



HAPPY FEET

Find Your Beat!

A facilitator's guide for youth leaders, educators and families to accompany *Happy Feet*.

AGES 6-10

www.happyfeetmovie.com

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Finding Inspiration
in Literature & Movies



Heartland Truly Moving Pictures™
National Collaboration for Youth



VILLAGE ROADSHOW PICTURES

PG PARENTAL GUIDANCE SUGGESTED
SOME MATERIAL MAY NOT BE SUITABLE FOR CHILDREN
Some Mild Peril And Rude Humor

"HAPPY FEET" PG RATING
09 / 13 / 06

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HAPPY FEET: Find Your Beat!

Dear Group Facilitator

Happy Feet is a humor-filled animated film (also depicted in book form—see below) that goes beyond the laughs to bring up many real-life issues such as learning to be happy with who you are, social exclusion, self-expression and protecting animals and their habitats.

Set in Antarctica, this Warner Bros. movie depicts a colony of Emperor penguins who find their soul mates through song. Memphis (Hugh Jackman) and Norma Jean (Nicole Kidman), two of the Emperor nation inhabitants, fall in love and a baby penguin named Mumble (Elijah Wood) is born to them. Despite his inability to sing, Mumble has a unique ability—he can tap dance! His dancing makes him an outsider among his Emperor peers, but Mumble makes friends in a neighboring Adelie penguin community.

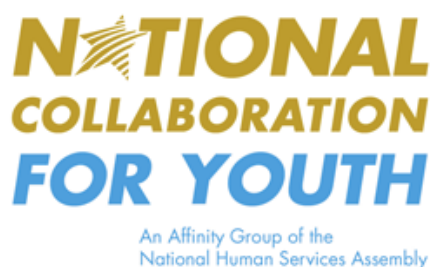
As Mumble and his friends share their dancing skills with the Emperor penguins, the Elder penguins in charge of the colony are convinced that Mumble's "happy feet" are dangerous and responsible for the fish scarcity in their region. Feeling like an outcast, Mumble embarks on a journey with his Adelie friends to find out the truth about the disappearing fish. During this adventure, Mumble realizes that his "happy feet" have the ability to save himself and his community of Emperor penguins from going hungry.

The story is ideal for children ages 6-10 because it uses humor and animated images that will appeal to this age group, and offers them ideas for being able to express themselves and become comfortable with who they are.

This activity guide, *Find Your Beat!*, complements the central messages found in the movie and the books. It may be used before or after viewing the movie or reading the book(s), and offers group and individual activities for youth, ages 6-10.

The guide is produced by the National Collaboration for Youth, an organization which provides a unified voice for its coalition of more than fifty national, nonprofit, youth development organizations. The 30-year-old organization concentrates on improving conditions for youth in the United States and enabling youth to realize their full capabilities. As a result, youth development and youth empowerment play central roles in the activity guide for *Happy Feet*.

Thank you for exploring the themes of *Happy Feet* with young people. The story's messages and ideas are important ones for youth, your community, and our society to explore.





Steps for Youth to Take with the *Happy Feet: Find Your Beat!* Program

STEP 1: SEE THE FILM AND READ THE BOOK(S)

Happy Feet opens in theaters on November 17, 2006. Youth can also see the movie when it becomes available on DVD. Many accompanying *Happy Feet* children's storybooks are available on Amazon and in bookstores for purchase. Below are a few of them:

- *Happy Feet: The Movie Storybook* by Megan E. Bryant
- *Chillin' with Mumble: Happy Feet* by Kristen Ostby
- *Happy Feet Essential Guide* by DK Publishing

Go to www.youthFILMproject.org for more information on the film and books.

STEP 2: PARTICIPATE

Use the activity guide to take part in various fun-filled writing, reading and community outreach activities on the following themes:

- Music and dance as forms of communication and expression
- Feeling out of place and excluded
- Being happy with who you are
- Learning about and protecting Antarctic animals

STEP 3: TAKE THE LEAD TO HELP OTHERS

Young people are urged to learn to take on responsibility in partnership with adults, by designing and conducting a service project. Mumble learns that humans are responsible for the fish scarcity and problems in his Antarctic home. He takes action to make humans see their negative impact and make a change. Youth are encouraged to learn about preserving the environment for Antarctic animals as part of their experience with *Happy Feet*.

Ideas inside.

Use the free, downloadable service-learning supplement to assist in the planning and managing of *Happy Feet* service projects. Please visit www.youthfilmproject.org to download the supplement.

Go to the project Web site: www.youthFILMproject.org for more information on the film and the books.



HAPPY FEET: Find Your Beat!

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MODULE 1: Music and Dance as Forms of Communication and Expression

Notes for the Facilitator

The activities in this module are designed to teach children the value of self-expression—particularly through artistic mediums such as song and dance. Children will learn that music and dance can be used to communicate a range of emotions. In *Happy Feet*, the Emperor nation of penguins use their special Heartsongs to communicate love. Mumble's inability to sing is a shock to his parents and the entire community. Yet Mumble has another way of expressing himself—he uses tap dance as his form of communicating and expressing love and happiness.

