



17 & the Squeak Gobbler



School

Resource Pack

Introduction

Hello and welcome to our **17 & the Squeak Gobbler** resource pack.

After an eventful year and due to Covid-19 it has not been possible to reach young people with our stories in traditional ways. So we wanted to create a gift for you, so pupils could still enjoy some theatre and storytelling....but through film!

17 & the Squeak Gobbler has been created during a period of exploration, curiosity and play.

Inspired by lockdown, three short films introduce two characters and an age-old tale about finding common ground in an uncertain world.

Seventeen is brave and curious, some might say too brave and too curious. When his dad asks for a volunteer to undertake a dangerous mission up into the Big Blue, only one paw is raised. Seventeen's.

This is a matter of life and death. Is there really a Squeak Gobbler living right above their heads? And if there is, will they all come to a sticky end? It's up to the audience to save a little life and create harmony where there is discord. Can you find the right words to win the day?

To accompany the films, we are sharing some activities that you can deliver in the classroom after watching. Following each part we have a list of suggested activities below, for you to explore in the classroom.

IMPORTANT!

The most important element of these activities, is the discussion that follows Part 3. At the end of this film, the characters will ask pupils a question and there will be a prompt on screen. We actively encourage classroom discussion about this before watching the final film.

We hope these activities can support your curriculum teaching, as well as provide some fun, creative learning for pupils.

We do welcome any feedback or questions you have about the show or pack.

Lizzy Stephens – *Creative Learning Officer*



Part One

1. Discuss – Who is Seventeen?

2. Discuss – How is Seventeen feeling?

Extension: Thinking about emotional vocabulary, explore what verbal and non-verbal signals Seventeen uses to display his emotions. Perhaps you could get pupils to experiment with different facial expressions and body language to display emotions.

3. Discuss – What is the big blue?

Extension: Thinking about what Seventeen sees when he looks through the crack, could pupils describe or draw what they think might be there.

4. Going on an adventure – Thinking about Seventeen making a journey and packing the essentials, see if you can remember what he is taking with him. What else might you take if you were going on an adventure?

Extension: Thinking about your previous discussions about the big blue, can you create some instructions or a map for Seventeen? This could be done together as a class or individually, depending on level.

5. Mindfulness – Discuss what Seventeen does to help calm his nerves. Explore some simple breathing exercises to help encourage managing nerves and anxiety e.g. breathe in slowly to the count of 4, pause, breathe out to the count of 4.

6. Head to the MUSIC page and have a look at the music and lyrics for Seventeen's song. Can you have a go at singing it and performing?

Part Two

1. Discuss – Who is Squeak Gobbler?

2. Discuss – How is Squeak Gobbler feeling?

Extension: As before, think about emotional vocabulary, explore what verbal and non-verbal signals Squeak Gobbler uses to display his emotions. How is this different to Seventeen?

Perhaps get pupils to experiment with different facial expressions and body language to display these different emotions and compare.

3. Routine – In this part Squeak Gobbler talks about his daily routine.

This is where I have my morning nap.

This is where I have my afternoon nap.

This is where I eat.

Get pupils to think about their daily routine. What do they do? Where do they do it?
How long for?

Extension: Get pupils to think of some actions for the different parts of their routine. Can they perform their morning routine just with actions?

4. Head to the MUSIC page and have a look at the music and lyrics for Squeak Gobbler's song. Can you have a go at singing and performing it?

Part Three

At the end of this part we are asked:

“So I should eat him, shouldn’t I?”

“So, he shouldn’t eat me, should he?”

“Please help save Seventeen from becoming a snack and tell your teacher how we can avoid the sticky end.”

Discuss – use this opportunity to talk to the class about what they think. Can they help save Seventeen from becoming a snack? What are their suggestions?

All ideas are gratefully received and we would love to hear some of your suggestions! Please do share them with us in the following ways:

- Tag us in a post on social media.
- Send us an email with some of the responses:

lizzy@travellinglighttheatre.org.uk

f travellinglighttheatre

@ tl_theatre

Extension: Get pupils to state their reasons for saving Seventeen from becoming a snack. Can they share these with the class? Perhaps they could write a letter/speech or make a poster to make their appeal.

1. Discuss – What do we know about how Seventeen and Squeak Gobbler grew up and their families? They come from quite different backgrounds. What do they have in common?

2. Discuss – Seventeen and Squeak Gobbler are currently inside. What do you think could happen if they went into the outside world?

