

Welcome to the education pack for the Witch's Bogey
presented by The People's Theatre Company.

You do not have to have seen, or need to come see **The Witch's Bogey** to be able to use this free education pack (although we'd love it if you did!)

This pack has been specially prepared as a resource for teachers so that you can conveniently and with a minimum of planning deliver lessons based on the fabulous new show **The Witch's Bogey**. You should feel free to deliver the pack to pupils from start to finish or, if you prefer, just dip in and use as much or as little of the pack as you wish. It has been divided into key stage curriculum areas to enable you to do this.

Please note that for much of the pack the introductory handouts 1 and 2 are required so that pupils are familiar with the basic story.

Enjoy!

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About The People's Theatre Company

The People's Theatre Company was set up to make quality theatre accessible to everyone. Our award-winning shows have played to sell-out crowds in theatres up and down the country and each year the company brings the same standard of production to schools. If you would like to have a PTC show at your school, please contact us at ptc@ptc.org.uk. To find out more about The People's Theatre Company, our past productions, and I Spy With My Little Eye, visit our website at www.ptc.org.uk. You can also email us directly at ptc@ptc.org.uk.

More Stuff for Schools

The PTC is committed to its audience of young people and as part of that commitment we want drama and all its possibilities to be available to everybody. To that end we offer a number of free services and activities for young people and their grown-ups on our web site at www.ptc.org.uk.

Teacher's Notes

The play's themes

There are lots of themes that can be explored throughout the play. These include:

- *The importance of family*
- *Recycling*
- *Virtue versus Wickedness*
- *Rules and Responsibility*
- *Choices*
- *Trust*
- *Being Safe*
- *Feelings*
- *Freedom*

For the purposes of this pack the themes will be explored through the curriculum areas of:

- *Circle time*
- *Literacy*
- *Art*
- *Drama*
- *Music*

For each of the areas covered there will be a range of exercises that can be used and adapted across the key stages 1 – 4.

Introduction

1. Give your students **handout 1** to read. This will introduce them to the story of The Witch's Bogey.

- Students can read quietly by themselves or out loud as a group.

Tell them that they should read the story carefully as there will be a quick fun quiz coming!

1. Give your students **handout 2** and let them answer the questions in pairs.

- **Answer key:**

- ✂️ Vicki
- ✂️✂️ Goodness
- ✂️✂️✂️ Virtue's stepmother
- ✂️❖ Vicki's magic powers
- ❖ In the woods

Anagrams:

Masha
 Fairytale
 Baba Yaga
 Virtue

Handout 1Section oneIntroduction

Based on the classic Russian folk tale 'Baba Yaga and the Little Girl with the Kind Heart', The Witch's Bogey contains all the fun, magic and mystery you'd expect from a great fairy tale as well as the traditional theme of good battling against evil.

The Witch's Bogey is guaranteed to delight absolutely anyone who's ever lived, loved or blown their nose so if you're picking just one pantomime this winter...

Pick The Witch's Bogey!

Synopsis of the StoryTHE WITCH'S BOGEY

The show opens in a modern home where Mum and Dad are having problems with the behaviour of 13-year-old Vicki, a typical teenager. After an angry scene with her mother, Vicki runs off to her room in a mood, where her Dad goes to see her and tries to comfort her with a story

The heroine of the story Vicki's father tells is the well meaning but misunderstood Virtue, whose loving relationship with her own father is destroyed by the arrival of a sinister stepmother, Masha. It seems Virtue's only real friend in the house is a small mouse who, happily for her, has magical powers.

Virtue is soon sent on an unnecessary errand through lonely woods to the home of Masha's sister, who is none other than Baba Yaga the Bogey Witch! Along the way, following the advice of the mouse, she gathers an assortment of everyday objects, which she finds along her path; these will prove their usefulness later!

The wicked witch, who likes nothing better than eating sweet young girl, has something very nasty indeed planned for poor Virtue and quickly embarks on some curious cookery involving her favourite ingredient: big green bogeys!

Will Virtue's goodness be rewarded or will she meet a grotty, snotty, gruesome end?

Handout 2

How good is your memory?

Having read a little about the play, here is a quick quiz to see how much you remember of the plot (or “what happens in the story”) and the characters.

Let’s see if you can get the top score!!

1. The play opens in the home of which young girl?
2. Virtue is the heroine of the story. Does virtue mean goodness or wickedness?
3. Who is Masha?
4. What does the small mouse have that could help Virtue?
5. Masha’s sister Baba Yaga The Bogey Witch lives where?

Here are some sentences for you to complete.

I think Virtue will -----

Masha sent Virtue to the woods because -----

I think the magic in the story will -----

Can you work out these anagrams?

aamsh elyarftia ygaabaab eurivt

Circle time

During circle time pupils are given the opportunity to explore their own views and feelings on a range of issues and learn to listen to and appreciate the views of others.

Rules and Responsibilities

Here students will explore the rules and responsibilities they have in their lives.

