

At the port of Mombassa, a boy dreams of one day traveling to see the world. His grandfather is sick and there is no money for a doctor. Though traditional healers live far away, the boy's father and uncle cannot make the journey. His grandfather says, "You have grown into a man. You are brave and strong. You must go." The boy says, "Yes."

In preparation for the journey, his uncle gives him a knife to chop down the bush. His father gives him a map, advising the boy to keep to the path. His mother gives him a gourd with food and water. Along the way, the boy sees many animals, including a lion! Instead of running in fear, the boy notices that the lion is caught in a trap. The boy decides to help the lion, freeing him from the trap.

The grateful lion carries the boy the long distance, to a place of drumming and music. When they arrive, the healers give him the medicine, which they have already prepared.

The boy's grandfather responds well to the medicine and recovers his health. Even before he is told about it, the grandfather seems to know about the lion. "It was like a dream," says the boy who rode on the magic lion.



What's THAT Word?

Look for it in the film: gourd • healer
Mombassa, Kenya

Questions for "FILM TALK!"

- What do you know about the port city of Mombassa and the country of Kenya—how can you find out more?
- What does the film show about healers?
- Why do you think the healers will help when there is no money?
- Why does the grandfather ask the boy to make the journey?
- What might happen if the boy does not succeed in returning with the medicine?
- How does his family help the boy to prepare for the journey?
- What animals does the boy see along the journey?
- What do you know of the types of animals that live in Kenya in Africa?
- After the boy frees the lion, how might the lion have acted differently?
- Why do you think the healers are already prepared with the medicine?
- What do you think is the main point, the theme of this film?

ACTIVITIES AFTER-VIEWING

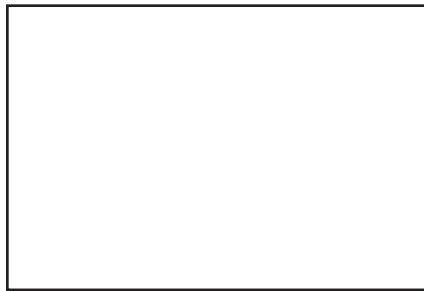
ACTIVITY 1 *I Dreamt that One Day I Would Travel*

The boy in the film goes to the harbor to watch the ships, saying, "I dreamt that one day I would travel with them and see the world." Ask children to think of places they would like to visit. Then, ask them to draw pictures on their Activity Sheets of some of the places they would like to go. Children who are able to write can name the places in the text boxes. Older children can explain their interest in sentences.

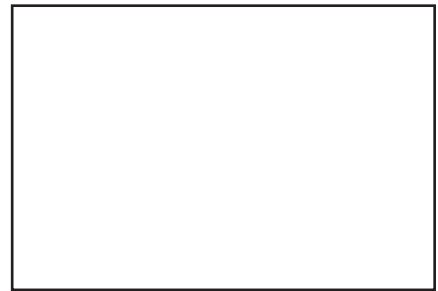
My Own Travel Dreams



My family is from India. I would like to visit my grand-uncle who lives there.



My friend is from Mexico. She always talks about it. I would like to see myself.



My relatives live in Mississippi. I would like to visit my grandmother in Jackson.

ACTIVITY 2 Be Prepared!

Discuss the ways the family helped the boy prepare for the journey. List the things they did to prepare.

Preparing for the Journey

- Uncle gives him a knife to cut down the bush.**
- Father gives him a map, and shows him the path.**
- Mother gives him a gourd with food and water.**

Next, discuss important family events. What events do people prepare for? How do people prepare for school each day? How do people prepare for special days or parties? Decide on an event and ask students to use their *Activity Sheets* to draw and describe how they prepare for it.

Preparing for Kwanzaa



Cook harvest foods: corn and sweet potatoes



Make special drinks, like Jamaican red sorrel.



Wear African clothes and light a kinara each night.

FIND OUT MORE!

Investigate with research

- Healers
- Kenya: the country, the cultures, the languages, the religions
- Lions