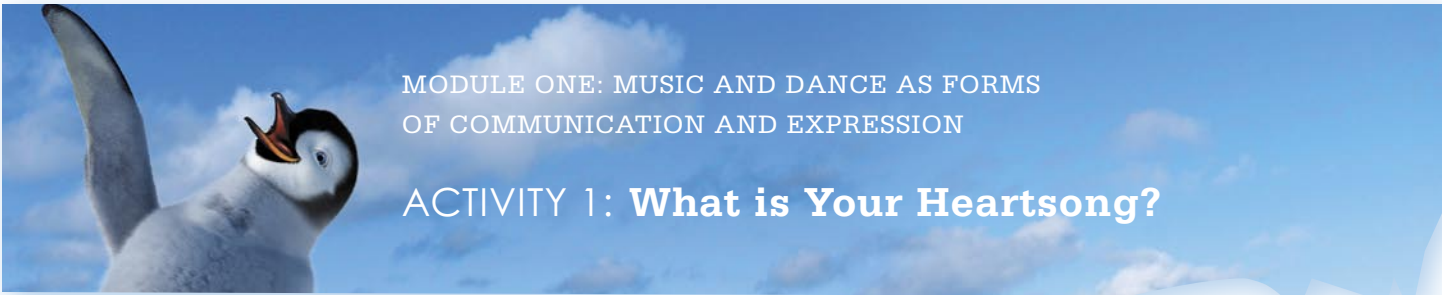
Despite his talent, Mumble's dancing is initially shunned by the entire community because it is different. Children, too, are often discouraged instead of celebrated for their unique forms of self-expression. It is important that youth are given support for their talents and encouraged to develop them to their fullest. Exposure to new and different art forms and cultural traditions are also significant tools for youth development.

This module will give children the opportunity to explore a few types of dancing depicted in the movie in addition to thinking about their own means of expression themselves. Importantly, please tailor the activities to the life circumstances of the children and youth in your group. Many of us have home or everyday situations that may be different or the same from those depicted in the film or books. Being seen as an outsider, as depicted by Mumble in *Happy Feet*, may be experiences that some children recognize as their own. In all cases, it is essential to create a supportive atmosphere for discussion and reflection.

Objectives

Youth will gain an understanding of how song and dance can be used as methods of expression and communication

You will recognize their own strengths and talents and those of their peers



MODULE ONE: MUSIC AND DANCE AS FORMS
OF COMMUNICATION AND EXPRESSION

ACTIVITY 1: **What is Your Heartsong?**

Activity Type: Individual or Group Activity

Link to the Story

Note: This may be read aloud by a group member/the facilitator for all to hear or for older children it may be individual reading before the activity.

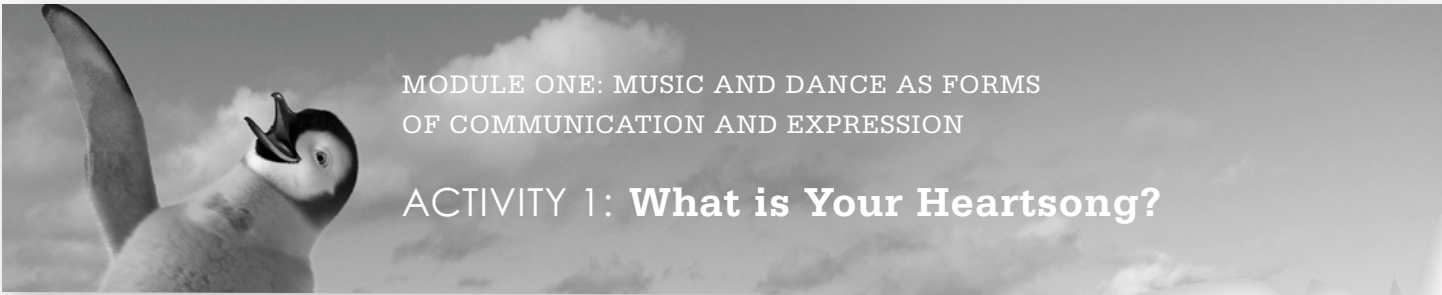
The movie *Happy Feet* is filled with music—each Emperor penguin has his/her own song that shows their **identity**. These Heartsongs are developed throughout their whole lives in order to prepare for finding their soul mates—the person who they will fall in love with. The baby Emperor penguins even go to school to learn how to find their Heartsong! That is why being able to sing is so important to the Emperor penguins.

The Heartsongs are used mainly to express a very important emotion for both animals and humans—love. Everyone wants to feel loved and appreciated for who they are! These songs are all supposed to come from deep inside the heart.

The funny part about the singing in *Happy Feet* is that all of the Heartsongs sung by penguins such as Norma Jean, Memphis and Gloria, are real songs that you may hear on the radio. Many of them are older songs that your parents or grandparents may have listened to. Maybe you recognized a few of them in the movie. Some of these songs are by singers such as the Beatles, Ella, The Four Tops, Donna Summer, ZZ Top, Lionel Richie, The Big O, Pagliacci, The Platters, Nilsson, Gloria Gaynor and more!

One of the songs that Gloria sings during the pop concert at her graduation ceremony is very heartfelt—it is called “Somebody to Love,” sung by Brittany Murphy and made famous by the popular rock band “Queen.” Here is an excerpt from the lyrics:

“Can anybody find me somebody to love
Ooh, each morning I get up I die a little
Can barely stand on my feet
(Take a look at yourself) Take a look in the mirror and cry (and cry)
Lord what you're doing to me (yeah yeah)
I have spent all my years in believing you
But I just can't get no relief, Lord!
Somebody (somebody) ooh somebody (somebody)
Can anybody find me somebody to love ?”



