

# **Bink and the Riddle of the Sphinx** **Education Pack**

By The Peoples Theatre Company.

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## **About The People's Theatre Company**

The People's Theatre Company was set up to make quality theatre accessible to everyone. Our award-winning shows have played to sell-out crowds in theatres up and down the country and each year the company brings the same standard of production to schools. If you would like to have a PTC show at your school, please contact us at [ptc@ptc.org.uk](mailto:ptc@ptc.org.uk).

To find out more about The People's Theatre Company, our past productions, and I Spy With My Little Eye, visit our website at [www.ptc.org.uk](http://www.ptc.org.uk). You can also email us directly at [ptc@ptc.org.uk](mailto:ptc@ptc.org.uk).

## **More Stuff for Schools**

The PTC is committed to its audience of young people and as part of that commitment we want drama and all its possibilities to be available to everybody. To that end we offer a number of free services and activities for young people and their grown-ups on our web site at [www.ptc.org.uk](http://www.ptc.org.uk).

# **INTRODUCTION**

Welcome to the education pack for **Bink and the Riddle of the Sphinx** presented by The People's Theatre Company.

You do not have to have seen or even ever come to see Bink to be able to use this free education pack (although we would really love it if you did!)

This pack has been designed as a resource for teachers of Key stage 1 and 2 from the experienced to NQT. It has been prepared so that you can conveniently and with a minimum of planning deliver lessons based upon the fabulous new show, **Bink and the Riddle of the Sphinx**.

Please feel free to deliver the pack to pupils from start to finish or just dip in and use as much or as little of the pack as you wish. Each section has been divided into specific subjects. These can be used independently or combined with a different section. For example, you might like to use the themes from the history section as a source for the exercises in the drama section. It is completely up to you.

The play is based upon the ancient myths and contains themes including:

- Riddles and puzzles
- Promises and consequences
- Trust
- Friendship and Forgiveness
- Helping people
- Status and Community
- The Elements
- Inventions

Handouts referred to in the pack are available in the appendix. Pupils will need to be familiar with the following plot synopsis before commencing the rest of the pack.

Enjoy!

# **THE PLOT**

They say Bink is the greatest hero of all time...

But he's never met a villain like the Sphinx!

Can Bink solve the riddle of Greek mythology's most terrifying monster or will he lose his kingdom, his princess and his life?

With stunning performances, swashbuckling action and smash hit songs, Bink and The Riddle of The Sphinx is a perfect feast of family theatre for the young, the old and the brave.

Who will Bink invite to join his quest? The Sprites, Evil Murkor or The Terrible Bog Monster?

To find out, come and experience the magic, the music and the mystery of the greatest puzzle of all time...

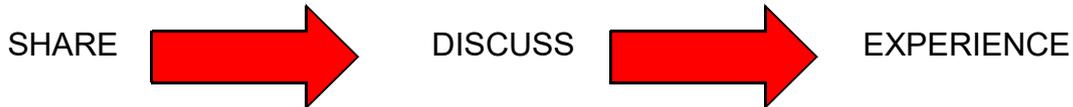
**Think Bink!**

## **Quick Quiz**

***Ask your class to read the plot above on their own, as a class or in small groups then answer the quiz found in **HANDOUT 1** at the back of this pack.***

## CIRCLE TIME/ PSHE

During circle time pupils are given the opportunity to explore their own views and feelings on a range of issues. This is a safe environment where students can learn to listen and appreciate the views of others. The pupils should remember three key words:



It is important to de- brief at the end of each session.

## DECISIONS and CONSEQUENCES

1. Give out **HANDOUT 2** (dialogue). Ask the class to read alone or in pairs out loud (taking a character each). When they have done this ask the students:

*(a) What is Bink despondent about?*

*(b) Why does Bink want Calliope to use her magic?*

*(c) Why does Calliope try to dissuade Bink from seeking advice from the Elements? What might the consequences be?*

*(d) What does Calliope mean when she says 'be careful what you promise in return?'*

*(e) Have you ever been in a situation where you want something so badly you fail to see what the consequences of this wish might be?*

2. Ask the class to discuss what they might be willing to do or give up for something that they really want? Is it worth the sacrifice? Think about the consequences of these actions.
3. Ask the class to swap wishes and sacrifices. Would a different pupil be happy to give up his sister for the day in order to have one hour playing on a play station for example? Or would someone be willing stop talking for an hour in order to get a bag of sweets?
4. Are the wishes and consequences the same for each child? Or do the consequences out way the wish?

Use these start up questions to allow the children to think about their experiences without what they are willing to give up for the sake of what they wish for. Always debrief at the end of each session.

## **FORGIVENESS**

1. Give out **HANDOUT 3**.

*In this scene Bink tells Murkor that he will forgive him for his previous actions and he will be accepted back into the Elfin Kingdom. Bink realises that this is a difficult thing for him to do and is expecting Murkor to mock him.*

**Read the extract with your class and discuss:**

- *Have you ever had to forgive someone for something bad that they have done to you?*
- *What happened? Was it easy or difficult?*
- *Do you think you were right to forgive or would it have been better to continue the feud?*
- *Do you think that making friends outweighed what they had done in the first place? Was the friendship more valuable? Why?*

### **TASK 1**

**Ask the children to write a letter to a friend saying that they forgive them for doing something wrong. Ask the children to decide what it is that the friend has done wrong in order to forgive them. Look at the language and tone used in the letter.**

### **TASK 2**

**In small groups ask the children to show physically different actions for forgiveness. Examples, shaking hands, a hug, a pat on the back, a hug, a smile. Ask the children to discuss which actions might be best suited to different situations and why.**

### **Situations**

***Forgiving a best friend***

***Policeman forgiving a co worker for a mistake***

**Ask the children to think of their own. What factors decide what action is suitable for each situation?**

## **COMMUNITY**

*In **Bink and the Riddle of the Sphinx**, Bink lives in the Elfin Kingdom with all of the other elves. He has inherited the throne after King Elgin (Verity's father) has passed away. Bink, Verity and now their son are the royalties in the kingdom. There are other groups, such as the fairies, the sprites and the elves. Within each group in the kingdom there are leaders' e.g. Calliope the queen of the fairies and King Poop the King of the Sprites.*

*The elves within the community have to work together. They have to get along even though some elves are of higher class than the others.*

**Ask the class who might be at the top of the hierarchy of elves?  
Who might be at the bottom?**

**Comparing to our society, who might be at the top or the bottom?**

### **TASK 1**

**Ask the children to create an agreement that all of the elves should live under. This should include rules and punishments, promises or codes of conducts and a motto that all of the elves might live by in order to make the Elfin kingdom a happy and pleasant place to live.**

If done in small groups, please ask the children to discuss the differences and similarities between the agreements.

