier, that's all.

(Enter two Bettabuttaflies with huge butterfly wings of dazzling colours, and matching headdresses.

They join the Biggabuggaflies with affection)

Art and Design KS2

KS2 requirements:

- Observations, technique and control: Introduce students to a wide range of sculptures and artists.
 - Children are to develop their drawing skills charcoal, pencils and sketching.
 - Plan, create and evaluate a painting using watercolours.

I. Create sketchbooks to record their observations and use them to review and revisit ideas. Children are to refer to sketchbooks and use them for planning.

The voyage of Doctor Dolittle has similarities to the voyage of Charles Darwin – who also embarked on a scientific exploration on board The Beagle. The method of documenting such voyages would have been left to an artist who would have been invited to join the voyage. As in those days they did not benefit from any photography equipment. The artist would document the journey in a sketchbook and this would be evidence of the places that they visited. This sketchbook would prove to be a record of the social and physical aspects of the places that they visited.

Martens was appointed as the designated artist to accompany Darwin on the voyage and his sketchbook is now available to see online. The link below will enable the children to understand the concept of recording information – non digitally.

For more information – follow this link:

<https://www.youtube.com/watch?v=8D1K22Rbc20>

Follow these links below for more information on Martens' sketchbooks:

<https://www.cam.ac.uk/research/news/hms-beagle-sketchbooks-added-to-cambridge-digital-library>

<https://vimeo.com/119950581>

This is a link to other more detailed sketches by Darwin. These sketches can be used in association with:

<http://darwin-online.org.uk/graphics/SpecimenIllustrations.html>

An interesting discussion could be introduced looking at the difference between the artist and scientist and the different ways of seeing and recording information.

Activities:

- Children create an imaginary sketchbook documenting what the journey would have been like on the voyage with the Doctor on the Flounder. They would be shipwrecked on an island – what would it look like?
Create mythical animals that they may discover, the inhabitants of the island etc.
- Children to start sketchbooks – using pencil and charcoal to quickly document their arrival at their school gates ... as if they had never been there before. They could also sketch flora and fauna of the area including home life activities. They could then pick one sketch – and develop this into a picture that could be framed – having used water colours to bring it to life. Use of colour important as a true representation of the colours they observe as opposed to the non representational use of colour in section 3 – when looking at the work of Matisse.
 - Children to investigate other sketchbooks that actual artists created. For example:
<http://the-creative-business.com/10-beautiful-sketchbooks-famous-artists/>



2. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

When the Flounder is shipwrecked – the passengers land on Sea Star Island. Children will be able to look at different methods using sculpture and model making with a range of different materials to create Sea Star Island. The design for the island and its inhabitants will be created from the children's imagination but can be based on research of other islands. There are a number of examples in literature that will help to shape their own ideas of a desert island. For example:

Robinson Crusoe – Daniel Defoe (UKS2)

The Island – Armin Greder (UKS2)

Activities:

Working in groups – children will create an aerial view of Sea Star Island – this will be a vision that can seen from above.

Similar to these:



Then using the following information, children will create their own 3D island – that will be made from different materials – including papier mache, natural materials etc:

- When Doctor Dolittle, Tommy, Matthew, Emma, Polynesia, Gub-Gub and Chee-Chee are shipwrecked on Sea Star Island, the floating island. The sea shore would be littered with items from the Flounder; that would have been washed up. These can include: rafts; books, chests and parts of the ship.
- The survivors may have made shelters from the trees and bushes.
- Mythical creatures for example: 2 giant man-size fly-like creatures – called Biggabuggaflies & 2 Bettabuttaflies – huge butterflies of lots of colours; the Giant Pink Sea Snail; the Giant Lunar Moth.



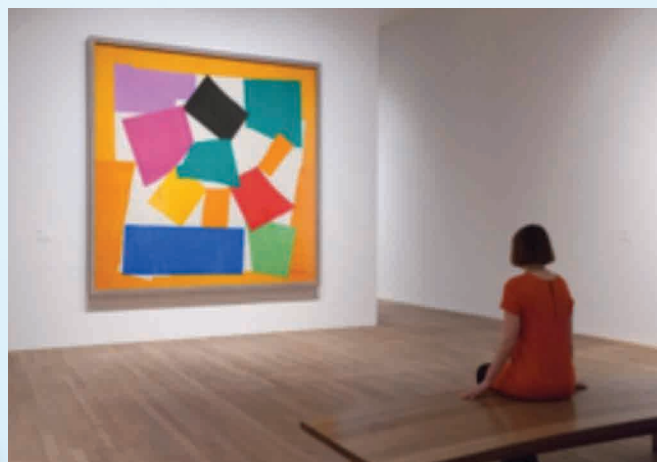
3. Learn about great artists, architects and designers in history.