MODULE ONE: MUSIC AND DANCE AS FORMS
OF COMMUNICATION AND EXPRESSION

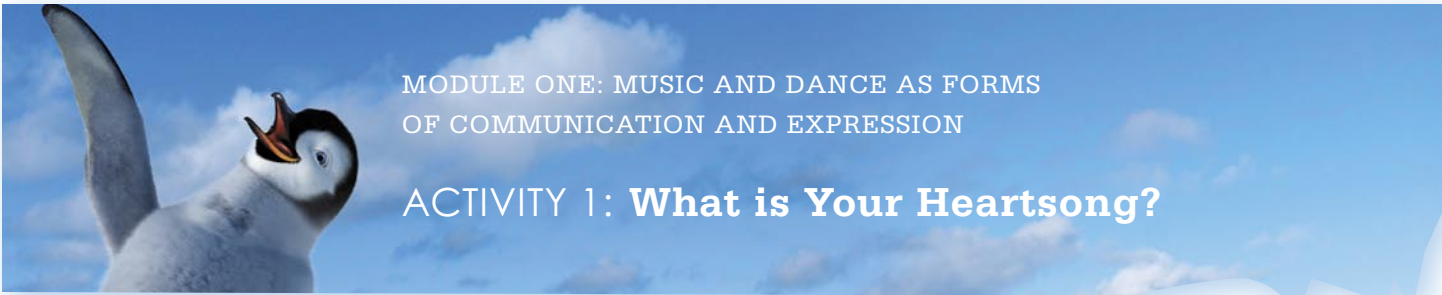
ACTIVITY 1: **What is Your Heartsong?**

All of the songs in the movie represent many different **genres** of music and they come from different time periods. When Mumble meets his Adelie friends, there are many songs with a Spanish or Latino influence, as a way of showing that these penguins have a different culture from the Emperor penguins who sing mostly American or British music.

The variety of Heartsongs in *Happy Feet* shows that music can communicate many different things and can mean different things to different people. Certain songs touch people very strongly. There are various parts to any given song—some songs are meant to express emotions such as happiness, love, sadness or anger, while other songs send out a message through the use of the **lyrics**. Songs are made out of a combination of voices, different instruments that are playing, the beat, the lyrics, the tone of the singer's voice and more.

Think about a song you know that is very important to you, a song that makes you feel an emotion very strongly—this could be anything from love to joy to anger. When you think of your Heartsong, fill out the chart below. It might help to have the song playing in the background and the lyrics handy. (Ask a grown up to help you go to www.lyrics.com to see if you can find the lyrics).

What emotion(s) do you feel when you hear this song?	Which of the lyrics (if any) are most important to you and why?	What instruments (if any) can you hear?	Do you know what genre of music it is? (rock, classical, jazz, rap, reggae, etc)	What country or part of the United States is this music from?	Who is/are the singer(s)?



MODULE ONE: MUSIC AND DANCE AS FORMS
OF COMMUNICATION AND EXPRESSION

ACTIVITY 1: **What is Your Heartsong?**

Group Discussion Questions (or individual response questions)

- Why does the song you chose make you feel the emotion(s) you described?
- Does this song make you want to do a certain activity such as dance, cry or laugh?
- Could you imagine a world without song? What would it be like?
- If you could give your song a color—what color would it be? Why?

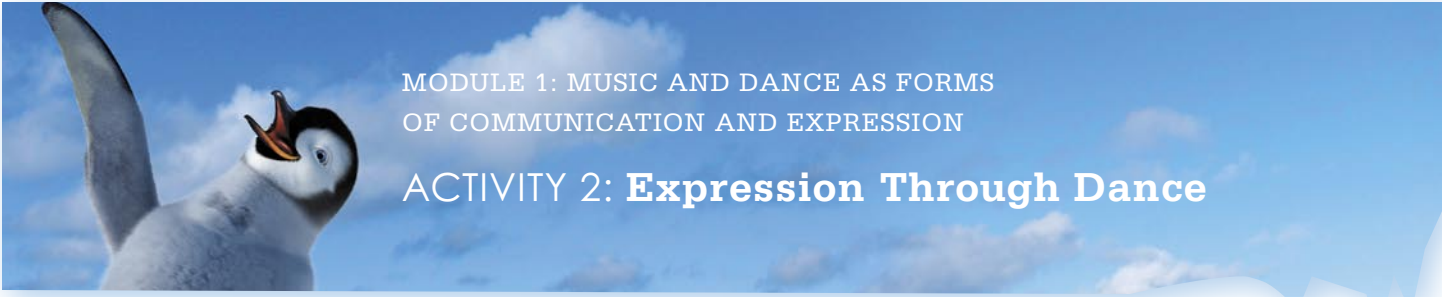
Key Words & Ideas

Identity - self knowledge about one's characteristics or personality

Genre - a type or category of music (e.g., opera, jazz, rock, etc.)

Lyrics - words of a song





MODULE 1: MUSIC AND DANCE AS FORMS
OF COMMUNICATION AND EXPRESSION

ACTIVITY 2: **Expression Through Dance**

Activity Type: Individual or Group Activity

Link to the Story

Note: This may be read aloud by a group member/the facilitator for all to hear or for older children it may be individual reading before the activity.

Norma Jean and Memphis are two of the best singers in the Emperor penguin nation. When they have a baby penguin named Mumble, they expect that he will be able to sing and find his Heartsong like the rest of the penguins. Memphis is particularly embarrassed when his son cannot sing and taps his feet instead. Yet Mumble’s dancing is his way of expressing happiness and love. While he does not have the strongest voice, he does have a unique dancing talent.