## **WORKING TOGETHER AS PART OF A TEAM**

*In **Bink and the Riddle of the Sphinx**, Bink enlists the help of some of his friends to help him along his journey. It is through this team work that Bink is able to succeed in his mission.*

*What are the benefits of working as a team?*

*Within a team is it necessary for everyone to be able to do everything?*

### **TASK 1**

**Ask the children to get into small groups. The task is to produce a machine/ conveyor belt. There has to be an imaginary product made at the end of the line and it is up to the different children to bring their individual skills into the process.**

***This is to be done in mime, but sound effects can be used. The movements can be repeated in a dance like fashion.***

De-brief the children. How did they feel working as part of the team?

# **ENGLISH**

*Bink and the Riddle of the Sphinx is based upon an ancient Greek myth. Sphinx is the Greek word for an imaginary animal with a lion's body and a human or animal head.*

*Within the Greek Legend, the Sphinx was originally the daughter of Typhon. She was plagued by a group of people called the Thebans. The Sphinx would ask the people to answer the riddle and then eat those who failed to find the correct answer.*

*The actual riddle was, 'What is it that has one voice and yet walks on four feet in the morning, two feet in the afternoon and three feet in the evening?'*

*Many people failed to answer the riddle, so King Creon offered to give the kingdom to anyone who could guess the answer. Oedipus guessed that the answer was MAN. When he is a baby in the morning of his life he crawls on all fours (walking on four feet) then when he is an adult he walks on two feet and finally in the evening of his life as an old man, he walks on three feet with the aid of a walking stick. In disgust the Sphinx threw herself off the Citadel at Thebes.*

Have the children ever heard of the Sphinx?

## **TASK 1**

**Can the children answer the following riddles?**

**What gets wetter the more you dry? (A towel)**

**What gets bigger the more you take away? (A hole)**

**What is full of holes, and holds water? (A sponge)**

## **TASK 2**

**Ask the children to make up their own riddles. Can the other children guess the answers?**

## **TASK 3**

**Word association. The children sit in a circle they each take it in turns to say a word associated with the one before. E.g. Dinner, Lady, Man, Boy, Girl, Baby, Doll, Teddy, Old, Grandad, False teeth, Dentist.....**

***Look at the list of words and see if the children can make up a story orally that leads from one word to the next.***

#### **TASK 4**

*In Bink there are lots of funny rhymes. Let's explore the different forms of poetry.*

*"Back then Bink was just a working elf, made seven pounds a day,  
But Verity saw past his poorness when he stole her heart away.  
When Murkor found him in her room he nearly blew a gasket  
Banished him away from here put the princess on the market  
But Bink had sworn to marry her so he used his head to make that Murkor pay.*

**Get the class to write a short poem about themselves, or even a section of the play if they have seen it.**

*Limericks are a form of poetry. There are five basic requirements of a limerick.*

- *A limerick must be funny!*
- *A limerick must tell a story (although it will be quite short!)*
- *A limerick must have 5 lines.*
- *A limerick must have a rhyme scheme of aabba. In other words, the first, second, and fifth lines must rhyme with each other, and the third and fourth lines rhyme with each other although differently than lines one, two, and five.*
- *A limerick has a specific rhythm. The a-lines should have 5 feet, while the b-lines have only 3 feet.*

*Sometimes they can be nonsensical. Some people say that the limerick was invented by soldiers returning from France to the Irish town of Limerick in the 1700's. The last line of a good limerick contains the PUNCH LINE or "heart of the joke."*

Say the following limericks out loud and clap to the rhythm:

A flea and a fly in a **flue**

Were caught, so what could they **do**?

Said the fly, "Let us **flee**."

"Let us fly," said the **flea**.

So they flew through a flaw in the **flue**.

*You will soon hear the distinctive beat pattern of all limericks. The rhythm is just as important in a limerick as the rhyme.*

**1) Ask the children to investigate the structure of a limerick. How many lines does a limerick have? How many syllables are there in each line? What is the rhythm of the limerick like? What is the pattern of rhyming in the limerick?**

**2) When the children are familiar with the structure of limericks, they could create some of their own. You might want to provide some starters for them, for example...**

**There once was a young man called Pete...**

**There once was a girl from Peru...**

**You could also provide sets of rhyming words for the children to use in their poems, for example...**

**Mark, dark, park, spark, lark, bark....**

**Wales, tales, sales, scales, nails, gales, males, quails, rails...**

**3) When the children have created their limericks, they could jumble up the lines, and ask their friends to rearrange the limerick back to the correct order (developing their sequencing skills).**

*Tips:*

- 1. Practice the rhythm of limericks by clapping your hands or snapping your fingers.*
- 2. Think of some funny names, places, or situations.*
- 3. Using the a a b b a 5-line form, write an original limerick.*

#### **TASK 4**

**Ask the children to choose a character from *Bink and the Riddle of the Sphinx*. Either, *Murkor (the evil elf)* *Princess Verity (the endangered princess)* *Calliope (the queen of the fairies)* or the hero *Bink*.**

**They can now write an acrostic poem using the characters name. They should include character traits within the body of the poem. E.g.**

#### **MURKOR**

**M Mean, evil menacing touch  
U Unreasonable, Unkind  
R Ready to judge**

- K Keeper of all that is bad
- O Owner of our souls
- R Remember, beware of Murkor's stare!

**TASK 5**

Try getting the children to write a letter using the Greek Alphabet by following this exercise overleaf first. (See **handout 12** for Alphabet)



**ANCIENT GREECE**

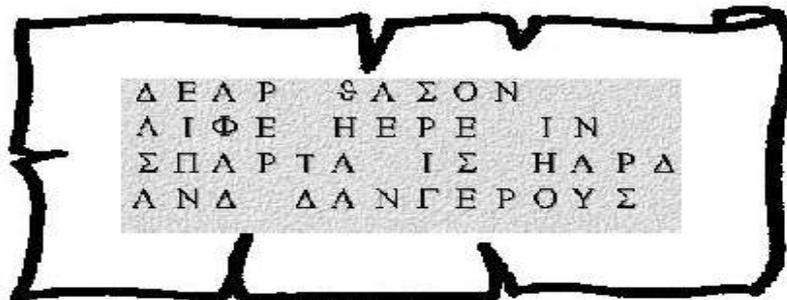
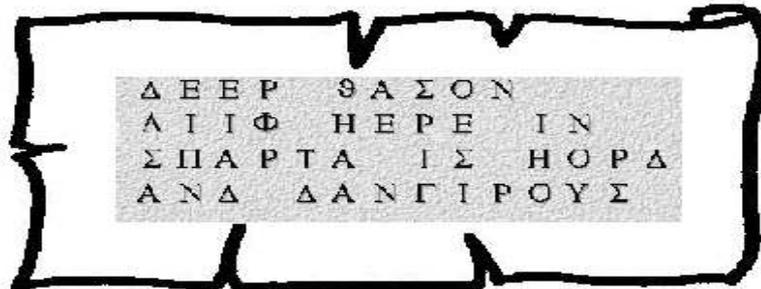
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**A Letter home to Athens**

Spiros the Clueless has written a letter using the Greek alphabet to his family back home in Athens. Sadly his spelling is not that good.