Henri Matisse (31 December 1869 - 3 November 1954) was a French artist, known for his use of colour and his fluid and original draughtsmanship. He was a draughtsman, printmaker, and sculptor, but is known primarily as a painter. His mastery of the expressive language of colour and drawing, displayed in a body of work spanning over a half-century, won him recognition as a leading figure in modern art. Matisse started to create large scale cut paper collages. He called the technique 'painting with scissors'. This technique was used by Matisse in his famous masterpiece – the Snail.

<https://www.tes.com/teaching-resource/henri-matisse-powerpoint-11294978>

Activities:

- Matisse's use of Painting with scissors can be used by children to recreate their own version of the Great Pink Sea Snail. (see picture below)
- Matisse was also known for creating beautiful stained glass windows using this technique. Children could create different pictures – recreating scenes from the Doctor Dolittle story – for example: Sea Star Island; The Flounder; the Pushmi-Pullyu.



<http://www.tate.org.uk/kids/make/cut-paste/collage-matisse-snail>

Design & Technology KS2

There are 2 main areas of study that can be developed in Design & Technology to apply to the story of Doctor Dolittle – looking at food, healthy eating, vegetarianism and puppetry design and making.

1. Cooking & Nutrition KS2 Requirements

- Understand and apply the principles of a healthy and varied diet.
- Cook a repertoire of predominantly savoury dishes so that children are able to feed themselves and others a healthy and varied diet.
- Become competent in a range of cooking techniques. For example: selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell; to decide how to season dishes and combine ingredients; adapting and using their own recipes.
- Understand the source, seasonality and characteristics of a broad range of ingredients.

The concept of vegetarianism is introduced at an early stage in the play.
As the Doctor befriends all the animals and has conversations with them, he is unable to eat them!

In the song, *Like Animals*, the Doctor is trying to show the court how badly we seem to treat animals:

**Why do we treat animals like animals
How can people be so in-human
Cows and chickens work to feed us
Dogs and horses show they need us
And though cats don't always need us
Their affection is plain.**

**What do we do? We neglect them!
We do nothing to protect them!
We reject them – don't expect them
To complain
We ignore them or we beat them
When we're hungry – we eat them
It's appalling how we treat them
It's insane
Like .. animals!**

Activities:

Discussion on food:

- Children to create a chart (a pie chart!) of the most popular foods that the children eat in the class.
 - What unusual food have the children eaten? What would they like to eat? Often families have their own special family meal.
 - Try to introduce the concept of healthy eating. This can include the number of sweets children eat.
What other alternatives are there?
 - Children to imagine what food would be available on their desert island. Is it possible to create a healthy diet living off vegetables and fruit. Children can combine this topic – with the Art topic – creating their own version of Sea Star Island and look at what food would be grown there. For example: Coconuts; mangoes; bananas etc.
 - Doctor Dolittle is a vegetarian – look at meat substitutes – tasting the difference between meat and quorn or tofu.
 - On board the Flounder, Emma cooks Doctor Dolittle a Seaweed Pie!
- Did you know that you can eat Seaweed! Follow this YouTube film to create a seaweed wrap – all raw, vegan food.
<https://www.youtube.com/watch?v=dWn6ZUNs0Rs>. It may be possible to get ideas from this website for seaweed recipes: <https://www.cornishseaweed.co.uk>
- For older KS2 children – debate the Pros and Cons of being a vegetarian – taking into account religious reasons.

• Use resources from the Vegetarian Society – please follow this link for more information:
<https://www.vegsoc.org/teacherstudentresources>. Create healthy vegetarian recipes – and all share a meal if possible.

- This can be linked in to FairTrade and consider your school becoming a FairTrade school.
Follow this link: <https://schools.fairtrade.org.uk>

2. Design & Make KS2 Requirements

Design and make a puppet using the following criteria:

- Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.
- Select from and use a wider range of tools and equipment to perform practical tasks accurately.
For example: cutting; shaping; joining and finishing.

The production of Doctor Dolittle will incorporate the use of puppets. For example: Polynesia, the parrot will be operated on the stage by 2 puppeteers using rods. This can inspire children to create their own puppets and also create their own puppet show.

The use of puppets in theatre is increasing and the role of the puppeteer is often an integral part of the production.
For example: The National Theatre's use of puppeteers in War Horse.

Activities:

- Create an animal puppet – this could be a puppet based on the children's design of their mythical animal (art) and their new species (science). These creatures could be also endangered or extinct animals.
Depending upon the level of the children's ability – the more detailed the puppet.