There are two types of dancing in *Happy Feet* that are highlighted. One of course is the tap-dancing that Mumble introduces to the Emperor penguins and the other is the mambo, which is a type of Latin dance that the Adelie penguins do. In real life penguins do not tap dance or do the mambo, but there are plenty of people who participate in these types of dance!





MODULE 1: MUSIC AND DANCE AS FORMS
OF COMMUNICATION AND EXPRESSION

ACTIVITY 2: **Expression Through Dance**

Reading That Takes You Behind the Scenes of *Happy Feet*

TAP DANCE

Tap dance began in the United States during the 1800s and is now popular all over the world! The word “tap dance” comes from the clicking sound that the metal plates on the bottom of the dancer’s shoes make when his or her shoes hit against the floor. Because of this **percussive** clicking sound, tap dance is not only a type of dance—it is music, too!

The development of tap dance was influenced by many different types of dance and music which include African dance and drum rhythms, African welly boot dancing (dancers wear boots with bells on them), Irish step-dancing, Spanish flamenco (nails are hammered into the heel and the front part of the dancers’ shoes, so that the rhythm of their steps can be heard), and clogging (a folk dance in which people stomp their feet with wooden clogs).

The early slave trade in the United States brought African cultures in mix with cultures of the white Europeans who had settled in the United States. The African slaves found a way to communicate over long distances and in code through the use of drums. Afraid of the slaves starting a revolt against them, the slave-owners banned the use of drums and other African instruments. Nevertheless, the African-Americans held onto their cultural traditions by transferring the rhythms to their feet—thus, a new form of musical and dance expression through the feet was born! By the mid 1800s African-Americans combined their footwork with Irish jig and step dancing and European clogging to create a style called “buck and wing, “ which eventually evolved into modern tap dance!

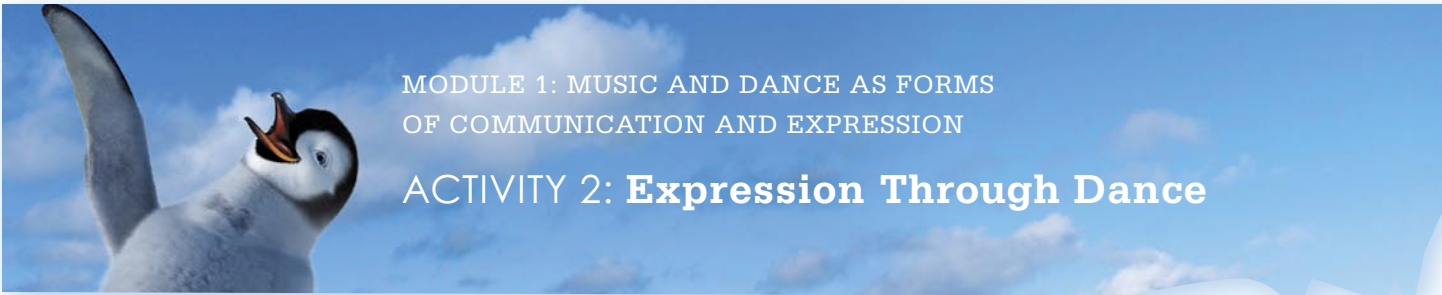
Tap was very popular in the U.S. from 1900 to 1955, when it was the main performance dance of Vaudeville and Broadway. Vaudeville was the inexpensive entertainment before television. At the time, *tap dance* was also called *jazz dance*, because jazz was the music that tap dancers performed with. Some famous names associated with the original American tap dance include Master Juba, George H. Primrose, King Rastus Brown and Bill Robinson.

Information adapted from Wikipedia: The Free Encyclopedia, www.en.wikipedia.org and All About Dance: A Hooper’s Notebook www.theaterdance.com/tap

To learn more about tap dance visit the following websites!

- <http://www.unitedtaps.com/>
- <http://www.theatredance.com/tap/>
- <http://www.tapdance.org/>
- <http://www.tapmoves.com/>





MODULE 1: MUSIC AND DANCE AS FORMS
OF COMMUNICATION AND EXPRESSION

ACTIVITY 2: **Expression Through Dance**

THE MAMBO

Like tap dance, mambo is both a musical and dance style! Coming from Cuba, the word “mambo” (conversation with the gods) is the name of a priestess in Haiti and comes from the language of the African slaves who were brought into the Caribbean. The mambo dance was developed around mambo music, which is influenced by Cuban styles and Haitian **rhythms**, along with American big band swing music of the 1940s. Typical instruments used in mambo music include drums such as the conga, the bongo, and timbales, claves (short wooden sticks that make a clicking sound when struck together), the upright bass (a string instrument), the piano, and brass instruments such as the trombone, trumpet and saxophone.

In mambo dance the saxophone usually sets the rhythm while the other brass instruments play the **melody**, the main sound of the song. In the late 1940s a composer and musician named Perez Prado came up with the dance for the mambo music and became the first person to sell his music with the name “mambo.” After leaving Havana, Cuba, Perez Prado took his music to Mexico and then onwards to New York City. There, he changed his style a little in order to appeal to American listeners. There are two forms of mambo dance. One is called “single,” and known as modern mambo. The other is called “triple” and is thought to be an origin of the Cha-cha-cha, another form of Latin dance. Mambo was also an influence of the Salsa dance.

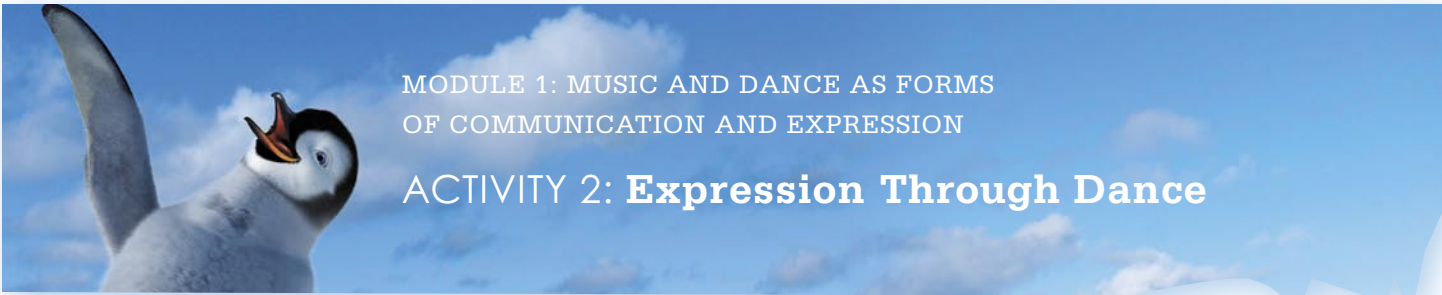
Information adapted from Wikipedia: The Free Encyclopedia, www.en.wikipedia.

Key Words & Ideas

Percussion - musical instruments that produce sound by being struck or, less often, scraped, shaken, or plucked

Rhythm - the pattern of musical movement through time

Melody - the tune of the music



MODULE 1: MUSIC AND DANCE AS FORMS OF COMMUNICATION AND EXPRESSION

ACTIVITY 2: **Expression Through Dance**

Extend the Learning—Read About Tap Dance, Mambo and Other Dance Forms!

Here is a short list of popular dance forms. Pick one of them or find a type of dance that is not on the list. With the help of a grown up or friend, do some research on its history—take out books and search on the internet.

See if you can answer the following questions:

- 1) From what country or countries does the music come from?
- 2) When did it develop?
- 3) Who are some of the famous stars of this dance type?
- 4) Do you think you can learn a few of the dance moves?

- | | | |
|-----------|----------------------|------------------|
| • Tap | • Square dance | • Tango |
| • Mambo | • Salsa | • Jitterbug |
| • Ballet | • Merengue | • Belly dance |
| • Jazz | • Swing | • Ballroom dance |
| • Modern | • Waltz | • Polka |
| • Hip-hop | • Interpretive dance | • Break dancing |
| • Stomp | • Texas two-step | |





MODULE 1: MUSIC AND DANCE AS FORMS
OF COMMUNICATION AND EXPRESSION

ACTIVITY 3: **Share Your Talents With Others!**

Activity Type: Partner Activity

Link to the Story

Note: This may be read aloud by a group member/the facilitator for all to hear or for older children it may be individual reading before the activity.

Happy Feet follows the life of one remarkable penguin as he discovers and develops his tap dancing skills. His strongest ability is to dance while most of his peers excel at singing. Like the penguins in this animated movie, many people like to sing and/or dance in order to express their emotions. But, not everyone likes to sing and dance. You will find that people have a broad range of talents, from singing and dancing to painting, playing a musical instrument, playing a sport, creative writing and more!

- 1) Think about the things you like to do for fun or to express yourself; this can include anything from doing art to playing a sport to skipping rope. Fill out the lines:

My favorite activity or best talent is _____.

I decided to start doing this activity because _____.

I like doing this because it makes me feel _____.

I have been doing this for _____ weeks months years (circle the appropriate time period)

- 2) After you fill-out the lines above find a partner in your group. If there is an odd number of children, one group can have 3 people. Fill out the lines:

My partner's favorite activity or best talent is _____.

He/she decided to start doing this activity because _____.

He/she likes doing it because it makes him/her feel _____.

He/she has been doing this for _____ weeks months years (circle the appropriate time period).

- 3) Learning how to do new things is important. Even if you think you don't like or are not good at a certain activity, there is no harm in trying and putting forth your best effort! With your partner see if you can teach each other new skills relating to the favorite activity or best talent you described in Step 1. Be sure to encourage your partner and don't be afraid to mess up—everyone has difficulty when they try something new! Practice is the best way to improve and excel at what you do!



MODULE 2: Being Happy With Who You Are



Notes for the Facilitator

This module is aimed at allowing youth to feel comfortable with who they are and to accept the differences of others. Through the following activities, youth will gain insight into their own traits and strengths as individuals as well as those of their peers.

Self-acceptance is a challenge for children who may be bullied or teased or left out of activities. The loneliness that results from being socially excluded or taunted often causes young people to perceive themselves in a negative light. It is important at this young age for children to recognize and celebrate their unique strengths and capabilities and to gain self-esteem through the support of others such as family members, friends, peers and community members. This module provides children with the opportunity to engage in self-reflection and to realize the value of others in their group.



MODULE TWO: BEING HAPPY WITH WHO YOU ARE

ACTIVITY 1: **Who Are You?**



Activity Type: Individual or Group Activity

Link to the Story

Note: This may be read aloud by a group member/the facilitator for all to hear or for older children it may be individual reading before the activity.