1. Ask your students:

- To describe a rule that they have at home or school and why they think that the rule is needed.
- To say, if they were to make a new rule for home or school, what it would be and what good it would do.
- To tell the group if they have any special responsibilities, for example looking after pet, chores around the house or looking after someone?
 - What would happen if they stopped doing their special job?

Choices

Tell your class:

The Witch's Bogey opens with a family scene where young Vicki breaks a family rule by coming home late. She makes things even worse for herself by lying about why she is late but still the value of love and forgiveness can be found.

1. **Ask the students to read the opening scene in handout 3 (they can do this by themselves or actors can be chosen to take parts.)**

When they have done this:

2. Ask your students these questions.

1. Why were Vicki's parents angry with her?
2. What bad things did Vicki do?
3. How did Vicki react to her mother's being angry?
4. What do you think the real reason was for Vicki being late?
5. How do you think Vicki and her parents could make things better?

Optional Further Work

- Get your students to discuss how the scene might continue. Ask them how Vicki could show her parents that she is sorry for her behaviour and how they could forgive her?
- Get your students to write about a time when something similar to what happened between Vicki and her parents happened to them.

3. Ask your students to explore choices they have to make in their day to day lives.

You might want them to examine:

- How these choices change as they get older and how these choices affect their lives (for example choosing the correct clothes to wear, company to keep or food to eat.)

4. Ask your students to share a time when a choice has been difficult to make and how they finally made a decision.

Prompt questions:

- Who helped you to make the decision?
- Did the decision affect anyone else?
- Would you make the same decision again?

5. Round questions. Select questions that would be appropriate to your class and ask students to offer their own responses to the following statements. For some pupils it may be useful to ask them to expand on their answers by adding 'because' to the end of their question.

1. If it were a cold/warm/rainy day I would wear.....
2. If I was going to the farm I would wear
3. If I was going to a friend's party I would wear
4. If I was going to the beach I would wear
5. On my first day at a new job I would wear
6. If I was going to a fancy dress party I would dress as
7. If I was choosing a place to go on holiday it would be
8. If I was choosing a film to watch it would be
9. If I was choosing a job to do it would be
10. If I was planning a special meal for someone it would be

- 6. Ask students to write down dilemmas that they have had to face and put them all in a hat. Students then pull them out of the hat and in pairs or groups discuss what they would do.**

Handout 3

Vicki appears in the doorway. She is smiling and holding a gift wrapped package.

Mother – And what time do you call this?

Vicki – Sorry mum, the bus broke down.

Upon hearing this lie the father looks away and the mother glares.

What?

Mother – I was just on the phone with the bus driver.

Vicki – There were two busses today...Really, there were.

The mother sits down at the table and gestures for her husband to sit with her. He looks dolefully at his daughter and then also looks away.

Mother – Go to your room.

Vicki – (Looking at her package) But mum...

Mother – I said *go to your room!*

The father winces at her shouting.

Vicki – I won't!

Mother – You'll do as you're told young lady and you'll do it now. Since when did we bring you up to talk back and tell lies like this?

Vicki – I wish you hadn't brought me up at all, I hate you. You make me sick!

At this the father smashes his hands on the table and rises from his seat.

Vicki throws the package at her mother and runs off crying.

Here, happy anniversary!

The father picks up the package where it has fallen and inspects it. He finds a gift note and reads it aloud.

Father – To the best mum and dad in the world. Happy anniversary love Vicki.

Mother – It doesn't matter what reason she had David, she has to learn.

Father – Oh Mary.

The father bends to kiss her on the cheek, gives her back a supportive rub and walks off towards his daughter's room. The mother stiffens her quivering lip, sniffs back tears and rises to clear the table. The father appears in his daughter's room. She is crying on her bed. He pulls a blanket over her and sits.

Vicki - I didn't mean to be late. I just...

Father – It wasn't being late. You lied to us. You broke trust.

Literacy

Tell students:

In the pantomime, Virtue does not get on with her new Stepmother Masha. The once loving relationship she shared with her father is quickly being destroyed by his wicked new wife.

1. Comprehension.

Ask the students to read the lyrics in handout 4.

- **Get them to underline all the words that rhyme, for example ‘fun’ and ‘done’ ‘knees’ and ‘disease’ and ‘things’ and ‘wings’.**

When they have done this ask them:

- Why they think Virtue’s father wanted to get married again?
- Why doesn’t Masha like Virtue?

Note writing.

Ask the students in your class to imagine that they are Virtue and they have decided to write a short note to their father to explain how they feel about their new stepmother.

Tell them that they need to write a note explaining things very clearly because whenever they try to talk to him he doesn’t appear to listen. They need to explain how they felt before he married Masha and how life has changed since.

2. Letter writing.

Ask your students to read the letter in handout 5. It has been sent by Virtue to an agony aunt.

- **Ask your students to write a reply.**

Remind them to:

- Offer sympathetic understanding about how Virtue is feeling.
- Keep their reply chatty and informal.
- Try to offer practical advice. For example ