



# Little Witch

# Cast and Crew

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# Quebec Education Competencies

Some select Quebec Competencies found in this guide include:

## English Language Arts

To read and listen to literary, popular, and information-based texts

To write self-expressive, narrative and information-based texts

To represent her/his literacy in different media

To use language to communicate and learn

## Cross-Curricular Competencies

To use information

To exercise critical judgment

To use creativity

To construct his/her identity

To cooperate with others

## Arts Education - Visual Art Competencies

To produce individual works in the visual arts

To produce media works in the visual arts

## Moral Education Competencies

To understand life situations with a view to constructing a moral frame of reference

To engage in moral dialogue

## ***Little Witch*– Themes and Concepts**

Below is a list of themes and concepts from *Little Witch*

With your students in pairs, assign them each a theme or concept to research. Each pair will go up to the board and write a definition for their concept. When complete, go around the class and discuss each theme or concept, beginning with the definition being read and explained by the pair.

- Fable
- Self-Identity
- Decisions and Choices
- Empowerment
- Loss
- Morality
- Kindness

Some questions to help with the discussion:

- » What is the meaning of the following word? (Do your research!)
- » Do you agree with that meaning or is it outdated?
- » Can you think of an example of it?
- » A lot of these terms interrelate, can you provide an example of some that interrelate and how?

To further enhance your students understanding of the themes/ concepts in *Little Witch*, ask each student to write a short story on a theme/concept of their choosing.

### **Extension Activity: Fiction Writing**

Ask students to write a short paragraph on a different theme/ concept of their choosing. They should focus on writing a brief explanation of what the theme/concept means and also a few sentences explaining why they chose this particular theme/ concept and how it is relevant or of interest to them.

## ***Little Witch* – Introduction to the Themes**

The following mini-activities will assist in preparing your students for their viewing of *Little Witch*. Each question has a theme or concept in it from the play. The question(s) related to it begin to tie the theme/concept with the content of *Little Witch*.

Ask students to answer the random theme-related questions in the mini activity they are given. For older students, you may want to assign all four theme-related mini activities to each student.

**Self-Identity**- Who Am I? Explore that question by writing down the words that pop into your head. Repeat the same activity but ask yourself "how do others see me?" and "how do I see myself". Make a piece of art (using any medium) that describes to others who you are. Do any characteristics overlap? What characteristics are in contrast to each other?

**Fairy Tale** - *Little Witch* is a fairy tale. Write a fairy tale (research what a makes a fairy tale, a fairy tale first) about you; who you are and use a value important to you as the lesson of the story.

**Choices** – We all eventually have to make difficult choices in our life. In *Little Witch*, *Little Witch* had to choose between saving herself or the Hunter Boy (you'll have to see the play to find out what choice she made). Have you ever had to make a difficult choice; a choice that could end up hurting or angering another? A choice where it felt like everything was a 'lose-lose' situation? Write about this experience and how and why you made the choice(s) you did.

**Morality** – Think about morals and values that are important to you. Choose two or three to write about and focus on why these morals/values are important to you.

## ***Little Witch* – Vocabulary**

For various *Little Witch* vocabulary games, please refer to Appendix A.

## **Little Witch – A Review**

After seeing *Little Witch* discuss it with your class.

Some questions to help prompt discussion:

- » Did they enjoy the play?
- » What was the story about? Was there a lesson to take from it?
- » Who was their favourite character? Why?
- » Did they have a favourite or least favourite scene? Why?
- » Did any scenes or moments in the play stand out? Why or why not?

With the initial impressions of the play explored, move the discussion a bit deeper.

Questions to ask:

- » What was *Little Witch* about? Describe.
- » What was the main concept or point of *Little Witch*? Explain.
- » Can you relate to the *Little Witch*? Why?
- » Why did *Little Witch* have to go and live with Ogre?
- » What did you think about the Ogre?
- » What did you think about Hunter Boy?
- » What was the big decision that *Little Witch* had to make?
- » Do you agree or disagree with her decision?

After the discussion, students will take on the role of theatre critic and will write a review of *Little Witch*.

Before they begin, go over some of the main areas of theatre critiquing:

1. The atmosphere of the theatre
2. The title of the play – does it have multiple meanings? Does it go deeper?
3. An overview of the purpose of the play
4. The characters and the acting
5. Design elements (props, costumes, lighting etc . . .)
6. Your reaction to the play

### **For younger students: My Favourite**

Using any art medium, (such as a painting, drawing, playdough, colouring, etc. . .) and materials of their choosing, ask students to (re)create their favourite aspect of *Little Witch*. It could be the characters, the costumes, a specific scene or moment – whichever they decide. Display their artworks around the class.