In *Happy Feet* we see a variety of Antarctic species that have a wide range of physical characteristics and behaviors. On his adventures Mumble is a good observer of this variation. From a very young age Mumble realizes that he is different from the rest of his family and friends. When he is born baby Mumble looks similar to the rest of the baby Emperor penguins—he is small, cute and fluffy. However, Mumble soon learns that his unique dancing talent sets him apart from the rest of his singing peers.

When Mumble leaves the Emperor lands he discovers a neighboring Adelie penguin community where he meets new friends including Ramon, Nestor and Rinaldo. They, too, are penguins but Mumble notices that they look and behave very differently from the Emperor penguins—they are much shorter and have different features on their faces. They also have behaviors that Mumble cannot recognize. Mumble watches as they collect pebbles in their beaks to make nests. And, unlike the penguins in his Emperor community, the Adelines approve of Mumble's happy dancing feet.

Just as there are differences among the penguins in *Happy Feet*, there are differences among human beings like you! As you look at the world around you, you will notice that people speak different languages, have different shades of skin and appearances, eat different foods, participate in very different activities, wear different types of clothing and more! In fact, no two people are the same! Even twins have likes and dislikes that set them apart.

These differences are what make your family, peers, school and community so interesting! Could you imagine how boring it would be if everyone wore the same clothes, listened to the same music, ate the same food and had the exact same personality?! Instead of laughing at or ignoring people who look or behave different from you, you should learn from them and celebrate the differences!

MODULE TWO: BEING HAPPY WITH WHO YOU ARE

ACTIVITY 1: **Who Are You?**



A Picture of Me

In the space below use a pen, pencil, markers or crayons to draw a picture of how you see yourself. Don't worry if you are not the best artist. This does not have to be an exact self-portrait. Feel free to use bright colors and cut-outs from magazines to show yourself.

MODULE TWO: BEING HAPPY WITH WHO YOU ARE

ACTIVITY 1: **Who Are You?**



After you are done drawing, fill-out the following list:

Here Are 5 Things You May Have Not Known About Me

Three positive words to describe me are: _____, _____ and _____.

My favorite food is _____.

_____ is a very special person to me because _____.

Two things I enjoy doing are: _____ and _____.

When I grow up I have the dream to _____.

Fill in your own sentence: _____.

NEXT STEPS

When everyone in the group has completed their pictures and fill-in-the-blanks, take turns presenting your sheets to the group.

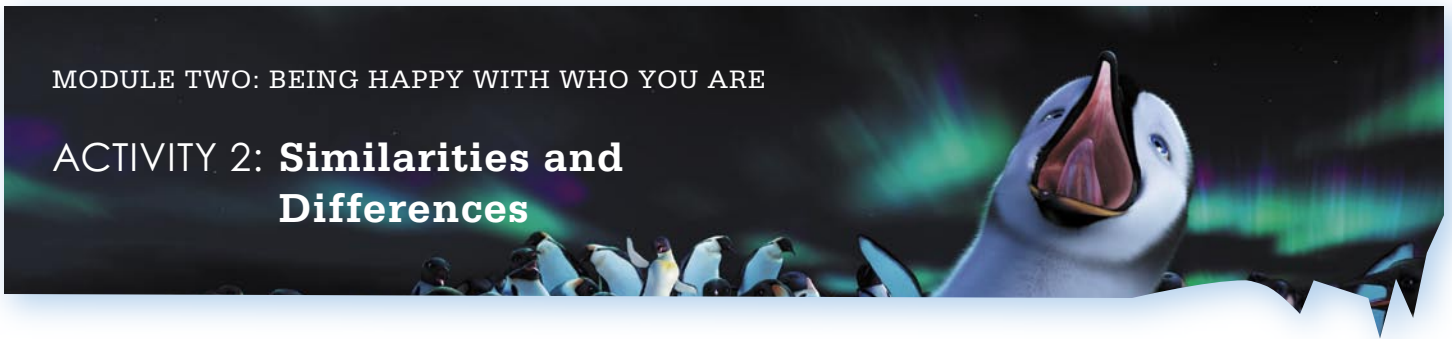
Hang-up the sheets around your school, community center or other common area—let other people get to know about you!

Key Questions

What have you learned about the others in your group?

Are people more similar to you or different from you than what you imagined?

ACTIVITY 2: **Similarities and Differences**



Activity Type: Group Activity

Link to the Story

Note: This may be read aloud by a group member/the facilitator for all to hear or for older children it may be individual reading before the activity.

Throughout *Happy Feet* Mumble struggles to openly express himself. He wants to be accepted and loved by his family and friends, but the penguins have trouble reaching out to a penguin that cannot sing. Mumble wants to feel a part of the community so badly that at one point he fakes a Heartsong to Gloria—he moves his mouth while his hidden Adelie friend Ramon actually does the singing.

People, too, will go to far lengths to feel accepted and recognized as valuable members of a larger group. However, the more you learn about each other, the more you will come to understand that everyone has individual traits. Sometimes these are shared by many in a group such as your youth group, class, or family.

Below are a few fun group games that will give you the chance to express some facts about yourself and hear what others in your group have to say!