<https://www.tes.com/teaching-resource/making-a-puppet-6016537>

Other resources can be found on the following links:

<https://www.tes.com/teaching-resource/new-curriculum-2014-primary-design-and-technology-6439264>
[https://www.data.org.uk/for-education/curriculum/dt-national-curriculum-for-england-2014/.](https://www.data.org.uk/for-education/curriculum/dt-national-curriculum-for-england-2014/)



Geography KS2

THERE ARE SO MANY FABULOUS FARAWAY PLACES TO SEE!

KS2 requirements:

I. Locational Knowledge: Identify the position and significance of Latitude, Longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Activities:

- Using a map of the world – look at oceans; continents; capitals. Plus environmental studies; land masses and islands. Doctor Dolittle is in search of Sea Star Island, a break away island. This very short film will show how the continents came to be broken up:

https://www.youtube.com/watch?v=GYVS_Yh6dTk&feature=related

Try and place Sea Star Island. We have some clues:

DOLITTLE (consults an encyclopedia) 'Sea Star Island ... last reported position ... last reported position? ... What can that mean? Ah, it goes on! (reads) "Became detached from the mainland of West Africa in 1676"..... And it's a floating island! It moves! ... All over the world! Like a ship. It's a freak of nature ...

POLYNESIA (the parrot – after having a conversation with an octopus discovered that) 'he saw Sea Star Island two thousand miles south-west of Spain eight months ago... heading due north at a speed of two knots!'

Where in the World? – Quiz...

The main theme running through Doctor Dolittle's story is his journeys – the places he has been and the places there are to travel to. On board the Flounder, the other 'passengers' discuss where they would like to visit. These are some of the places they would like to go to.

Where in the world are they?

	Continent	Capital/Country
Mexico		
Sweden		
Hawaii		
Japan		
Capri		
Rome		
Spain		
Tahiti		
London		
Sienna		
Vienna		
Verona		
Java		
Jamaica		
Bombay		
Barcelona		
Tobago		
Tierra del Fuego		
Siberia		
Ireland		
Rumania		
Transylvania		
Tasmania		
Sahara Desert		

2. Describe and understand key aspects of physical geography.

Activities:

- Discuss the climate zones that The Flounder would have encountered on its journey to Sea Star Island.
- Imagine the climate for Sea Star Island.

For more information on climates – see link below:

<http://www.bbc.co.uk/learningzone/clips/climate-zones-across-the-globe/11182.html>

<http://www.tes.co.uk/teaching-resource/Teachers-TV-Weather-Around-the-World-6047845/>

3. Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Activities:

- This can include FairTrade. Use this link for useful teaching resources. Is your school a Fair Trade School? (also linked back to Design & Technology)

<https://schools.fairtrade.org.uk/resource/?type=lessonplans&level=7yrs#page-1>

In groups, children to describe their imagined Island: talk about their houses; what they would be made of; their design; the sort of vegetation; what would be growing on the Island? – This can be compared with actual human geography of their own town. Use the information from Fair Trade links to create an image of a tropical island. How different is this tropical Island from British Isles?

4. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Dolittle: We play a little game I invented. We take a map of the world, stick a pint in it, and wherever it lands, that's where we go!

Activities:

- Using Doctor Dolittle's method of sticking a pin in the atlas – children to look up where they are and discover more about their pinned location and describe their own voyage; locate all the cities and countries mentioned in the script.

5. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Activities:

- This is a useful starter film to look at the use of maps. It is probably best to use for Upper KS2 students.

<http://www.geographypods.com/map-skills.html>

This is a useful link – looking at Islands in relation to Ordnance Survey mapping.

http://digimapforschools.edina.ac.uk/schools/Resources/Primary/my_dream_island.pdf



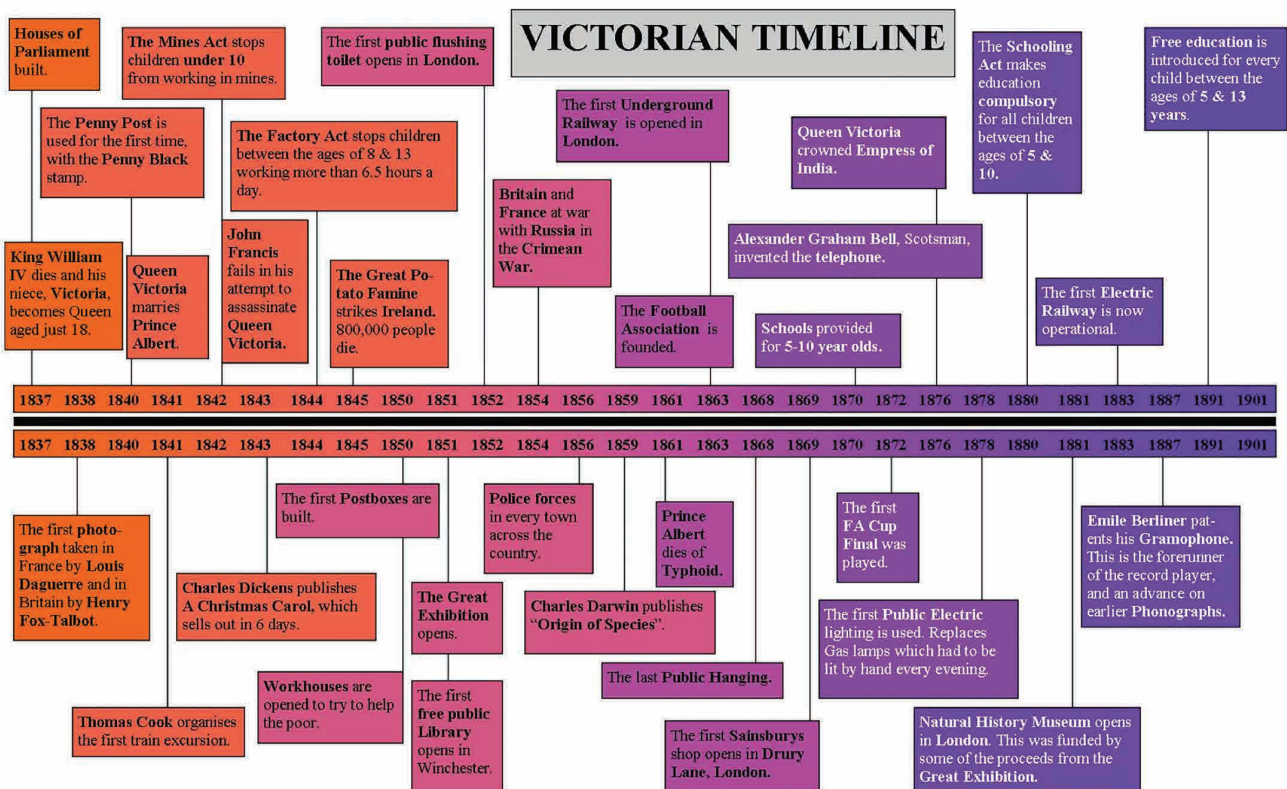
History - KS2

KS2 requirements:

- Local History Study relating to the Victorian age

Doctor Dolittle is set in Victorian times. The original book was based in 1839 and the theatre score was based in 1885 but is influenced by the original text.

<https://www.tes.com/teaching-resource/new-curriculum-2014-primary-history-6438696>



Creating the scene:

The opening of Doctor Dolittle (the theatre show) is set in a small Devon fishing village. This description allows the reader/ audience to understand the period of history that the show is set in.

Below are the opening lines of the script of Doctor Dolittle. A script – just as much as a book, has to set the scene for the reader as much as the audience. The writer of the script wanted to create a picture of life in an idyllic village in Victorian Britain.

ACT ONE Scene One

The Tiny Village Port of Puddleby, in Devon

Matthew Mugg, the Irish cats' meat man, enters riding his tricycle portable fish stall, followed by a host of meowing cats. Jip, Dolittle's dog, chases the cats. toggle the horse pulls a cart. a local farm-girl milks Mildred the cow. a fox enters, pursued by a pack of beagles, and hides behind Matthew's cart. Matthew shoos them away. Finally Doctor Dolittle himself appears, riding his bright red penny-farthing bicycle.

The villagers wave to him. He waves a happy-response and nearly falls off his penny-farthing, which careers into the wings.

Compare this to Dickens' description of market day in London – taken from *Oliver Twist*.

It was market-morning. The ground was covered, nearly ankle-deep, with filth and mire; a thick steam, perpetually rising from the reeking bodies of the cattle, and mingling with the fog, which seemed to rest upon the chimney-tops, hung heavily above. All the pens in the centre of the large area, and as many temporary pens as could be crowded into the vacant space, were filled with sheep; tied up to posts by the gutter side were long lines of beasts and oxen, three or four deep. Countrymen, butchers, drovers, hawkers, boys, thieves, idlers, and vagabonds of every low grade, were mingled together in a mass; the whistling of drovers, the barking of dogs, the bellowing and plunging of oxen, the bleating of sheep, the grunting and squeaking of pigs, the cries of hawkers, the shouts, oaths, and quarrelling on all sides; the ringing of bells and roar of voices, that issued from every public-house; the crowding, pushing, driving, beating, whooping, and yelling; the hideous and discordant din that resounded from every corner of the market; and the unwashed, unshaven, squalid, and dirty figures constantly running to and fro, and bursting in and out of the throng; rendered it a stunning and bewildering scene, which quite confounded the senses.