Extension: Pupils could tell/write their own stories about Seventeen and the Squeak Gobbler's next adventure in the outside world.

3. Games – Seventeen and Squeak Gobbler mention some of the games they play together:

Hide and Squeak

Cheese Tag

Sleeping Lions

Have a go at playing some of these games or inventing your own!

Music

In part 1-3 you will hear Seventeen and Squeak Gobbler singing. Did you like their songs?

Why not have a go at learning them and singing along.

On the next two pages you will find the manuscript for the Seventeen Song and Squeak Gobbler Song found in part 1 and 2.

See if you can follow the lyrics and notation whilst watching the film.

Then, why not have a go singing along to the backing track. There are lots of ways to link singing, listening, and performing within the Model Music Curriculum.

Seventeen Song

Click [here](#) to listen to the Seventeen backing track.

What instruments can you hear?

The piano is playing the accompaniment and the Bassoon is playing the melody that you can sing along with.

Squeak Gobbler Song

Head [here](#) to listen to the Squeak Gobbler backing track.

What instruments can you hear?

The piano is playing the accompaniment and the Oboe is playing the melody that you can sing along with.



Seventeen Solo Song

(Travelling Light Theatre Co.)

Mike Akers

John O'Hara

3

The Clock is tick-ing and it's time to go

there is a mis-sion to com-plete and so I have to say good-bye.

Spoken: I'll say it now "goodbye"

I real-ly hope that I don't die.

Mum says I'm luck-y, to be so pluck-y,

and made of good stuff, in case it

gets rough. I'll miss my friends and CHEESE!___

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Squeak Gobbler Song

(Travelling Light Theatre Co.)

Mike Akers

John O'Hara

The musical score is written in treble clef and consists of five staves of music. The lyrics are: "I am a luck - y charm I fell on my feet it's such a treat to sleep ev' - ry mo - ment. I dream of sleep - - - - - ing I'm dream - - - - - ing of sleep - ing." The score includes various musical notations such as rests, notes, and ornaments. A large '4' is written above the first staff, and a '3' is written above a triplet in the third staff. The time signature changes from 2/4 to 3/4 between the second and third staves.

4

I am a luck - y charm

7

I fell on my feet it's such a

11

treat to sleep ev' - ry mo - ment.

14

I dream of sleep - - - - - ing I'm

18

dream - - - - - ing of sleep - ing.

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The Original Story

17 & the Squeak Gobbler is based on an original story by Mike Akers.

There are 5 chapters in the original story. Chapters 1 and 3 are told from Seventeen's point of view and Chapters 2 and 4 from Squeak Gobbler. Chapter 5 is where they cross paths.

To read the original story you can click [here](#) to download it.

Further activity

1. Read the original story written by Mike Akers.

Discuss – What are the differences between the original story and the films?

2. In the original story Seventeen talks about keeping morale high.

Discuss – What is morale? What ideas do pupils have to keep morale high?

3. Discuss – what are the similarities between Seventeen and Squeak Gobbler's situation and when we were all in lockdown?

Cast and Creative Team

Performed by	Felix Hayes & John Pfumojena
Filmmaker	Camilla Adams
Writer	Mike Akers
Director	Sally Cookson
Animator	May Kindred Boothby
Composer & Sound	John O'Hara
Designer	Katie Sykes
Costume provided by	Felix Hayes & John Pfumojena

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Travelling Light

About Travelling Light

Travelling Light is a Bristol based theatre company and children's charity, which has been making and sharing work for over 35 years. Rooted in the heart of Barton Hill, Travelling Light makes award-winning theatre that tours nationally and internationally and to your school. We have an extensive Creative Learning and Outreach programme, providing engaging activities where pupils can grow in confidence and creativity; as well as supporting their curriculum work.

Find out more at: www.travellinglighttheatre.org.uk



The Travelling Light Team

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Links

Arts Award & Artsmark

You could use **17 & the Squeak Gobbler** for students working towards achieving their Arts Award, or if your school is working towards achieving Artsmark.

Travelling Light is an Arts Award supporter and Artsmark Partner, so get in touch with us if you want any help with this.

www.artsaward.org.uk

www.artsmark.org.uk



Artsmark
Partner

Supporting cultural education, endorsed by Arts Council England



For more information or to find out how your school can get involved in our work, get in touch:

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Photos by Camilla Adams



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