## What is a Fairy Tale?

As a class discuss *Little Witch* and what makes it a fairy tale.

Some questions to assist with the discussion:

- » What is a fairy tale?
- » What are some key elements of a fairy tale?
- » How is it different from a fable or a folk tale?
- » How is *Little Witch* a fairy tale?
- » What is the lesson to learn from *Little Witch*?
- » What is the purpose of fairy tales?
- » Why do we need fairy tales?
- » What are some examples of fairy tales?

Some resources to assist with the discussion:

[Myths and Legends](#)

[Fairy Tale](#)

[Difference Between Fable and Fairy Tale](#)

When the discussion is complete, ask each student to find an example of a fairy tale and to write down the moral or lesson of the story.

**Extension Activity:  
Fable, Myth, Fairy Tale, and  
Folktale –  
Is there a difference?**

Have students fill in the missing information on the chart in Appendix B regarding the similarities and differences between fairy tales, fables, folktales, and myths. Depending on the age of your students, you may want to do this in pairs.

**Extension Activity:  
Fairy Tales in Popular Culture**

From Disney movies to graphic novels, fairy tales are more prevalent in popular culture than we realize. Ask students to find an example of a fairy tale in popular culture and to write a short description of the fairy tale and its moral or lesson of the story.

## Character Analysis – Ogre's Point of View

The Ogre is a fascinating character who can control his deepest urges when necessary and he never breaks a promise.

As a class, describe and discuss the Ogre.

- » Describe the Ogre's physical appearance
- » Describe the Ogre's personality
- » Describe the Ogre's positive characteristics.
- » Describe the Ogre's negative characteristics. Is he inherently evil?
- » Do appearances determine who we are?
- » Do appearances influence how we see others? How so?
- » Why did the Ogre make up a ruse about a healing flower?
- » Were you surprised that the Ogre kept his promise to Old Witch?
- » Were you surprised that Little Witch was able to outsmart the Ogre? Why?

Using any art medium they wish, ask students to portray the Ogre based on the character analysis class discussion. Does who he is on the inside, change what (or who) he is on the outside?

### Extension Activity: What Happens Next . . . ?

The Ogre was, in his own way, lonely. Why else would he have not only kept his promise but also gone back for Little Witch's cat?

What do you think he does next after Little Witch and Hunter Boy escape? Using your imagination write a short story of any genre (comic book, poem, fable, fairy tale etc. . .) on what happens next for the Ogre.

## Little Witch – More Characters to Analyze

Discuss and analyze the other three main characters of *Little Witch* with your class.

Some questions to help prompt discussion – these questions focus on Little Witch, but you can easily ask them about Old Witch and/or Hunter Boy.

- » Describe Little Witch.
- » Who is Little Witch?
- » What is Little Witch like when we are first introduced to her?
- » What is Little Witch like by the end of the play?
- » What changes her?
- » Little Witch had to make a big decision, do you agree or disagree with it?
- » How did that big decision change Little Witch?
- » What did Little Witch learn about herself?

Ask students to select Little Witch, Old Witch, or Hunter Boy to write a short character analysis about.

## Alternate Analysis: Empowerment

As a class, discuss Little Witch and her newfound empowerment.

Some questions to help prompt discussion:

- » What is empowerment?
- » What empowers Little Witch?
- » Describe Little Witch's relationship with/to Hunter Boy.
- » Did rescuing him, change her in any way? How so?

After the discussion, ask students to write a short story about what happens next for Little Witch now that she is empowered after rescuing herself and Hunter Boy. What is next for her? Where does she go? What does she do?

## Old Witch and Little Witch

As a class, discuss the relationship between Old Witch and her daughter, Little Witch.

Some questions to help prompt discussion:

- » Describe Old Witch
- » Describe Little Witch
- » Describe their relationship when we first meet them.
- » Describe the way they treat to each other
- » Describe how Little Witch is similar to her mother.
- » Describe how Little Witch differs from her mother.
- » Describe their home life.
- » Why does Old Witch make a deal with the Ogre? Do you agree or disagree with this?

After the discussion, ask students create art (using any medium) that depicts how Little Witch felt after her mother passed away.

### For younger students: Missing Her

Ask students to draw a picture that represents Little Witch losing Old Witch. Their drawing should include a few short sentences that describe how Little Witch is feeling.

## Kindness and Caring

Discuss the various instances in *Little Witch* that demonstrate kindness and caring.