MODULE TWO: BEING HAPPY WITH WHO YOU ARE

ACTIVITY 1: **Who Are You?**



GAME # 1: INSTRUCTIONS

- 1) Have all the children sit in a large circle.
- 2.) Ask them to remove their shoes and place them in front of them.
- 3) Ask for one volunteer to start the game.
- 4) Make sure he/ she takes his/her shoes and removes them from the circle.
- 5) Ask the child who volunteered to stand in the middle of the circle. Then ask him/her to make a statement about himself/herself (examples: "I like the color green" or "I don't like to go swimming" or "I have a pet dog").
- 6) Have all the children who agree with or match the statement to run across the circle and stand beside a pair of shoes other than their own.
- 7) The children who do not agree with the statement should remain beside their shoes.
- 8) The remaining child, who cannot find a pair of shoes to stand beside, stands inside the circle and makes a statement about himself/herself. Continue to repeat the steps. The game can continue for as long as the group wants!

GAME # 2: INSTRUCTIONS

- 1) Create an open space on the floor of a big room
- 2) Using masking tape or a piece of long string, divide the floor space
- 3) Have all the children stand on one side of the tape/string
- 4) Begin by making-up a statement (examples: "I love chocolate" or "I am afraid of the dark" or "I am ticklish under my arms")
- 5) Have all the children who agree with the statement step across the line to the other side
- 6) Have them step back to the other side.
- 7) Repeat steps 4-6 with various statements of your choice

When the children are done with either or both of these games, have them sit in a circle to reflect as a group.

- Did they enjoy this activity?
- How did it make them feel?
- What did they learn about others in their group?
- Do they feel very unique or very similar to everyone else? Or both?

ACTIVITY 3: **Feeling Out of Place and Excluded**



Activity Type: Group Activity and Discussion

Link to the Story

Note: This may be read aloud by a group member/the facilitator for all to hear or for older children it may be individual reading before the activity.

Mumble feels out of place in his community of singing Emperor penguins. His inability to sing and happy dancing feet make him an outcast in the eyes of many, including his own father Memphis and the Elder penguins. A few penguins, including Mumble's mother Norma Jean and love interest Gloria, are willing to accept Mumble, but their voices are drowned out by those in charge. Instead of recognizing Mumble's dancing as a unique and special talent that can make the penguins happy, they see it as being abnormal and out of place—something that should be stopped. As a result Mumble is exiled from the community. He feels excluded and unwanted just because of who he is. This is a terrible feeling that no one should have to experience.

Yet Mumble is a positive penguin who refuses to give up hope for himself and his community. His “happy feet” are blamed for the food scarcity or lack of fish in their Antarctic home, but Mumble has a feeling that he is not to blame, rather outside forces—the “Aliens” or human beings who take away the fish for themselves. At the end of the movie we realize that Mumble's differences help save the Emperor penguins. Mumble generously shares his unique talent with the other penguins and this attracts human beings who come to protect the penguins and make sure they have enough fish to eat.



ACTIVITY 3: **Feeling Out of Place and Excluded**



Read and Learn From the *Happy Feet* Script

Read the following excerpt from the script of *Happy Feet*. In this scene entitled “Crèche” Miss Viola, the teacher, begins instructing the toddler penguins on their Heartsongs. Mumble decides to go before the class and share what he has done so far.

Note for the Facilitator: If you want, assign roles to the children and they can act-out the scene.

Mumble

Um... mine's sort of a boom, and a .. (series of raspy noises).. and another boom!

Titters and Sniggers from the class.

Miss Viola

You heard *that* in there?

Mumble

Do you like it?

Miss Viola

Dear, I'm afraid that's not even a tune.

Mumble

It's not?

Miss Viola

No dear. A tune is like, um..
(she sings an arpeggio)
La la la la la la la

Mumble

Oh. Okay (utterly tuneless)
LalaaaLaHHHla laaaahhhllaAlaaaaa!!!

Mumble's awful noise also reaches Noah and the Elders...

Noah the Elder

Now who is that?

Egbert the Elder

That is the offspring of Memphis and Norma Jean.

Noah the Elder

Ah. The wee hippity-hopper.

The squawks continue

Mumble

La la la Laaaa la laa laAAAAAAHHHHHHH!!

... Dislodging icicles hanging above him. They fall around him... one lands on his head. But Mumble barely notices. The class laughs hysterically.

Gloria

It's not funny!

Miss Viola

No. No, not in the least. A penguin without a Heartsong is... hardly a penguin at all.

Mumble feels the stares of the whole class on him.

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ACTIVITY 3: **Feeling Out of Place and Excluded**



Group Discussion Questions

- How do you think Mumble feels after this scene? Why?
- Why do you think Gloria said to the class, "It's not funny!" when they laughed at Mumble?
- How did Miss Viola react to Mumble? What should she have done to make him feel included?
- Was it okay for the class to laugh at Mumble?
- What do you think Miss Viola means when she says that "a penguin without a Heartsong is... hardly a penguin at all"?
- Have you ever felt the stare of the whole class or group of people on you? How did this make you feel?
- What could Mumble's classmates have done to make him feel less out of place?

Read the following scene which comes later in the movie. It shows the reunion between Mumble and his father, Memphis.

Memphis

Mumble... is it truly you?

Mumble

Every last bit of me, Pa.

Memphis

I thought...I..

Mumble

Pa....?

Memphis

There ain't been one day...
not one day... that I done
right by you.

Norma Jean

(gently)

Dance for him daddy. Dance
with your boy.

Memphis doesn't move.

Memphis

You'll have to forgive me.

A long pause

Memphis

The music's gone clean out
of me.