Circle the mistakes in Spiros' first letter - there are four in all, by comparing them with his second letter, which has been corrected for him by his uncle, Borios the Brainy.



A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Α	Β	Χ	Δ	Ε	Φ	Γ	Η	Ι	Σ	Κ	Λ	Μ	Ν	Ο	Π	Θ	Ρ	Σ	Ι	Υ	Σ	Ο	Ε	Ψ	Ζ

Use this chart to help you write your own imaginary letter home to Athens!

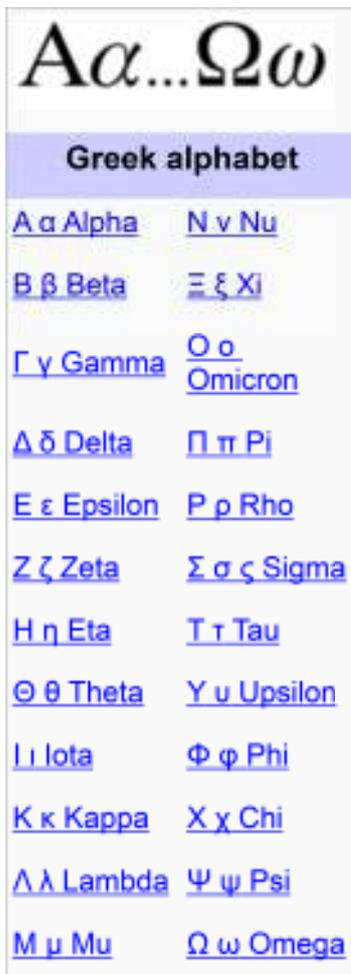
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**Letter home** (to coincide with the literacy section)

<http://www.schoolhistory.co.uk/primarylinks/ancientgreceresources/greece17.pdf>

Get the children to write a letter home, using the Greek alphabet. Here is a translation of the letters below. Maybe as a follow up the children could make up their own coded language and use this to re write the riddles that they have done in previous exercises!?

**Greek Alphabet**



Greek alphabet	
<u>A α Alpha</u>	<u>N ν Nu</u>
<u>B β Beta</u>	<u>Ξ ξ Xi</u>
<u>Γ γ Gamma</u>	<u>Ο ο Omicron</u>
<u>Δ δ Delta</u>	<u>Π π Pi</u>
<u>E ε Epsilon</u>	<u>Ρ ρ Rho</u>
<u>Z ζ Zeta</u>	<u>Σ σ ς Sigma</u>
<u>Η η Eta</u>	<u>Τ τ Tau</u>
<u>Θ θ Theta</u>	<u>Υ υ Upsilon</u>
<u>Ι ι Iota</u>	<u>Φ φ Phi</u>
<u>Κ κ Kappa</u>	<u>Χ χ Chi</u>
<u>Λ λ Lambda</u>	<u>Ψ ψ Psi</u>
<u>Μ μ Mu</u>	<u>Ω ω Omega</u>

**MYTHOLOGY BOARD GAME**

The children can create a board game based on Greek mythology. How will Bink solve the riddle, and fight the sphinx? How many rolls of the dice are needed?

**Get the children to use colour, cut outs, materials, and use their own interpretation of the story to fit rules for their individual game.**

## **TASK 6**

### **Comic-Book Adventures**

Another way of using the information from the show is to get the children to do comic-strip versions of their favourite myths, like that of the Minotaur, which is adapted in the play.

Creating comics gives students good practice at identifying important details and summarizing. By studying the myth closely, they should be able to figure out what is essential to the plot and what can be left out. If you want, when the class is finished, publish their comic books in a series with matching covers, and keep them in your class library. Students will have a great time reading each other's comic book creations!

### **Myth Starter List**

- Pegasus and Bellerephon
- Odysseus and Polyphemus
- Theseus and the Minotaur
- Icarus and Daedelus
- King Midas
- The Twelve Labors of Heracles
- Jason and the Argonauts
- Demeter and Persephone

Over 2000 years ago the ancient Greeks believed that everything in the world was made up of different amounts of 4 substances.

What were these 4 substances?

- a.
- b.
- c.
- d.

It wasn't until 1661 that chemist Robert Boyle suggested that a more specific and exact description of each element was needed.

### **TASK 1**

**Split the class into 4 groups. Give each a title element either, water, air, earth and fire. The groups then have 15 minutes to brainstorm what different things they need their particular element for.**

**Example- FIRE**

- α.* To keep warm
- β.* To heat food
- χ.* To scare off predators
- δ.* For light

### **TASK 2**

Using one of the elements- WATER.

*After having talked about the different uses above now we can talk about the different states that this element can be used in.*

*What are all of the uses for water in its liquid state?*

*By setting up a very simple experiment we can see what happens to water when it is changed into 3 different states.*

**Take a block of ice and heat it slowly on a Bunsen burner, let the children watch it turn into water. Then continue to heat, let the children watch it turn into Steam.**

**Record the predictions, observations and conclusions of the experiment.**

SOLID  
Ice

LIQUID  
Water

GAS  
Steam

**Q - What is it that is used to change the state of water?**

**A – Fire!**

*The chemical compound for water is H<sub>2</sub>O and no matter what state the element is in the description is still the same.*

*Are there other things that change their state or appearance but still remain the same?*

### **Task 3**

#### **FACT OR FABLE**

*In Bink and The Riddle of The Sphinx we explore the story of "The Crow and The Bottle" (pitcher).*

*Once a thirsty crow found a pitcher of water. But the water level was too low for him to take a sip. So the crow collected a pile of tiny pebbles. He dropped them into the pitcher one by one until the water rose high enough for him to drink. What's the moral of the story? Little by little does the job.*

**Just how much can pebbles make the water level in a container rise? Try this activity and see!**

#### **WHAT YOU NEED**

- \* A ruler
- \* A clear container filled with 2 inches of water
- \* A bag of pebbles or marbles (If you don't have pebbles or marbles, use checkers, whole nuts, buttons, or bottle caps instead.)

#### **WHAT TO DO**

*Does Aesop's tale "hold water"? Let's find out!*

- 1a. Look at your "pebbles." How many do you think you would have to drop in the container to raise the water level 1/4 inch?
- b. Now try it. How many did it take?
- 2a. Say you added that many pebbles to the container again. Do you think the water level would rise another 1/4 inch?
- b. Try it! What happens?
3. At this rate, about how many more pebbles would it take for the water to reach the top of the container?
4. Try adding that many pebbles. What happens?
5. Say you used a different-shaped container. Would your results be the same? Why or why not? Answer on a separate page.