Some questions to help focus the discussion:

- » Can you point out areas in *Little Witch* where the characters treated each other with kindness and/or caring for another?
- » Why is important to see kindness and caring in a play?
- » Why is being kind important?
- » Describe a time someone was kind to you. How did it make you feel?
- » Describe witnessing a random act of kindness.

As a class brainstorm ways we can be more kind and/or caring towards others. When done brainstorming, narrow the items down to around 10 ways that your students could realistically attempt at over the course of a week (for instance, holding the door open for a stranger).

Ask students to keep track of what "random acts of kindness" they were able to do over the week. When the week is over, they will write a few sentences on what they learnt about kindness and caring.

## Self-Identity

In *Little Witch*, Little Witch's self-identity changes a few times; from identifying as a witch, to calling herself an ogre and finally back to being her true self, a witch. It's not always easy to know who we are with so many external (and internal) influences.

Discuss self-identity with your students.

Some questions to assist the discussion:

- » What is self-identity?
- » Why is self-identity important?
- » What shapes our identity?
- » Do our self-identities change over time? Is that good or bad?

Once they understand the concept, ask them to reflect on the question "Who am I?"

Students will then create a portrait of themselves using objects, words, various art materials etc . . . that explains who they are.

When they are done, put them up in your classroom or as a display and ask if any volunteers would like to explain their portrait.

Each student should also hand in a paper that explains and analyzes the choices of materials and objects they used for their self-portrait.

### Extension Activity: Guess Who?

Have each student bring in or email you a picture of something (object, event, location etc. . . ) that represents them. Ask students to not talk about their picture to anyone.

Compile the pictures on paper and leave space next to each photo for students to write a name on. Handout copies to every student and see if they guess which picture depicts which classmate.

## **For younger students – Four Self-Identity Related Activities**

1. Have your students write their name vertically on a paper and for each letter they will write out something unique about themselves.
2. Do a show and tell where students bring in an object that represents them
3. Give each student an index card and on it they will write something about themselves. Collect them all and place them in a bag or hat. Randomly pull one out and read it to the class and see if they can guess who it is. You can go through them all at once, or spread it out over the course of a day or two.
4. Ask students to draw a self-portrait but there's a catch. They will draw themselves as a superhero and everyone knows superheroes have powers. To determine which power they will have, students will have to pick something unique about them.

## Appendix A - Vocabulary Games

Print and cut a few copies of the match cards below. In pairs or groups of 3, have students turn all the cards over so that they cannot see what is on them. Taking turns, they will match the word to the appropriate definition. The student who makes the most correct matches wins!

The set of cards with pictures is geared towards younger and ESL students.

Definitions taken from: <http://wordcentral.com/> and <https://kids.wordsmyth.net>

Self-Identity

The qualities that  
make one person  
or thing different  
from all others

Morals

The lesson to be  
learned from a  
story or an  
experience

Ethics

The rules of moral  
conduct governing  
an individual  
or a group

Empowerment

To permit; enable

Choices

The power of  
choosing

Responsibility

The quality of  
being  
dependable

Decision-Making

The act or result of  
making up one's  
mind

Promises

A statement by a  
person that he or  
she will or will not  
do something

Ogre



Ogre

Witch



Witch

Forest



Forest

Daughter



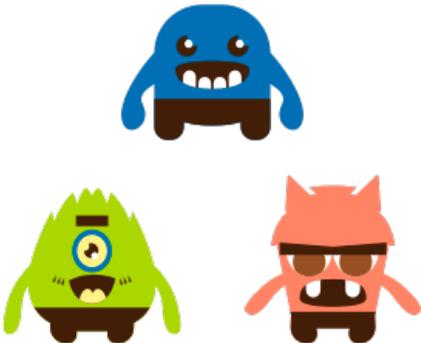
Daughter

Crown



Crown

Monsters



Monsters

Palace



Palace

Shack



Shack

**Word Scamble**

Ask younger students to unscramble the words below, taken from *The Little Witch*.

THCWI

---

BMOOR

---

EOHM

---

NRCOW

---

ETHORM

---

TCA

---

**Word Scamble**

Ask older students to unscramble the words below, taken from *The Little Witch*.

TOUBQUE

---

NCTIINTS

---

REGHTAUD

---

BKTSAE

---

AIGCM

---

WLOERF

---

GADNRES

---

MIIGDHTN

---

## Appendix B - Fable, Myth, Fairy Tale, and Folktale – is there a difference?

In pairs or individually, ask students to fill in the missing information regarding the similarities and differences between fairy tales, fables, folktales, and myths.

	Fable	Fairy Tale	Myth	Folktale
What is it?				
Name 2 popular or well-known stories				
List Main Characteristics				
Name a popular character type				