Teacher to read text out loud for class to picture what a London Victorian market may sound like and then contrast to the picture book idyllic village of Puddleby that Doctor Dolittle is set in.

Activities:

- Children to discuss which place they would most like to be in and why.
- Children to create their own description of a Victorian village or town – as an opening scene to describe what they can see, what they can hear, what they can smell and what they can feel. They could imagine this as through the eyes of a human or an animal. This is a useful exercise when combining with the Science section.

Activities:

- Compare and contrast Dickens' London with Puddleby. Children with their eyes closed, have a spoken description, which they then have to visualise in their heads of both places. When the children open their eyes, they can discuss what they imagined.

Robert Louis Stevenson wrote *Treasure Island* in 1883. In the passage below, we see Jim Hawkins searching for treasure on what he thought was an uninhabited island. This is his description when he first discovered *Treasure Island*.

**I WAS so pleased at having given the slip to Long John that I began to enjoy myself and look around me with some interest on the strange land that I was in.
I had crossed a marshy tract full of willows, bulrushes, and odd, outlandish, swampy trees; and I had now come out upon the skirts of an open piece of undulating, sandy country, about a mile long, dotted with a few pines and a great number of contorted trees, not unlike the oak in growth, but pale in the foliage, like willows.
On the far side of the open stood one of the hills, with two quaint, craggy peaks shining vividly in the sun. I now felt for the first time the joy of exploration. The isle was uninhabited; my shipmates I had left behind, and nothing lived in front of me but dumb brutes and fowls. I turned hither and thither among the trees. Here and there were flowering plants, unknown to me; here and there I saw snakes, and one raised his head from a ledge of rock and hissed at me with a noise not unlike the spinning of a top. Little did I suppose that he was a deadly enemy and that the noise was the famous rattle.**

What did the Victorians do for us...

Apart from...

Literature:

Dickens; Conan Doyle; Robert Louis Stevenson.

Explorers:

Livingston; Stanley; Darwin & Mary Kingsley (one of the only female explorers).

Science:

Darwin; Alexander Graham Bell

Women's roles:

Emma is portrayed as a feisty, strong and independent young woman. Contrast with the link below which depicts a typical Victorian female's lifestyle.

http://www.bbc.co.uk/history/british/victorians/womens_work_01.shtml

The link below highlights a few outstanding women who managed to break away from their expected roles and change the world for women today

<http://www.aboutbritain.com/articles/famous-victorian-women.asp>

Activities:

- Role playing - explorers and Island inhabitants.

Children to imagine what it would be like to meet for the first time on a desert island.

How would you communicate with each other?

Discussion topics:

- Clothes – what are they made of?
- Money – what is the value of everything – clean water, fresh vegetables, fruit.
 - Customs & culture (explaining mobile phones; computer games!)
- Food (These activities can be related to issues faced by newly arrived children.)
 - Writing a ship's log as the Captain of the ship and arriving on the island.
- Write a diary as Tommy – who has never left his home before. How would he feel about being away for so long – going to a place that he did not know existed? This could be similar to the feeling of families coming over on Windrush etc. This could include the climate, the welcome (or hostility) to new people, being different.

Activities:

Victorian Explorers: David Livingstone and Mary Kingsley

- Look at the differences in their experiences in exploring and being adventurers.
 - How old were they when they first went on an exploration?
 - Plot on a map where they both explored.
- Create a letter that either would have written home about their experiences.

David Livingstone (1813 - 1873)



1813 David Livingstone was born at Blantyre, south of Glasgow on 19 March.

1823 He began working in the local cotton mill, with school lessons in the evenings.

1836 Began studying medicine and theology in Glasgow and decided to become a missionary doctor.

1841 Posted to the edge of the Kalahari Desert in southern Africa. Livingstone became convinced of his mission to reach new peoples in Africa and introduce them to Christianity, as well as freeing them from slavery.

1849 Travelled across the Kalahari

1851 Returned to the Kalahari and embarked on a sighting trip on the upper Zambezi River.

1852 Began a four year expedition to find a route from the upper Zambezi to the coast.
This filled huge gaps in western knowledge of central and southern Africa.

1855 Livingstone discovered a spectacular waterfall which he named 'Victoria Falls' and reached the mouth of the Zambezi on the Indian Ocean in May.

1856 Became the first European to cross the width of southern Africa.
At home, Livingstone publicised the horrors of the slave trade.

1866 until Livingstone's death in **1873** - another expedition to central Africa, searching for the Nile's source and reporting further on slavery. He was 60 years old.

Mary Kingsley (1862 – 1900)



1862 Mary Kingsley was born in Islington in London.

Her father qualified as a doctor and worked for the Earl of Pembroke. Both men had a love of travelling and together they produced a book of their foreign journeys, *South Sea Bubbles*. Her mother was an invalid and Mary was expected to stay at home and look after her. Mary had little formal schooling but she did have access to her father's large library of travel books.

When her father was at home Mary loved to hear his stories about life in other countries and willingly agreed to help him with his proposed book he was writing on the customs and laws of people in Africa. Although Kingsley did not consider taking his daughter with him on his travels, she was given the task of making notes on relevant material from his large collection of books on the subject.

1891 Kingsley returned to England after one journey suffering from rheumatic fever. With both her parents invalids, Mary took complete control over the running of the household. Mary even subscribed to the journal, *English Mechanic*, so that she could carry out repairs on their dilapidated house.

1892 George Kingsley died in February. Five weeks later her mother also passed away.

1892 Mary was now able to travel and first visited Africa to collect the material needed that would enable her to finish off the book that her father had started on the culture of the people of Africa. Mary also offered to collect tropical fish for the British Museum while she was touring the continent.

1893 Mary arrived at Sao Paulo de Luanda in Angola in August. She lived with local people who taught her how to fish using nets made of pineapple fibre. After learning the necessary skills, she went off alone to search the mangrove swamps in search of rare specimens. Her adventures included a crocodile attacking her canoe and being caught in a tornado.

1895 Mary Kingsley returned to Africa in order to study cannibal tribes. She travelled by canoe up the Ogowe River where she collected specimens of formerly unknown fish. Several times her canoe capsized in the river's dangerous rapids. Mary also journeyed through dense forests infested with poisonous snakes and scorpions and wading through swamps trying to avoid the attentions of crocodiles. After meeting the cannibal Fang tribes she climbed the 13,760 feet Mount Cameroon by a route unconquered by any other European.

1897 Mary Kingsley published her first book about her experiences, *Travels in West Africa* (was an immediate best-seller.)

1899 On the outbreak of the Boer War, Kingsley volunteered to work as a nurse. In a letter to a friend in England, Kingsley explained how typhoid fever was killing four or five of her patients daily. She also described fellow nurses dying of the disease and added that she thought it was unlikely that she would survive.

1900 Mary Kingsley died on 3rd June. Mary Kingsley was buried at sea. She was just 38 years old.

Music, Drama & Dance KS2

Throughout Doctor Dolittle – as it is musical theatre – there will always be songs and dances performed – and of course drama! For teachers to be able to develop these elements and follow the KS2 framework – here are just a few ideas that can be used:

<https://www.tes.com/teaching-resource/new-curriculum-2014-primary-music-6438693>

<https://www.tes.com/teaching-resource/ks2-music-scheme-of-work-overview-6142850>

Music

KS2 Requirements:

- Improvise and compose music for a range of purposes using the inter-related dimensions of music .
 - Listen with attention to detail and recall sounds with increasing aural memory.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Activities:

- Create the sound of the jungle; the island; the voyage etc.
- Listen to different songs from across the world – call and recall responses. Look at different instruments that have been naturally made. Create musical instruments from recycled materials.
- Listen and respond to music that imitates the sound of birds and learn about the instruments the composer chose to represent their songs. Inspired by Saint-Saens - Carnival of the Animals – create music for their mythical animals.

<https://www.youtube.com/watch?v=k2RPMJmSp0>

Dance and movement

KS2 Requirements

- To create and structure motifs, phrases, sections and whole dances.
- To begin to use basic compositional principles when creating their dances.
- To explore, improvise and combine movement ideas fluently and effectively.

Dances from around the world:

<https://www.tes.com/teaching-resource/dance-scheme-ks2-6001370>

<https://www.dancenotes.co.uk/around-the-world/>

(Please note: you will need your school's licence to download this)

Activities:

- Children to watch how animals move – looking at their body language – how they look when they are frightened, being protective, attacking, making friends. With their created species, fantasy animal – children create a special dance piece based on different groups of animals meeting.

Drama

KS2 requirements

- Develop characters through movement, use of voice and facial expressions, dialogue and interaction with other characters.
 - Create dramatic effects through music, props, costume.
- Develop understanding of how to act out plots, dramatizing the problem, climax and resolution.

Activities:

- Create freeze frames. For example: Doctor Dolittle's surgery; talking to the animals; landing on Sea Star Island; inside the Giant Pink Sea Snail.
- Using sections of script from Doctor Dolittle. For example: Ask the children to imagine they are reporters and have to report on the Court Room scene. This can involve the children creating different characters – who may be the villagers – or the animals or other animals the Doctor may have helped. This section could be shown as a news piece. Children would need to watch how news is reported on the TV.