*DON'T STOP NOW! The animals in Aesop's fables look for creative ways to solve their problems. Think of another way the crow could have reached the water. Write a story about it! Then drop by a local library to find more fables by Aesop.*

Adapted from an article in *Dynamath*, February, 1994.

Strategy: It helps to use a pitcher with straight sides. If this isn't feasible, students can create one by cutting off the top part of an empty 2-liter plastic soda bottle. Use a permanent marker to mark the side of the bottle in 1/4-inch increments. After reading the story, take a class vote on whether the crow had a good idea. Vote again after the activity. Ask the students why their opinions may have changed from the first vote.

Answers will vary, depending on the shapes of the children's pitchers. In general, the smaller the base, the higher the water will rise. At some point, though, the water will stop rising and the marbles will stack up higher than the water line.

Don't Stop Now! Answers will vary. We think the crow could have tried to break the pitcher, knock it over and spill the water, or use a straw.

**ART**

Bink begins his adventure in the Elfin kingdom; he also travels to the sprite land, and the bog (where the Terrible Bog Monster lives.)

**TASK 1**

**Design costumes for the Elves.**

**TASK 2**

**Draw a home for the Terrible Bog Monster.**

**TASK 3**

**Create your own parchment using a T- bag to stain paper. Using a black pen and italic decorative writing, write your own riddle or limerick onto the paper.**

**TASK 4**

**Colour in **HANDOUT 5**. Think about things that can be stuck on to create textures, glitter, felt, fur.**

**Task 5**

**Modern Portraits of the Gods**

*These bright modern portraits are easy to do and produce impressive results. Begin by showing your children the striking colours and bold lines in the art of Picasso, Chagall, or Miro. Ask the children to choose a mythological character they wish to portray, such as the Minotaur, the one-eyed Cyclops, or the frightening Medusa, and draw a frontal portrait of its face in pencil. Next, ask students to erase one half of the face and to draw a profile view so that it appears to overlap the frontal view. The children then colour the frontal view one colour and the profile another, using pastels or wax crayons.*

**GEOGRAPHY**

In the play, Bink sets out on his travels in search of the Sphinx whose riddle he must answer. Imagine Bink is travelling around Ancient Greece and the Greek Islands. As a homework exercise get the children to bring in a map of Greece and it's islands (see **Handout 13**). In class, Divide the children into groups and allow them to create a large map to show Ancient Greece and its Islands.

Imagine Bink sets out on his travel around the islands visiting different places along the way. Bink might encounter some Gods and Goddesses, some ruins, the forest, the seaside.

Option 2 - If the class has seen the play make the class draw a map of ancient Greece and its Islands and show Bink's Journey through the map in search of the Sphinx.



# **HISTORY**

*In Bink and the Riddle of the Sphinx the Terrible Bog Monster is an Inventor. He thinks he has invented bread but more than that he thinks he has invented toast!*

*TBM – Excellent! Now look, I've come up with a whole load of uses for my new "toast": Venetian blinds, snow shoes, couple of hats, a lovely pair of earrings but I'm always on the lookout for more you see, so here's your challenge: come up with just one more use for this here toast and I'll show you how to get to the Sphinx.*

*Inventors are people that create things that have never been made before. They then apply and pay for something called a patent. This means that no other person can copy their design.*

## **TASK 1**

Use **HANDOUT 6** to match up the 5 famous inventors to their inventions.

## **TASK 2**

**Ask the children to create an invention of their own.**

**What does it do?**

**What does it look like?**

**How much would it cost?**

**Get them to make it into a model**

## **TASK 3**

To be done in conjunction with the task below.

**In the play we explore the ancient Gods and Goddesses.**

**Get the children to discuss or write about what they already know of the Ancient Greek Gods and demi Gods.**

You could use this exercise as homework.

SEE ALSO **HANDOUTS 8-11** FOR OTHER EXERCISES RELATING TO GREEK GODS AND GODDESSES.

## **The Titans**

**The Titans**, also known as the elder gods, ruled the earth before the Olympians overthrew them. The ruler of the Titans was Cronus who was de-throned by his son Zeus. Most of the Titans fought with Cronus against Zeus and were punished by being banished to Tartarus. During their rule the Titans were associated with the various planets. **The Titans are:** Gaea, Uranus, Cronus, Rhea, Oceanus, Tethys, Hyperion, Mnemosyne, Themis, Iapetus, Coeus, Crius, Phoebe, Thea, Prometheus, Epimetheus, Atlas, Metis, Dione.

### **The Olympians**

**The Olympians** are a group of 12 gods who ruled after the overthrow of the Titans. All the Olympians are related in some way. They are named after their dwelling place, Mount Olympus. **The Olympian Gods are:** Zeus, Poseidon, Hades, Hestia, Hera, Ares, Athena, Apollo, Aphrodite, Hermes, Artemis, Hephaestus.

### **Other gods & Demi-gods**

Asclepius, Demeter, Persephone, Dionysus, Eros, Hebe, Eris, Helios, Thanatos, Pan, Nemesis, The Graces, The Muses – including their leader Calliope who appears in the show, The Erinyes, The Fates.

### **TASK 4**

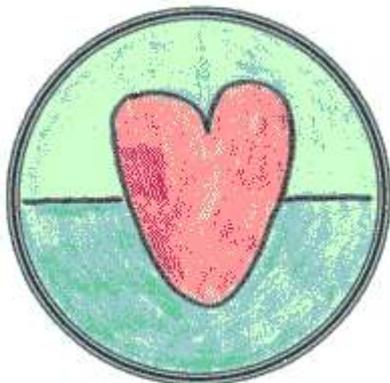
(In conjunction with the activity above)

## Greek Gods



**When studying Ancient Greece it can become easily confused as to which gods are gods of what. Do an activity like this one early on in the topic. Talk about the various gods and goddesses and get the children to design a shield for each of them that depicts what they are a god or goddess over.**

**You could create shields as a class that could be hung on the walls of your classroom or each child could make their own shields. A shield sheet for the children can be found in handout 10 at the end of this pack.**



### **TASK 5**



## The Greek Gods and Goddesses

There were twelve very important gods and goddesses.

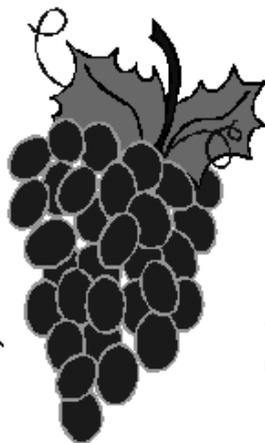
Can you work out their names?

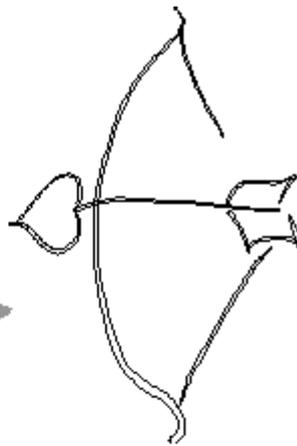
When you have, find out what they were god of.

