

# STUDY GUIDE

**DISCIPLINE:**  
**LITERARY ARTS**

**ARTIST:**  
**JACQUI DU TOIT**

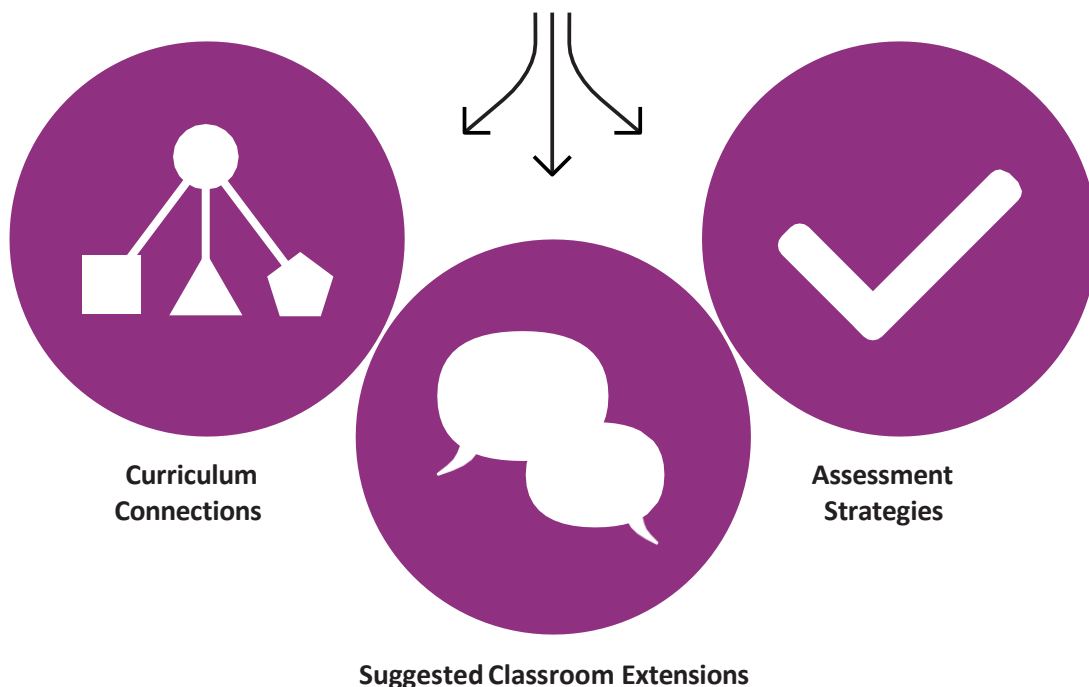


**The following package is provided as a supplemental resource to enhance and support the artist’s visit.**

It includes curricular connections, assessment strategies, and suggested classroom extensions. All materials are intended for use at the teacher’s discretion and may be adapted as necessary to suit the specific needs of the students.

## THIS STUDY GUIDE

Discipline / Artist Example:



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# STUDY GUIDE: LITERARY ARTS

## TRADITIONAL STORYTELLING

### Program Overview

**Artist Name:** Jacqui Du Toit

**Artist Bio:** Born and raised in South Africa, Jacqui Du Toit is known for her animated stories from the motherland. By combining gestures, movement, singing, facial expressions, and dramatic impersonations that spark the audience, Jacqui knows how to captivate the audience with more than just words. She is the co-owner of The Origin Arts and Community Centre.

**Program Description:** Since the dawn of time, storytelling has been an ancient art form of conveying crucial information from generation to generation, helping communities to grow and helping children to engage with their creativity and imagination. This two-hour workshop focuses on engaging student's imagination with theatrical games and voice exercises. Participants will learn the art of retelling stories from the motherland.

**Artistic Discipline:** Literary Arts

**Recommended Grade Levels:** 3 - 8

**Session Logistics:** In person or online

**Cultural Context:** African Culture, Black Legacy



Vocab bank/glossary: [Click here](#)



# TRADITIONAL STORYTELLING

## Curriculum Connections

### Learning Themes:

- Strand B – Reflecting, Responding and Analysing
  - Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences. (Grades 3-8)
- Strand C: Exploring Forms and Cultural Contexts
  - Demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts. (Grades 3-8)

# TRADITIONAL STORYTELLING

## Extend the Learning (Discussion Prompts)

Here are optional discussion prompts to extend the artist session in the classroom. These are recommended and are not mandatory. Please use what is best for your classroom. You can also find suggested activities in the additional resources package.

**GRADES**

**3-6**

### **Pre**

- What makes a good storyteller? What do they do that keeps you interested?
- Have you ever heard a story from another country? What was it about?
- What do you think the phrase “stories from the motherland” means?

### **During**

- How did using your voice or body help tell the story?
- Which part of the story made you feel something; excited, sad, curious?

### **Post**

- What new things did you learn about storytelling or African culture?
- How did this experience change the way you think about stories?

**GRADES**  
**7-8**

**Pre**

- Why do you think storytelling was important before books or the internet existed?
- What are some examples of stories that have taught you something important?
- How might stories from different cultures help us understand each other better?

**During**

- What techniques did Jacqui use to make the story come alive?
- How does movement or music change the way a story is told or received?
- Were there moments when the story connected to your own experiences?

**Post**

- How did the workshop challenge you to think about storytelling differently?
- What did you learn about African cultures through the stories?



# LITERARY ARTS OVERVIEW

Literary Arts education consists of storytelling, poetry, and creative writing and is foundational to developing literate, reflective, and critically engaged members of society. By engaging with diverse stories, students gain insight into complex perspectives and histories, fostering inclusion and emotional resilience. Writing and sharing stories also supports mental health and builds a sense of community and belonging.

**The creative and critical analysis process** guide students in imagining, crafting, and reflecting on literary work. These frameworks align with MASC's core values and, when paired with artist-led sessions, empower students to become thoughtful creators and engaged learners.

Literary arts naturally support cross-curricular learning. In social studies, students explore historical context through narrative; in science they use writing to explain concepts. These interdisciplinary links help students see knowledge as interconnected and relevant to real-world applications.



# APPENDIX

## Vocabulary bank/glossary:

- **Storytelling:** The art of sharing stories, often passed down through speaking, not writing.
- **Imagination:** The ability to form ideas or images in your mind, especially things that are not present or real.
- **Gesture:** A movement of the hand or body to express an idea or feeling.
- **Expression:** The way someone shows thoughts or emotions through their face, voice, or actions.
- **Dramatic Impersonation:** Pretending to be someone or something else in a dramatic or expressive way.
- **Motherland:** A person's or group's country of origin, often used with cultural pride.
- **Theatrical Games:** Fun, performance-based activities that help develop acting and creativity.
- **Culture:** The customs, beliefs, and ways of life of a particular group of people.
- **Tradition:** A way of doing something that has been passed down through generations.

# Student Health and Well-Being

## How did today's activity make you feel (body and mind)?

- Choose a colour to describe that feeling. Use one word to describe how your energy changed after the activity.

## Mini-Activity: Feelings Freeze Frame (Tableau)

- Ask students to create a freeze-frame (tableau) that shows how they're feeling right after the activity.
- Then, they can:
  - Share it with a partner or small group
  - Draw their freeze-frame in a journal
  - Write or talk about what made them feel that way

## Additional Resources

- Assessment Guide
- Cultural Protocol/Sensitivity Guide
- Evaluation Document
- Resource Database for Further Learning