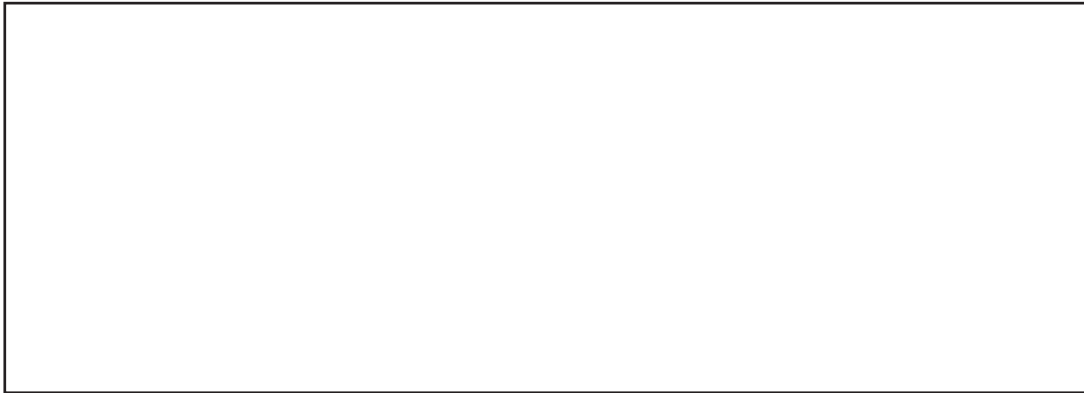
RELATED VIDEOS

- Joshua's Masai Mask*
- Understanding World Religions Video Series.*
- Where in the World, Kids Explore: Volume 3: Kenya*
- Wonders of Africa Video Series*

Your Name _____

My Own Travel Dreams

Where would you like to visit? Draw pictures and explain two ideas:



I would like to visit:



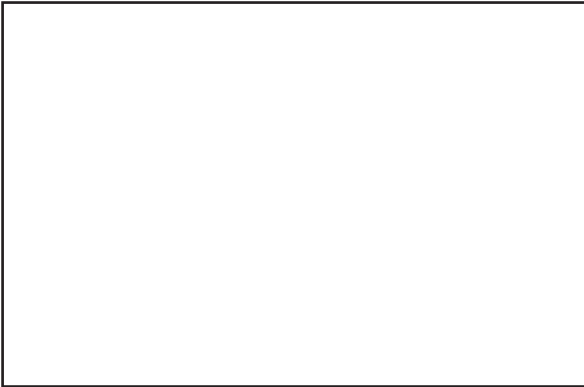
I would also like to visit:

Your Name _____


Question: What is an event you prepare for? Answer: _____

Draw 3 things you do to get ready.


Write words to explain your pictures.

1. 

1. _____

2. 

2. _____

3. 

3. _____

Dear Family Members,

Today, your child attended the “Best of the Fest Film Festival”! While the films are great, you should know that the program was put together by experts in child development. We’re sending you a film description so you can talk about the film with your child. It is important to help children understand film and media. The most important person who will help them to understand the messages of media are parents and guardians. We’re including an activity sheet so you can continue film activities with your child. Adapt the activities for your child. All they need is a pencil and paper. *Enjoy!*

ACTIVITY 1

Ask your child to tell you about the film, *The Magic Lion*

- What did they like best about the film?
- Why do they think the film was picked to be in the film festival?

ACTIVITY 2

Read the description of the story to your child. As you read, ask your child to explain how the different parts of the story looked in the film.

THE MAGIC LION

Directed by Charles Githinji (Canada/ 7"/ 2004/Animation)

At the port of Mombassa, a boy dreams of one day traveling to see the world. His grandfather is sick and there is no money for a doctor. Though traditional healers live far away, the boy’s father and uncle cannot make the journey. His grandfather says, “You have grown into a man. You are brave and strong. You must go.” The boy says, “Yes.”

In preparation for the journey, his uncle gives him a knife to chop down the bush. His father gives him a map, advising the boy to keep to the path. His mother gives him a gourd with food and water. Along the way, the boy sees many animals, including a lion! Instead of running in fear, the boy notices that the lion is caught in a trap. The boy decides to help the lion, freeing him from the trap.

The grateful lion carries the boy the long distance, to a place of drumming and music. When they arrive, the healers give him the medicine, which they have already prepared.

The boy’s grandfather responds well to the medicine and recovers his health. Even before he is told about it, the grandfather seems to know about the lion. “It was like a dream,” says the boy who rode on the magic lion.

ACTIVITY 3

After reading the film story description, be sure to ask your child the more important questions about the film—

- Why do they think it was made? and
- How do they think the filmmaker made it?

Here are some sample questions to ask:

- WHY do you think the filmmaker made this film?
 - What IDEAS was the filmmaker trying to SHOW?
 - Do you think the filmmaker had a MESSAGE or LESSON or THEME?
- HOW did the filmmaker show his ideas?
 - HOW did he use VISUAL PICTURES?
 - HOW did he use SOUND to tell the story: music, sound effects, words?

ACTIVITY *Animals from Kenya*

The film showed many different animals from Kenya. Ask your child about the animals in the film. Ask them to draw and write the names of the animals on the Activity Sheet. Here are some examples from the film:



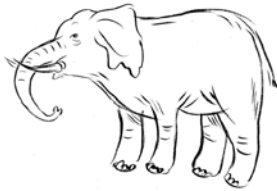
Lion



Tiger



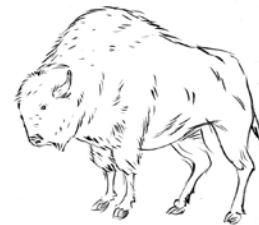
Giraffe



Elephant



Monkey



Buffalo

