



Azyzah Entertainment English Educational Theatre

Magical Suitcase * Student/Teacher Material Exercises for students (before the performance)

This Student / Teacher Pack contains lesson plans related to the interactive multi-media performance of the Magical Suitcase.

All lessons are a supplement to the show for kindergarten to year 5 and may be adapted to each level as teachers see fit.

Azyzah Entertainment may be contacted for guidance related to all lessons.

FOCUS

We focus is to give students the chance to comprehend a fairy tale and to be able to retail. Here we explore characters emotions and roleplaying that are found in the show.

Supporting materials are:

- Story telling of Hansel and Gretel
- Worksheets
- Shadow puppet theatre creation
- Interactive game where we explore opposite emotions
- Communicative English

TOPIC 1 Comprehension

The Tale of Hansel and Gretel is told during the performance by the use of hand puppets, masks, and shadow theatre.

Introduce the story of Hansel and Gretel by reading it or telling it in your own words to the students.

Find questions in the worksheet 1 of Hansel and Gretel. You may ask them while you are telling the story or give choose to only give the worksheet or both.

Hansel and Gretel (short version)

Once upon a time a very poor woodcutter lived in a tiny cottage in the forest with his two children, Hansel and Gretel. His second wife often ill-treated the children and was forever nagging the woodcutter.

"There is not enough food in the house for us all. There are too many mouths to feed! We must get rid of the two brats," she declared. And she kept on trying to persuade her husband to abandon his children in the forest.

"Take them miles from home, so far that they can never find their way back! Maybe someone will find them and give them a home." The downcast woodcutter didn't know what to do. Hansel who, one evening, had overheard his parents' conversation, comforted Gretel.

"Don't worry! If they do leave us in the forest, we'll find the way home," he said. And slipping out of the house he filled his pockets with little white pebbles, then went back to bed.

All night long, the woodcutter's wife harped on and on at her husband till, at dawn, he led Hansel and Gretel away into the forest. But as they went into the depths of the trees, Hansel dropped a little white pebble here and there on the mossy green ground. At a certain point, the two children found they really were alone: the woodcutter had plucked up enough courage to desert them, had mumbled an excuse and was gone.

Night fell but the woodcutter did not return. Gretel began to sob bitterly. Hansel too felt scared but he tried to hide his feelings and comfort his sister.

"Don't cry, trust me! I swear I'll take you home even if Father doesn't come back for us!" Luckily the moon was full that night and Hansel waited till its cold light filtered through the trees.

"Now give me your hand!" he said. "We'll get home safely, you'll see!" The tiny white pebbles gleamed in the moonlight, and the children found their way home. They crept through a half open window, without waking their parents. Cold, tired but thankful to be home again, they slipped into bed.

Next day, when their stepmother discovered that Hansel and Gretel had returned, she went into a rage. Stifling her anger in front of the children, she locked her bedroom door, reproaching her husband for failing to carry out her orders. The weak woodcutter protested, torn as he was between shame and fear of disobeying his cruel wife. The wicked stepmother kept Hansel and Gretel under lock and key all day with nothing for supper but a sip of water and some hard bread. All night, husband and wife quarreled, and when dawn came, the woodcutter led the children out into the forest.

Hansel, however, had not eaten his bread, and as he walked through the trees, he left a trail of crumbs behind him to mark the way. But the little boy had forgotten about the hungry birds that lived in the forest. When they saw him, they flew along behind and in no time at all, had eaten all the crumbs. Again, with a lame excuse, the woodcutter left his two children by themselves.

"I've left a trail, like last time!" Hansel whispered to Gretel, consolingly. But when night fell, they saw to their horror, that all the crumbs had gone.

"I'm frightened!" wept Gretel bitterly. "I'm cold and hungry and I want to go home!"

"Don't be afraid. I'm here to look after you!" Hansel tried to encourage his sister, but he too shivered when he glimpsed frightening shadows and evil eyes around them in the darkness. All night the two children huddled together for warmth at the foot of a large tree.