Try to match the pictures to the correct god or goddess.



	<i>name</i>	<i>god of?</i>
Άφροδιτη	.....	.....
Ποσειδων	.....	.....
Άρης	.....	.....
Διονυσος	.....	.....
Έρμης	.....	.....





*name*

*god of?*

Ήρα

.....

Άθηνη

.....

Ζευς

.....

Δημητηρ

.....

Ήφαιστος

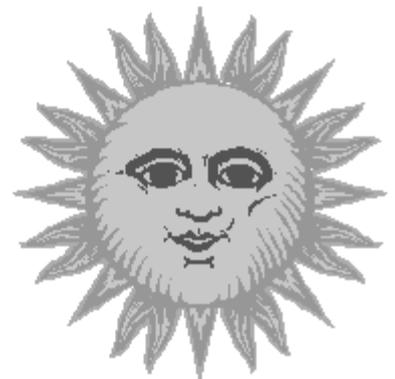
.....

Άπολλων

.....

Άρτεμις

.....



# **MUSIC**

*Music is used in drama to add atmosphere. It can enhance the suspense, romance or even the comedy of a scene. Songs are used in musicals to make the action more entertaining and to allow characters to describe things that words alone are not enough for (for example very strong feelings.) Music can create an illusion before even a word has been spoken to set the audience up for how to interpret a scene.*

## **TASK 1**

Put students into small groups and give them the lyrics of **Give Her Back** to look at (**HANDOUT 7**)

- **Ask the groups to plan how they might like to sing the song. They can use any tune they like to suggest or they might like to consider;**
  - **A rap with the addition of percussion instruments.**
  - **When to sing loud, softly, to shout, whisper or speak. They could mark volume changes on their sheets. Does this change the meaning of the words?**
  - **What rhythm to use and whether to change it at all. Are the words quick or slow?**

**In this song there are lots of repeated words and phrases how can they be said or sung differently?**

**Why would the children choose to say them the same? Is there a different impact?**

- Record each group's version of the song and ask them to create a performance to accompany it. They could use dance or a keyboard rhythms or drama.

## **TASK 2**

As said before music and sound can be used to create atmosphere.

Choose one of the settings below and ask the children to make a sound-scape to accompany that environment.

- α. A joyful day in the Elfin kingdom
- β. Solving the Riddle of the Sphinx
- χ. A magical spell
- δ. The Sprite land

The children have to use instruments that are to hand, or they can make their own percussion instruments.

*Try using different layers of sound. Perhaps add in some solos and remember that loads of sounds can be made using the mouth and voice.*

## **Drama**

Although essentially an adventure, in common with other fantasy quest tales, **Bink and the Riddle of the Sphinx** has some fairy tale qualities to it. These include magic and good versus evil as well as others.

### **TASK 1**

**Ask your class to imagine they are fairytale or nursery rhyme characters meeting at a bus stop.**

- *Think about body posture.*
- *What imaginary props might your character have?*
- *What might you say to each other?*
- *How would you introduce yourselves?*
- *Does your character have an accent?*
- *Who are you friends with?*

### **TASK 2**

*Mime is a type or genre of theatre where no words are spoken. Every emotion and thought is expressed through the body.*

**Ask the children to sit in a circle. They are about to receive a present from another member of the group.**

*Without speaking see if you can express the following ideas:*

*What is it?*

*Do you like it?*

**Finally de-brief and see if the present received was the same as the one given?**

### **TASK 3**

*When at the theatre, as an audience we have to use our imaginations to see and experience certain things. This can sometimes be difficult unless we let our minds accept the style of the performance.*

**Place two empty toilet roles in the centre of the circle. The children then take it in turns to create something out of the object without changing its form. E.g. Telescope, weights, microphone...**

#### **Improvisation**

**Split the class into groups and give each of them a situation to improvise.**

- α. The Elfin kingdom**
- β. The sprite land**
- χ. The bog**
- δ. The Palace**

**You might find it interesting to change the situation half way through the improvisation to see how the children react and how the performance changes.**

**Mix and Match with:**

- a. Elves in the Bog**
- b. The Terrible Bog Monsters in the Palace**
- c. The sprites in the Elfin Kingdom**

**You can ask the class to use mime or regular acting.**

#### **Memory Game**

*King Poop went to the shops and he bought.....*

**Each child takes it in turns and must remember all the items that went before as well as adding his or her own.  
Continue twice round the class.**

# **DANCE AND MOVEMENT**

Choose your own inspirational music. It might be nice to have a few different pieces to represent different moods. You could even download some of the tracks from **Bink and the Riddle of the Sphinx** from the website.

<http://www.ptc.org.uk/Riddle-Music.asp?shows=1>

## **TASK 1**

*Play the music to the class. Ask them to walk around the room as a certain character. Fairy, Elf, Monster, Sprite, Sphinx, Princess.*

- How do they move?
- What part of their body enters the space first?
- Slow down the movement, or speed it up? Does this compliment the character?

*Use the words, plop, twinkle, eish, flutter and whoosh to help you.*

## **TASK 2**

Think about levels and status. How would a fairy crawl?

Can all of the characters walk low or high? Or fast or slow? Roll or Jump?

Are certain movements less natural for different characters?

## **TASK 3**

Choose 5 of your favourite movements and show them to the class. Use the ones that you have worked on in the previous improvisation.

You now have 5 movements

Use these individual movements together and create a way of getting from one to the other. Is the change fast or slow? What are the different stages that you have to get through to get from the first movement to the last?

Share a movement with a partner so that you now have 6. Repeat movements if you want to in order to create a shared piece of approximately 10 movements.

Using these 10 movements and the process of getting from one to the next you can now begin to change direction, intention, speed etc.

**YOU NOW HAVE YOUR DANCE**

Perform it with the music for the rest of the class.

# **CIRCLE TIME AND FOLLOW UP WORK** **FOR THOSE WHO CAME TO SEE THE** **SHOW.**

**IF YOU CAME TO SEE THE SHOW WE HOPE YOU ENJOYED IT!**

Ask your class how much of **Bink and the Riddle of the Sphinx** they can remember.

