

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:

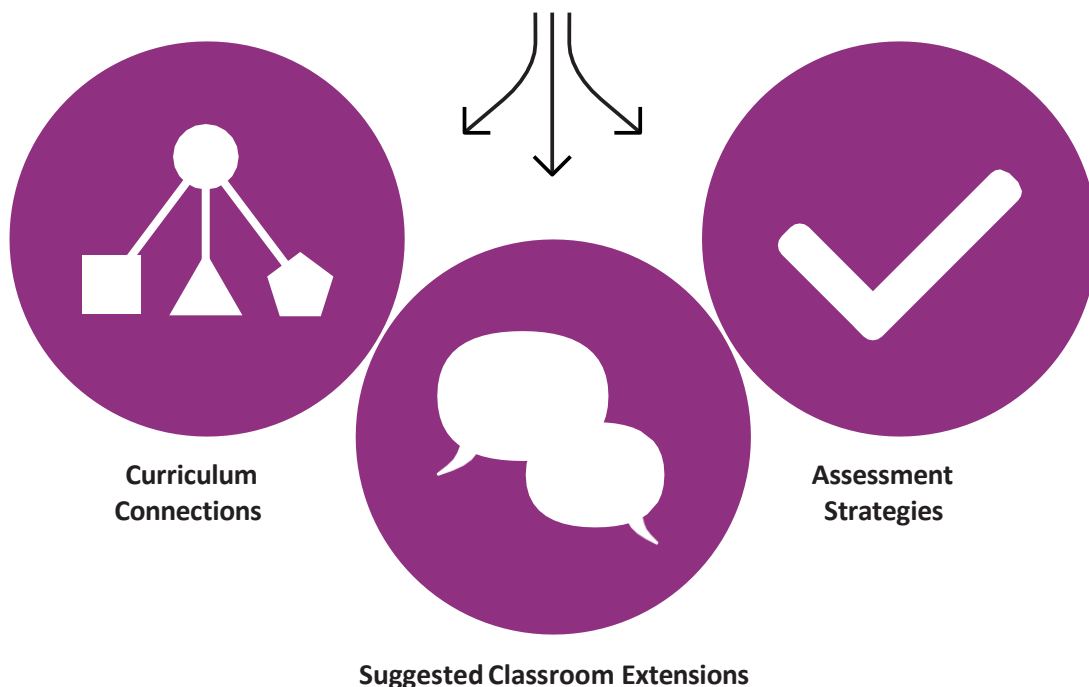


TABLE OF CONTENTS

STUDY GUIDE: LITERARY ARTS.....	4
Program Overview	4
Curriculum Connections	6
Extend the Learning (Discussion Prompts).....	7
 LITERARY ARTS OVERVIEW.....	 9
 APPENDIX.....	 10
Vocabulary bank/glossary:.....	10
Student Health and Well-Being	11
Additional Resources	11

STUDY GUIDE: LITERARY ARTS

RESIDENCY: SO, WHAT IS YOUR STORY?

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: Everyone has a story. What is yours? This interactive and engaging residency has been designed to help you transform your raw, personal story into a moving, creative storytelling performance. Confidence building, creative thinking, and connecting with classmates are all part of this unique experience. Through movement exercises, creative writing and theatrical games, participants will gain more insight into their own life story. By the end of the 5th week, participants will be able to share their stories with their classmates.

Artistic Discipline: Literary Arts

Recommended Grade Levels: 3 - 8

Session Logistics: In person and online, over the course of 5 days



Cultural Context: Black, Culturally Diverse, Person of Colour, Women+

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



RESIDENCY: SO, WHAT IS YOUR STORY?

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories. (Grades 3-8)
- 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)

RESIDENCY: SO, WHAT IS YOUR STORY?

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 does it mean to tell your story?
- Can you think of a memory or moment that made you feel happy, proud, or brave?
- What makes you, *you*? (Think about your family, traditions, places you've been)

During

- What part of your story are you excited to share with others?
- How are you using your voice or body to help tell your story?
- What emotions show up in your story? How can you express those with acting or movement?

Post

- How did it feel to share your personal story with your classmates?
- What surprised you about your classmates' stories?
- Why do you think it's important to listen to other people's stories?

Pre

- Why do people tell personal stories? What impact can they have on others?
- What makes a personal story powerful or emotional?
- What experiences or challenges in your life have helped shape who you are?

During

- How are movement, voice, or writing helping you to express your personal story?
- How do you choose which parts of your story to include or leave out?
- What have you learned about yourself so far through this storytelling process?

Post

- How did sharing your story make you feel? What about hearing your classmates' stories?
- In what ways did this experience build your confidence or creativity?
- How can storytelling help create connection and understanding in a classroom or community?

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 act of sharing a story, especially to entertain, connect, or inspire.
- **Narrative:** A spoken or written account of connected events; a story.
- **Personal Story:** A story from your own life experience.
- **Confidence:** The feeling of self-assurance that comes from trusting your own abilities.
- **Gesture:** A movement of the body, especially the hands or head, to express an idea.
- **Voice Expression:** Using changes in tone, pitch, and volume to express feelings or characters.
- **Improvisation:** Creating something on the spot without preparation.
- **Empathy:** The ability to understand and feel what someone else is going through.
- **Theatrical Games:** Drama-based activities used to build creativity, teamwork, and expression.

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