When dawn broke, they started to wander about the forest, seeking a path, but all hope soon faded. They were well and truly lost. On they walked and walked, till suddenly they came upon a strange cottage in the middle of a glade.

"This is chocolate!" gasped Hansel as he broke a lump of plaster from the wall.

"And this is icing!" exclaimed Gretel, putting another piece of wall in her mouth. Starving but delighted, the children began to eat pieces of candy broken off the cottage.

"Isn't this delicious?" said Gretel, with her mouth full. She had never tasted anything so nice.

"We'll stay here," Hansel declared, munching a bit of nougat. They were just about to try a piece of the biscuit door when it quietly swung open.

"Well, well!" said an old woman, peering out with a crafty look. "And haven't you children a sweet tooth?"

"Come in! Come in, you've nothing to fear!" went on the old woman. Unluckily for Hansel and Gretel, however, the sugar candy cottage belonged to an old witch, her trap for catching unwary victims. The two children had come to a really nasty place.

"You're nothing but skin and bones!" said the witch, locking Hansel into a cage. I shall fatten you up and eat you!"

"You can do the housework," she told Gretel grimly, "then I'll make a meal of you too!" As luck would have it, the witch had very bad eyesight, and when Gretel smeared butter on her glasses, she could see even less.

"Let me feel your finger!" said the witch to Hansel every day to check if he was getting any fatter. Now, Gretel had brought her brother a chicken bone, and when the witch went to touch his finger, Hansel held out the bone.

"You're still much too thin!" she complained. When will you become plump?" One day the witch grew tired of waiting.

"Light the oven," she told Gretel. "We're going to have a tasty boy today!" A little later, hungry and impatient, she went on: "Run and see if the oven is hot enough." Gretel returned, whimpering: "I can't tell if it is hot enough or not." Angrily, the witch screamed at the little girl: "Useless child! All right, I'll see for myself." But when the witch bent down to peer inside the oven and check the heat, Gretel gave her a tremendous push

and slammed the oven door shut. The witch had come to a fit and proper end. Gretel ran to set her brother free and they made quite sure that the oven door was tightly shut behind the witch. Indeed, just to be on the safe side, they fastened it firmly with a large padlock. Then they stayed for several days to eat some more of the house, till they discovered amongst the witch's belongings, a huge chocolate egg. Inside lay a casket of gold coins.

"The witch is now burnt to a cinder," said Hansel, "so we'll take this treasure with us." They filled a large basket with food and set off into the forest to search for the way home. This time, luck was with them, and on the second day, they saw their father come out of the house towards them, weeping.

"Your stepmother is dead. Come home with me now, my dear children!" The two children hugged the woodcutter.

"Promise you'll never ever desert us again," said Gretel, throwing her arms round her father's neck. Hansel opened the casket.

"Look, Father! We're rich now . . . You'll never have to chop wood again."

And they all lived happily together ever after.

The End

Hansel and Gretel WORKSHEET 1

Answer the questions in a full sentence.

A-Where does the poor woodcutter with his children? _____

B-What are the children's names? _____

C-Why does the stepmother want to get rid of the children?

D-Where does Hansel and Gretel's dad leave them?

E-What helped Hansel and Gretel get home the first time?

F-Why did Hansel and Gretel not find their way home the second time?

G-What do Hansel and Gretel find in the forest?

F-Who did the sugar candy cottage belong to?

G-What does the witch want to do with Hansel?

H-What does the witch feel to know if Hansel is fat enough?

I-How does Gretel save her brother?

J-Where do the children go after their adventure and with what?

Make a picture of the sugar candy cottage that the witch lives in:

TOPIC 2 – STORY TELLING

Lesson accessories: cardboard, sticks, glue, scissors, sticks, white kreppe paper (transparent)

Once the shadow box and puppets have been created have the students perform for each other in teams of 2-3 per group.