## **TASK 1**

- *Who were the good characters in the show and who were the bad ones? Did any change during the show?*
- *Who was their favourite character?*
- *Which parts of **Bink** did you like best and why?*
- *What important things happened?*
- *Could you write a different ending to the show?*

## **TASK 2**

***Ask your class to write the next Bink adventure.***

# **APPENDIX**

## **USEFUL WEBSITES.**

[www.ptc.org.uk](http://www.ptc.org.uk)

[www.users.globalnet.co.uk](http://www.users.globalnet.co.uk)

[www.plim.org/sphinx](http://www.plim.org/sphinx)

[www.guardian.co.uk/life/feature](http://www.guardian.co.uk/life/feature)

<http://www.hellenicsociety.org.uk>

[www.dibk-teach.com](http://www.dibk-teach.com)

[www.thepixiepit.co.uk](http://www.thepixiepit.co.uk)

[www.leafFairies.com](http://www.leafFairies.com)

[www.webclipart.com](http://www.webclipart.com)

[www.fionabroome.com/sitemap/htm](http://www.fionabroome.com/sitemap/htm)

[www.ratpage.com/gallery/levesandFairies](http://www.ratpage.com/gallery/levesandFairies)

[www.paranormal.about.com/library](http://www.paranormal.about.com/library)

[www.bbc.co.uk/learning](http://www.bbc.co.uk/learning)

[www.coloring.ws/t/fantasy/fares/11.htm](http://www.coloring.ws/t/fantasy/fares/11.htm)

[www.thefairyfaith.com](http://www.thefairyfaith.com)

[www.azaz.essortment.com/teeth.Fairiesi\\_nrd.htm](http://www.azaz.essortment.com/teeth.Fairiesi_nrd.htm)

[www.wordiq.com/defenition/Elf](http://www.wordiq.com/defenition/Elf)

<http://www.historyforkids.org/learn/greeks/>

<http://www.temple.edu/classics/greek.html>



The Bink Quiz

1. Is the Sphinx a good or evil character? Why?

.....

2. Which mythology is the Riddle based upon?

.....

3. What is at stake if Bink fails to solve the Riddle?

A.....                      b.....                      c.....

4. Name the characters that join Bink on his quest?

A.....                      b.....                      c.....

5. Can you unravel the following anagrams?

PNHSIX

EDIRLD

GYLYOTHOM

DIMKNGO

EORH



**Calliope** – He's going to need feeding soon.

**Bink** – I can't raise him on my own. Can't you do something? Don't you know some magic that can bring her back?

**Calliope** – That's a very powerful and very dangerous magic, Bink. No fairy can do it.

**Bink** – But someone?

**Calliope** – The elements. But they are not to be trusted.

**Bink** – The elements?

**Calliope** – The builders of the universe, Bink. Gods: Fire, Air, Earth, Water. You can find them in lightning and soil, in blizzards and the oceans but if you ask something of them, then be careful Bink; careful what you ask for and careful what you promise in return.

**Bink** – I will Calliope and the gods will give me back my wife. Look after him while I'm gone.



**Bink** – What's it to be Murkor. Will you help us or not?

**Murkor** - I wonder, Bink, what your precious Calliope would say to such an arrangement?

**Bink** – She would say it was for the best.

**Murkor** – She's a fool. All fairies are fools, that's why when I was in charge I had them banished along with the stinking Sprites and the likes of you.

**Bink** – She's not a fool Murkor. She cares about people.

**Murkor** – Same thing. Tell me elf, when you were making your way over to ask this of me, the man you ruined, what answer were you expecting?

**Bink** – I was expecting you to mock me. You never disappoint, do you. Come on King Poop, let's just go.

***Bink and Poop are almost gone when Murkor speaks again.***

**Murkor** – What would be in it for me?

**Bink** – Forgiveness for your crimes and acceptance back into the Elfin Kingdom.

**Murkor** – And what do I care for the Elfin Kingdom?



LIMERICKS

Complete the following limericks. Then make up some of your own.

*The task was the riddle of the sphinx  
But people heard it was jinxed  
They all tried to guess  
The answer was.....*

.....

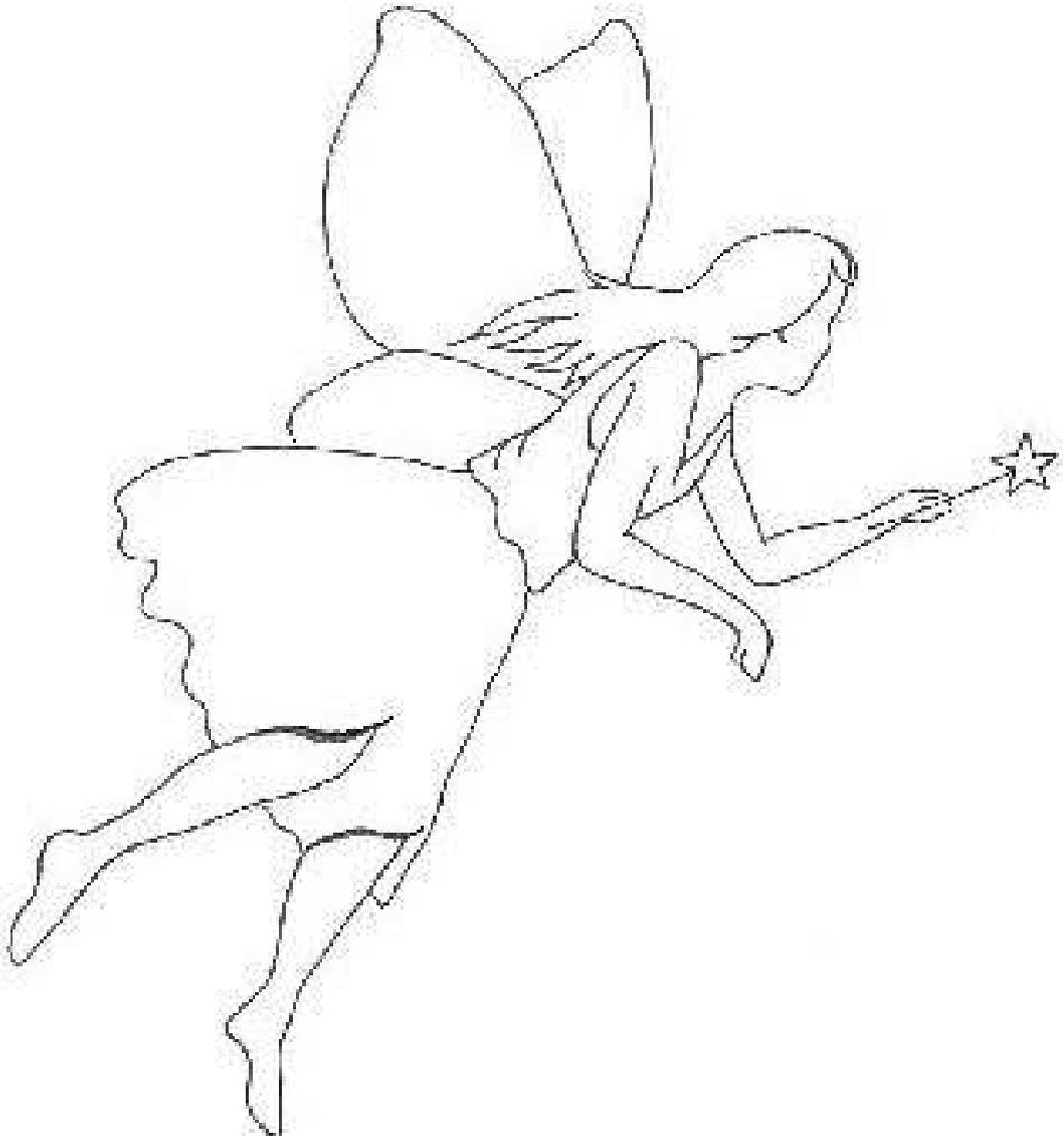
*King Poop was a very strange sprite  
When folk saw him, they got quite a fright  
For his Whizpop was loud  
It came out in a cloud  
And.....*

*The elves came together at last  
.....past  
.....  
.....blast!*

**Your Turn!**

.....  
.....  
.....  
.....  
.....