Mumble

C'mon pa. It's just like singing...
with your body.

Memphis

I don't know... You show me

*Mumble leads him gently
through some steps... Memphis
starts to get the hang of it.*

Mumble

That's right!

Memphis

Oh..Okay..ooh.

Mumble

You got it.

Memphis

Oh I can feel it coming right
up my legs.

Mumble

Yeah see!

Memphis

Oh that feels good!

*Memphis and Norma Jean
laugh... Memphis is flying solo.
He tap dances like he was born
to it... hip swivel and all... The
King is back!*

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ACTIVITY 3: **Feeling Out of Place and Excluded**



Group Discussion Questions

- Why do you think it took so long for Memphis to accept his son for who he is?
- What does Mumble mean when he says, "It's just like singing... with your body"?
- Why does Mumble want his dad to learn how to dance?
- How can Mumble and Memphis continue to have a good relationship together?
- Do you think it is important to teach others how to do things?



MODULE 3: Protecting Antarctic Animals



Notes for the Facilitator

This module allows children to explore actions they can take as individuals and in groups to protect the Antarctic environment and its biodiversity, to reduce human disruption of the Antarctic animal habitats, and to become positive stewards of the environment. The activities are designed to heighten youth awareness of how they can have immediate as well as lasting positive impact on making their surroundings more ecologically sound and environmentally healthy.

As children develop during the ages of 6-10, they benefit greatly from experiencing their own personal power, capabilities and talents. Parents, educators, youth leaders and child development specialists know that the best way for youth to learn responsibility is to take on responsibility. This process is captured in the movie *Happy Feet*, in the character of Mumble as he ventures out to find out why there are fewer and fewer fish for him and his fellow penguins to eat. The following activities will encourage children to become protectors of animals and animal habitats.



ACTIVITY 1: **Learn About Antarctic Animals**



Activity Type: Group Activity

Notes for the Facilitator

Before children begin to think of service project ideas to address helping Antarctic animals, it is important that they first learn about the various Antarctic animals depicted in *Happy Feet!* These animals include:

- Emperor Penguins
- Adelie Penguins
- Orca Whales
- Skua Birds
- Elephant Seals
- Leopard Seals

Encourage children to check-out books on one or more of these animals at your local library. They can also do research on Antarctica and the threat of Global Warming.

In addition there are many resources available on the internet. The following websites have excellent information and fun activities on the animals of Antarctica.

- www.nwf.org/kidzone
- www.worldwildlife.org
- <http://www.enchantedlearning.com/school/Antarctica/Animalprintouts.shtml>
- <http://www.70south.com/resources/antarctic-animals>
- <http://library.thinkquest.org/CR0215022/animals.htm>

PLAN A TRIP TO AN AQUARIUM OR ZOO

The best way for youth to learn about the creatures of Antarctica and to become interested in helping to protect them and their natural environment is by seeing them first-hand! Arrange a group trip to a nearby aquarium or zoo that may contain at least a few Antarctic animal species.

The Association of Zoos & Aquariums (AZA) is a nonprofit organization dedicated to the advancement of accredited zoos and aquariums in the areas of animal care, wildlife conservation, education and science. AZA only accredits zoos and aquariums that have achieved high standards for animal care, education, wildlife conservation and science. On the AZA website (www.aza.org) there is a link to find an accredited zoo or aquarium near you!

ACTIVITY 2: Design a Project to Help or Educate Others About Antarctic Animals



Activity Type: Small Group or Large Group Activity

Dear Children

Think about something that your group would like to do to raise awareness about Antarctic animals like those in *Happy Feet*. Think about ways that you can work to improve appreciation for the Antarctic environment and reduce pollution. How can your group help to protect and preserve the wide variety of Antarctic animals and birds?

LOOK FOR WAYS TO WORK IN COOPERATION WITH ADULTS.

- Plan and conduct your project with the guidance and support of an adult partner.
- Read some of the tips for working well with adults below.
- Have your adult partner(s) read the tips for adults.
- Brainstorm your project ideas and plan the steps to carry it out. Use the F.I.L.M. service-learning supplement as a helpful, free resource (go to www.youthfilmproject.org)
- Then, get to work!!

HERE ARE A FEW IDEAS

(But, it is very important for you to also organize your own ways to take the lead!)

- Follow in the lead of Mumble's happy feet and put on a dance/ singing performance about Antarctic animals for a group of senior citizens
- Teach younger kids or other kids your age about penguins or other Antarctic creatures
- Make penguin puppets out of paper bags and markers and put on a puppet show for others
- Volunteer to help Antarctic animals such as penguins, orca whales, leopard seals and skua birds at a nearby zoo or aquarium

ACTIVITY 2: Design a Project to Help or Educate Others About Antarctic Animals



3 TIPS FOR KIDS WORKING WITH ADULTS

- 1) Most adults have good intentions. Remember, they are simply not used to working in partnership with young people.
- 2) When adults criticize you, it doesn't necessarily mean they are putting you down or don't value your contribution; it may mean the adult is treating you the same way he/she would another adult.
- 3) Adults may not be aware of the capabilities of young people. Show them what you know.

3 TIPS FOR ADULTS WORKING WITH KIDS

- 1) Share the responsibility of leadership. Provide guidance, but avoid total control. Be sure to share decision-making.
- 2) Listen carefully to youth and try to understand their perspectives, without interrupting or reinterpreting.
- 3) Share all work activities, even the tedious ones.