The links below provide useful drama resources:

<https://www.scribd.com/doc/20284072/Drama-Lesson-Ideas-on-ANIMALS>

<https://www.teachingideas.co.uk/warm-up-ideas/run-through-the-jungle>

<http://www.bbc.co.uk/schoolreport/27697544>

PSHE KS2

KS2 Requirements

There are many issues connected to the story of Doctor Dolittle that can be applied to a number of units within the PSHE KS2 Curriculum.

There are 3 themes that overlap but can be used in conjunction with the main area of the story:

- Health & Wellbeing
- Relationships - communications
- Living in the Wider world

For the purpose of this workshop – we will introduce only relevant areas for in depth study.

1. Health & Wellbeing:

- Recognise and respect similarities and differences between people – and understanding the term diversity.
- Learning about the need for tolerance for those who are different from us and challenging stereotyping and discrimination.

Doctor Dolittle was considered to be different from everyone else and thought to be very eccentric – which often other people would not understand. He dressed differently, he preferred animals to people, he lived in an unusual way – his house was full of animals of all sorts. But what is normal?

Activities:

Each child in the class to answer a number of questions individually and not to confer.
The questions are basic likes and dislikes...

For example:

- Your favourite TV programme?
 - Your favourite food?
 - Your favourite colour?
 - Your favourite pet?
 - Your favourite band?
- Your favourite football team?

The children are not asked to put their names on their answer sheet.
The teacher will collect all the answers and write up the results on a board.

Look at the range of answers – discuss the pressure of other peers to like things. How hard it is to be different?

In the story of Doctor Dolittle – the Doctor loves the idea of fantasy – he likes to pretend:

He has told Matthew that:

Matthew sings:

**He (the Doctor) believes that the stars are made of lemon drops
The bigger ones are lollipops and Ice
The clouds have shops on top
That sells you sweets and soda pops
What do they call the place?
Isn't it paradise?!**

But Matthew wants to believe that ...

**The world is full of fantasy
And who are we to disagree?
Let's hope and pray
That is the way
The life we love will always stay
For my friend the Doctor
And Me**

The Doctor displays very eccentric tendencies and this is why people may be wary of him.

Discussion to follow:

What should we consider to be normal? If we are not like everyone else ... does that matter and make us different?
This can lead to bullying.

This play is set in Victorian times. The Doctor's attitude seems reflective of that era, however these views are still relevant today. How have roles changed over the years? How have roles for women altered over the years?
Have stereotypes altered over the years?

Activities:

A logic puzzle:

A young boy and his father were involved in a horrible accident. They were both rushed to hospital. Just as the surgeon was about to operate on the boy said 'I can't operate – that boy is my son'.
Answer – the surgeon is the boy's mother

Another puzzle:

A young daughter and her mother were in an accident and the daughter was rushed to hospital. The nurse attending declined to help – stating that 'this is my daughter'.
Answer – the nurse is the girl's father

Children more often than not assume that the surgeon will be male and the nurse female.
This is just a simple exercise to illustrate popular misconceptions about stereotypes.

The Equality and Human Rights Commission have created a number of useful resources that will be relevant for the teaching of PSHE – related back to the story of Doctor Dolittle.

<https://equalityhumanrights.com/en/primary-education-resources/why-teach-careers-and-equality-key-stage-2/case-studies-schools-teaching>

This YouTube clip will highlight the above logic puzzle – looking at roles and encouraging children to be who they want to be as well as challenging some of the stereotypical thinking they might have around certain jobs.

<https://www.equalityhumanrights.com/en/primary-education-resources/pass-it-short-film>

Relationships:

Looking at how we communicate with everyone. There are many different ways to communicate.

Activities:

- Children to list as many different ways of communication between humans. For example: sign language and makaton; morse code; semaphore; smoke signals; cave paintings; picture stories (similar to the ones sent between Doctor Dolittle and Straight Arrow).

- Audio Description

There is also a speaking and listening element. In theatre – we offer audio described performances for people who may be blind or visually impaired. Audio Description is a way of allowing the visually impaired patron to enjoy the theatre as much as everyone else. The audio describer paints a picture of the action on the stage. This would include a complete description of the actors – their apparent age; their hair colour, their height etc. They also have to try and create pictures as the story unfolds. This would include the facial expressions of the actors, the way they move about the stage (their body language) as well as the costumes and the set and scenery.

Split class into 3 areas:

One group would be the actors in costumes; one group would be the describers and one group would be blindfolded.

Groups take it in turns to describe the actors and the blindfolded group have to try and identify who the actor is.

(If students are taken on tour to the theatre – children are shown all the other ways of making theatre more accessible – BSL signed performances; Captioned Performances; Touch Tours and Audio Descriptions.)