**HANDOUT 5**



**HANDOUT 5**



## **HANDOUT 6**



**Draw a line to match up the famous inventors with their inventions**

**Thomas Edison  
1879**

**The Airplane**

**Alexander Graham Bell  
1876**

**The Electric Lamp**

**John Logie Baird  
1923**

**The Ballpoint pen**

**The Wright Brothers  
1903**

**The Television**

**Laszlo Biro  
1940**

**The Telephone**

**Give Her Back**

Where are you elemental gods I'm here to make a plea  
I need to ask you for your help I want it desperately  
I'll look for you in winter winds and deep within the ground,  
And I won't stop until I'm done, I'll look until you're found

And make you

Give her back.

What is it then you ancient things are you afraid to speak  
Or face a man who's not prepared to turn the other cheek.  
I'll brave your hurricanes and ice, I'll never turn away  
You've only got to name your price and I'll be good to pay.  
So come on

Give her back.

Earth - I'll never give her back.

Bink- Give her back.

Fire - I'll never give her back.

Bink- Give her back.

Wind - I'll never give her back.

Bink- Give her back.

Chorus – No!

Earth - Bury her deep in my arms, let her lie under my ground,

Fire - Give her my flames and then scatter her ashes

Wind - I'll spread them around.

*The wind blows ashes from his palm into the air.*

Water - No! Cast her into my seas, let her fall to the sands  
I will raise her back out of the waters and into your hands.

Chorus - Into your hands  
into your, into your, into your hands!

Water – Now listen to me carefully this gift comes with a price,  
If I'm to do this thing for you I'll need a sacrifice.  
So row out to the distant waves and fish among the sea  
Whatever you first pull from there you'll sacrifice to me.

And I will  
Give her back.

***Bink rows out to sea.***

Chorus – He said he'd give her back.

Water - Give her back.

Chorus – He said he'd give her back.

Water - Give her back.

Chorus – He said he'd give her back.

Water - Give her back.

Chorus – He said he'd give her back.

Chorus - Give her back.

# Ancient Greece

How much can you remember?

1a) What is the main **sea** surrounding Greece?

---

1b) What other information can you give about the **location** of Greece?

---

2a) Did Ancient Greece come **before** or **after** the birth of Christ?

---

2b) Approximately what dates did the Ancient Greek civilisation begin and end?

---

3) Complete this table, giving **3 similarities** and **3 differences** between England and Greece today: *Think about the terrain, landscape, climate and buildings*

Similarities	Differences

4a) Give three Greek **prefixes** or **suffixes** that we use today in our language:

\_\_\_\_\_

4b) What **words** can these prefixes/ suffixes make in our language?

\_\_\_\_\_

5a) Spell your name out using the **Greek alphabet**:

\_\_\_\_\_

5b) Can you write anything else out, using the **Greek alphabet**?

\_\_\_\_\_

6) Complete this table, giving 3 similarities and 3 differences between English and Greek schools: *Think about subjects, teaching, what the schools looked like.*

Similarities	Differences

7a) Name 3 Greek **philosophers**:

\_\_\_\_\_

\_\_\_\_\_

7b) Can you remember what their **legacies** were?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8) Name 3 **Greek Gods** and an interesting **fact** about each one:  
*Think about their symbols or the aspect of the world they were responsible for.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9) What **sources** might historians use to find out information?

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10) What **other facts** have you found out from your own research? What **sources** did you use?

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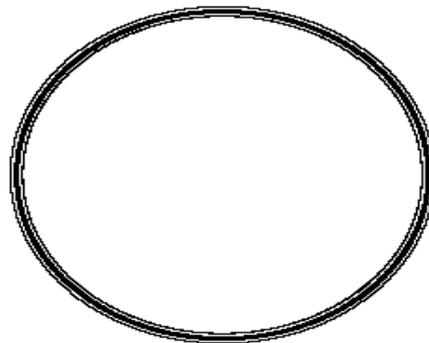
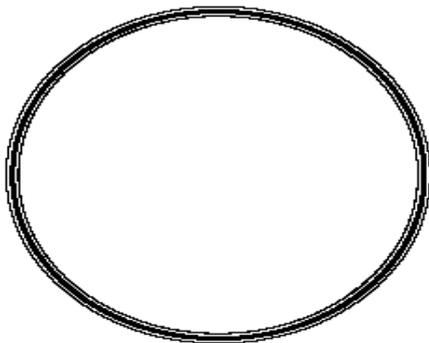
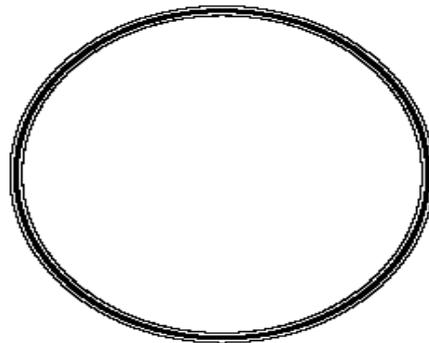
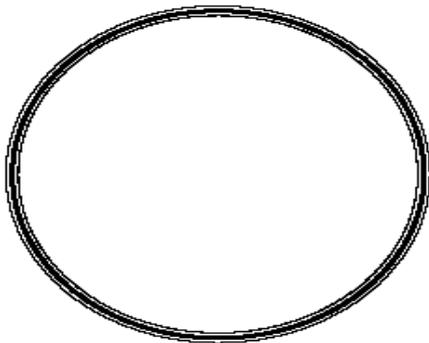
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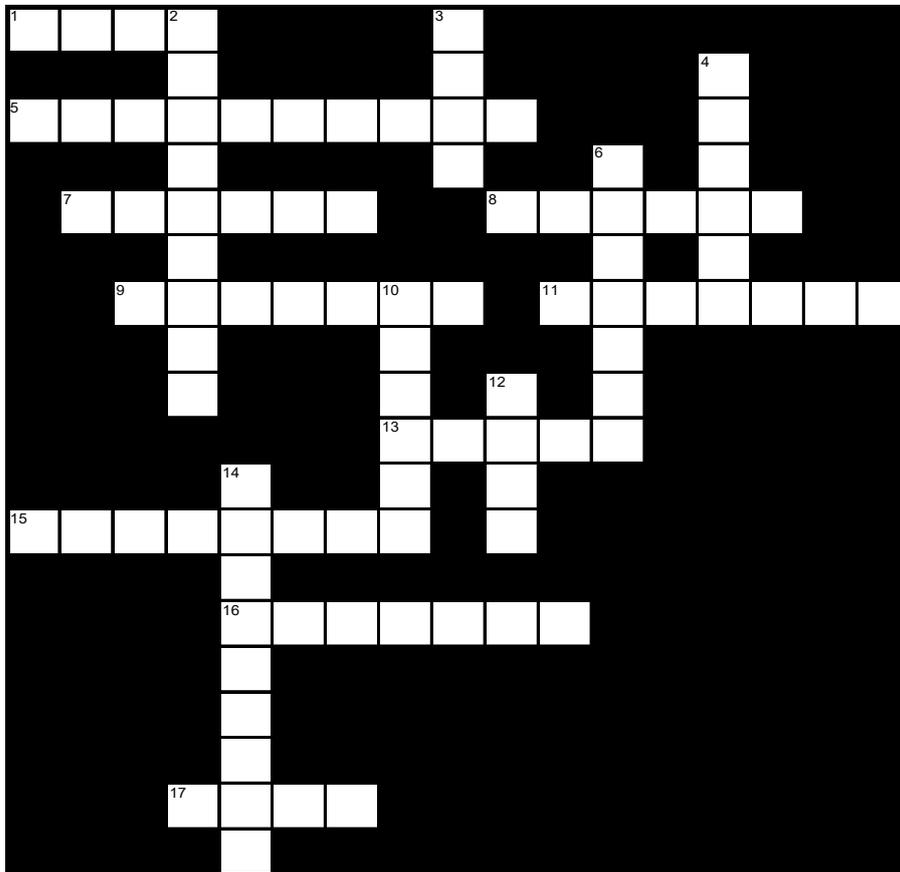
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## Greek Gods quiz

