

The Tiger and the Brahmin

A folktale from India

Recommended Key Stage: KS2

Synopsis

A tiger is caught in a pit by some villagers. It cannot escape until a kindly Brahmin comes past. When the tiger promises not to eat the Brahmin he is released. Immediately the tiger pounces on the Brahmin, ready to munch him up. When the Brahmin protests, the tiger gives him the opportunity to come up with a good reason why he should not be eaten. The Brahmin asks a tree, a donkey and even the road for help but, they cannot help him. A jackal passing by is asked for help and proves to be as cunning as the tiger himself.

Part 1: Share the Story

Share the audio of **The Tiger and The Brahmin** told by **Remco Heijmans** on The Story Museum website or tell the story yourself.

Top storytelling tips:

- Learn the story beforehand so that you can be expressive and maintain eye contact with the students.
- Use actions and sound effects and encourage the students to join in.

Find one or two moments in the story to stop and ask the students to predict what is going to happen next, or how they would feel if they were the characters.

Part 2: Discuss the story

Use the questions below to begin a discussion about the story

KS2 Questions

What part did you like best in the story? Why?

Was there anything you didn't like? Why?

Why do you think the Brahmin believed the tiger when he said he would not eat the Brahmin?

Do you think you would have been tricked if you were in the same situation? Why/ why not?

If the tree, the donkey and the road knew why the Brahmin was asking for help, why did they not offer better advice?

Do you believe the jackal fully understood the situation the Brahmin was in? (Or did it just want to trick the tiger?)

Part 3: Play the Story

KS2 Activities

Retelling The Story

Standing at the front of the classroom, one student begins telling the story. After a minute or two, or when someone feels confident enough, another student comes to the front and continues the story. These two students join together, to begin creating the branch from the story, by holding onto the shoulders of each other.

Each new student that comes to the front joins onto the branch and retells a little bit of the story.

Encourage the students to add details and descriptions not included in the audio. For example – descriptions of setting, descriptions of characters, the emotions of the characters, etc

Conscience Alley

Divide the class into 2 groups. One group represents tiger saying why it's ok to eat the Brahmin and the other group thinks of reasons for letting the Brahmin go.

Groups discuss and prepare reasons to support their side of the argument. The two groups form two lines, facing each other, forming an 'alley.'

One student plays the part of tiger. They walk slowly down the alley. As they pass, each student speaks, trying to convince them.

For example:

- Say 'yes' team: 'The Brahmin shouldn't have trusted you when you said you'd not eat him. You're a tiger, what does he expect?'

- Say 'no' team: 'The Brahmin helped you escape. If it wasn't for him, you'd have died in that pit, let him go.'

When the volunteer reaches the end of the alley, they can say which argument was more persuasive. Try swapping sides and choose a new tiger.

Voice-Over

Students work in pairs.

Give students a situation from the story. For example: - the tiger is freed from the pit and is ready to pounce on the Brahmin.

Student A must strike the pose of the character in the situation described. Encourage them to use their facial expression and body language to show how they are feeling.

Student B should stand behind student A and provide the voice-over to the image – what is going through the mind of the character at this point? How do they feel? Student B should deliver these lines in the first person as if speaking the thoughts of Student A.

Ask a handful of pairs to present their image and voice-over. Try a number of different situations from the story. Give students a chance to try both positions within their pair.

Part 4: Story Stimulus

KS2 Activities
Creative Challenge: Draw the story as a comic strip. Students take a piece of paper and make 6 panels. Students try to tell the story of The Tiger and The Brahmin from beginning to end the 6 panels. Plan what will happen in each panel before you start to draw the story. Use words and pictures in each panel. Consider what sound effects might be fun in the story. Include speech/ thought bubbles to show what the characters are saying and thinking. When drawing, make sure you show how characters feel throughout. Show the Brahmin as scared, thoughtful, panicky, happy. What emotions does the tiger exhibit through the story?
Innovation Consider the places the Brahmin goes to for help – a tree, a donkey and the road. What might the story be like if three other characters were called upon for advice? Perhaps the Brahmin could ask a stream, a chicken, the sun or the clouds... Pick three new characters to include in the story. Use a comic strip outline to help plan out the changes to the story. Extend the changes to include the final character. Will it be able to trick the tiger back into the pit or could there be a different ending entirely? Will it be a happy one and for whom?
New Ending – What If...? In groups, pairs or independently, make a change to the story and decide what would happen instead. Think carefully about what change you would like to make – here are some suggestions to get you thinking: • What if the jackal had not turned up? • What if a different animal had arrived instead of the jackal? What animal could it be and how might they have tricked the tiger? • What if the Brahmin had been able to convince the tiger? What arguments could he have given? Present your changed story – this could be a written story or a performance with a narrator and actors.

Part 5: Taking it Further

Similar Stories

Anansi and Chameleon (Africa)

The Monkey and the Crocodile (Asia)

The Monkey and the Mango (Asia)

Wider Curriculum Links

KS1 PSHE

- to recognise risk in simple everyday situations and what action to take to minimise harm
- ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
- about the people whose job it is to help keep us safe
- how to respond safely to adults they don't know
- basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
- what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

KS2 PSHE

- how to predict, assess and manage risk in different situations
- strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about
- how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
- how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
- where to get advice and report concerns if worried about their own or someone else's personal safety (including online)