A-Make a small puppet shadow theatre box with the children



Shadow Theatre box Directions:

- 1-Find a large box – fitting for a desk
- 2-Cut out a hole like in the picture above and make sure to keep enough of the four sides for it to stand on it's own.
- 3-Fix transparent kreppe paper on the inside part with tape or glue.
- 4-Have a small light to project at the back of the box*

Shadow Puppets Directions:

- 1-Create all characters from the play Hansel and Gretel out of cardboard. Size according to the size of the Shadow Theatre box.
(Father, Stepmother, sugar candy cottage, Hansel and Gretel, Witch and other props if wanted)

*You may build any characters for any fairy tale for example:
(Three Little Pigs, Little Red Ridding Hood, Goldie Locks)

- 2-Tape or glue the puppets to a stick or crayon.

Other suggested fun activities for Hansel and Gretel:

Make ginger bread or cardboard houses with the children and decorate them with different types of candies.

Have the children make their own book of Hansel and Gretel based on the original story or prepare different pages for them to colour in and trace the words.

TOPIC 3 Hats, emotions and characters

This activity can be done before or after the performance. It explores the different hats used in the show leading to many more while exploring emotions and characters.

Lesson accessories

One black, white or grey poster board, scissors, stapler, glue, clear tape, ruler or measuring tape

Activity

Show examples of how to make the different hats or take some from props at your school. Once you have several hats created (cowboy, top hat, Indian, chef, pirate, old for grand-ma, police, doctor, nurse and more)

A-Make the hats or choose one from existing hats from school or home

Example - Directions on how to make a Top Hat

Cut a circle that's about 14" in diameter (wide). Tip: For a more realistic look, make all the circles ovals.

Centered inside the oval, cut a circle that's 10" in diameter. Remove the middle circle, and set it aside. It will be the top of the hat.

What's left is the hat brim. Cut out a rectangle that is 31" long and 6" high.

Roll the rectangle to match side edges, and allow them to overlap by $\frac{1}{2}$ inch. Glue them in place, and add a couple of staples for stability. Stand the cylinder inside the brim, and tape it in place.

Turn the hat over, and tape the underside too.

Tape the top "lid" in place. Add a coat and bow tie to finish putting' on the ritz.

Other examples of hats: <http://www.howtomakeahat.com/>

B- Character, Emotions and Opposites

1-Characters greetings

Discuss with the students what each hat means, what kind of character wears each hat and have them act it out in a circle when they try each hat.

For example: Top hat is for a magician – they could pretend to do a magic trick in English or present themselves in front of the classroom.

Hi, my name is magico Bou and I am a Magician. And so on for each hat.

Hansel and Gretel - WORKSHEET 2

Hats, emotions and characters

Put the career that most suits the text.

(chef, doctor, magician, cowboy, lion tamer, dancer, juggler, teacher)

1-How many green eggs did you say you wanted with your steak?

2-I am here one day and in an instant can be gone!

3-My horse is the fastest at the rodeo.

4-Please turn your books to page 29. We will now discuss what Hansel said.

5-Pass me the tube, her heartbeat is very low, we must operate.

6-I only feel happy when I am flying like a bird in the sky.

7-I can manage four in the air and in different shapes too.

2-Characters Emotions and Opposites

Introduce the emotions and their opposites from the table below. Make sure the students understand each emotion.

Have the students keep a hat and give according to number of students each a basic emotion and a basic opposite (one for each – on paper)

The students with their hats and character must find their opposite by playing out the emotion and greeting each other.

| Basic emotion | Basic opposite |
|----------------------|-----------------------|
| Joy | <i>Sadness</i> |
| Trust | <i>Disgust</i> |
| Fear | <i>Anger</i> |
| Surprise | <i>Anticipation</i> |
| Sadness | <i>Joy</i> |
| Disgust | <i>Trust</i> |
| Anger | <i>Fear</i> |
| Anticipation | <i>Surprise</i> |