- 1) If your crops were failing and you needed desperate help – which God would you go to?
- 2) Which Goddess was kidnapped? By whom?
- 3) Who was leader of the Gods?
- 4) Who was master of the underworld?
- 5) Which god would you go to if you were having a bad hair day and you wanted to look beautiful?
- 6) Who was responsible for war?
- 7) What were Zeus's symbols?
- 8) Which was your favourite god that you studied? Why? What were they responsible for?

**Handout 10**



*Greek and Roman Gods Crossword***Across**

1. The pomegranate was sacred to her.
5. The crippled god who was Aphrodite's husband
7. God of prophecy and archery.
8. Greek god of merchants and thieves.
9. Roman goddess of wisdom.
11. Greek goddess of crops.
13. Roman goddess of crops.
15. Greek god responsible for earthquakes.
16. Roman god of sea.
17. Roman goddess equivalent to Hera.

**Down**

2. Greek goddess of fell in love with Ares and Adonis.
3. Greek king of gods and men
4. Zeus' daughter whose symbol was an owl.
6. Greek goddess who protected young unmarried girls
10. Roman god of fire.
12. Greek god of war.

14. Greek god of wine.

***Answers to Greek and Roman Gods Crossword:***

Across:

1. HERA
5. HEPHAESTUS
7. APOLLO
8. HERMES
9. MINERVA
11. DEMETER
13. CERES
15. POSEIDON
16. NEPTUNE
17. JUNO

Down:

2. APHRODITE
3. ZEUS
4. ATHENE
6. ARTEMIS
10. VULCAN
12. ARES
14. DIONYSUS

**Greek Alphabet**

<i>Α α...Ω ω</i>	
<b>Greek alphabet</b>	
<u><a href="#">Α α Alpha</a></u>	<u><a href="#">Ν ν Nu</a></u>
<u><a href="#">Β β Beta</a></u>	<u><a href="#">Ξ ξ Xi</a></u>
<u><a href="#">Γ γ Gamma</a></u>	<u><a href="#">Ο ο Omicron</a></u>
<u><a href="#">Δ δ Delta</a></u>	<u><a href="#">Π π Pi</a></u>
<u><a href="#">Ε ε Epsilon</a></u>	<u><a href="#">Ρ ρ Rho</a></u>
<u><a href="#">Ζ ζ Zeta</a></u>	<u><a href="#">Σ σ ς Sigma</a></u>
<u><a href="#">Η η Eta</a></u>	<u><a href="#">Τ τ Tau</a></u>
<u><a href="#">Θ θ Theta</a></u>	<u><a href="#">Υ υ Upsilon</a></u>
<u><a href="#">Ι ι Iota</a></u>	<u><a href="#">Φ φ Phi</a></u>
<u><a href="#">Κ κ Kappa</a></u>	<u><a href="#">Χ χ Chi</a></u>
<u><a href="#">Λ λ Lambda</a></u>	<u><a href="#">Ψ ψ Psi</a></u>
<u><a href="#">Μ μ Mu</a></u>	<u><a href="#">Ω ω Omega</a></u>

Blank map of Greece



## TEACHERS KEY (ANSWERS)

### Quick Quiz - (HANDOUT 1)

1. Evil character- The Sphinx described as a villain.
2. Greek Mythology
3. The Kingdom, the princess and Bink's life
4. The Sprites, Murkor and the terrible bog monster  
PNHSIX- SPHYINX  
EDIRLD- RIDDLE  
GYLYOTHOM- MYTHOLOGY  
DIMKNGO- KINGDOM  
EORH- HERO

### Circle time – Decisions and consequences (HANDOUT 2.)

(a) What is Bink despondent about? NOT BEING ABLE TO RAISE A CHILD ON HIS OWN

(b) Why does Bink want Calliope to use her magic? (Discussion) DOES BINK WANT THE EASY WAY OUT? IS HE ASKING ADVICE OF A FRIEND? HE THINKS THAT THE SITUATION IS TOO POWERFUL FOR HIM, AND IS AFRAID.

(c) Why does Calliope try to dissuade Bink from seeking advice from the Elements? BECAUSE THEY CAN'T BE TRUSTED. What might the consequences be? CALLIOPE IS AFRAID THAT BINK WILL NOT USE HIS HEAD AND PROMISE SOMETHING HE CANT KEEP, IN ORDER TO GET HIS SON BACK.

(d) What does Calliope mean when she says 'be careful what you promise in return?' THE CONSEQUENCE MIGHT OUT WAY WHAT HE ASKS FOR.

(e) Have you ever been in a situation where you want something so badly you fail to see what the consequences of this wish might be? DISCUSS

### Inventors (HANDOUT 6)

**Thomas Edison**  
**1879**

**The Electric Lamp**

**Alexander Graham Bell**  
**1876**

**The Telephone**

**John Logie Baird**  
**1923**

**The Television**

**The Wright Brothers**  
**1903**

**The Airplane**

**Laszlo Biro**  
**1940**

**The Ballpoint Pen**