- Discussion about how important it is to speak clearly and also to listen. Try listening to the radio! Is it just music? The Cbeebies radio shows are suitable for LKS2. They create different topics. For example:

<https://www.bbc.co.uk/cbeebies/curations/radio-my-pet-and-me>

- This link is part of the 500 best children stories – started on Radio 2 – this may be time limited. However it is an annual event and worth children listening and also participating.

<http://www.bbc.co.uk/programmes/articles/4JLgf2HBskm4n26dKNBrX7/listen>

- Class to create a radio programme – imagining that they are part of the Flounder's crew and land on Sea Star Island. They have to create a news report to send back. Photographs are not possible. Identify parts for some children to be the inhabitants of Sea Star Island – who have these new people landing on their land and what it would be like for the crew – shipwrecked on this strange land.

2. Relationships:

Collaboration – understanding when it is better to work together.

In Doctor Dolittle – we first see him as a rather selfish man – when thinking about his relationships with other humans (rather than animals).

For example: When the Flounder shipwrecks, we first see the Doctor:

(Script notes) DOLITTLE, immaculate, calm and collected as ever, drifts slowly into view aboard a piece of wreckage, which includes the ship's wheel, compass and dartboard from "The Flounder".

It is piled high with all his books, with POLYNESIA perched on top on lookout. A few random geraniums and azaleas have survived with them. DOLITTLE places the only surviving carnation in his buttonhole.

Emma: You saved all your books, I see.

Dolittle: Er, yes. Most fortunate.

Emma: And lost all my dresses.

Dolittle: Er, yes. Most unfortunate. I saw your trunk floating amongst the wreckage.

However, we do see later in the story the strength of collaborative work when Sea Star Island is passing the mainland of Africa – where it first became detached from.

Straight Arrow: Well, if the currents are normal, we'll pass within half a mile of where Sea Star Island was once located. I know it's totally impossible, but.....

Dolittle: Nonsense! It's not impossible! Nothing is! I've got an idea! Polynesia, get in touch with our friend Sonar the whale again, and ask him whether he'd be kind enough to get a bunch of his whale friends together and pop over here for a minute and give Sea Star Island a big shove to put it back where it belongs..... Over there somewhere.....

Straight Arrow (to Dolittle): You're not serious?

Dolittle: Well, I don't see why it shouldn't work! I mean, half a dozen whales giving anything a big shove ought to get some sort of result! Just think about it!

And it did work! This successful piece of collaboration came about because of the different roles and relationships within the different groups. The idea came from Doctor Dolittle, the communication from Polynesia, the group of whales working together and the relationship between the Doctor and Straight Arrow as he wanted to help him.

Obviously this is a fictional process but it is an easy way to apply this to everyday collaborations.

Activities:

- Children to recognize the roles played by everyone in this story and understand that people/animals in communities are diverse, changing and interconnected.
- Children to decide how to maintain a collaborative community on Sea Star Island – taking into account different people/animals and how everyone can work together. As it is such a diverse Island – create a charter – looking at how to live peacefully together (think of all the different animals that may be there - living with the humans, working together to create a harmonious society).
- Teachers to create difficult situations that may arise. For example: Being selfish; not sharing; not doing share of work etc. How would group overcome this using their charter as a reference?



3. Living in the wider world – Diversity

Once on Sea Star Island, the travellers are invited to stay for tea and are taken aback when they are presented with afternoon tea.

Straight Arrow (greeting them): Please forgive that unfortunate welcome! - a misunderstanding on the part of Customs and Immigration - we thought you were invading us! But happily, you're just in time for tea.

Script notes..(Straight Arrow claps his hands again, and in the blink of an eye four attendants set up a table and chairs and an immaculate high tea, complete with silver tea service, fine china, cucumber sandwiches and dundee cake. Straight Arrow gestures them to sit down.)

Dolittle: Earl grey, cucumber sandwiches and dundee cake. Tuck in, Tommy. Miss Emma, would you care to be mother? (note – once again putting her in a stereotype)

Script notes (Tommy and Matthew dive into the sandwiches, Emma pours the tea and Dolittle and Straight Arrow resume their conversation)

Dolittle: (indicating to the tea table) Seeing all this, I - er - take it you have - er - visited England.

Activities:

Understanding and celebrating diversity. Using the analogy of Sea Star Island as a multi cultural setting – where all animals live together in peace and harmony, expand upon this idea by creating a celebratory event – sharing all the different cultures that you imagine would have lived on Sea Star Island. This could involve imaginary or real cultures – drawing from your class, combining dance; singing; cooking and sharing food; art; storytelling.
This could be extended to an invited audience.

This final activity could be part of the plenary for the whole Doctor Dolittle topic. It would be a celebration of diversity and understanding different cultures.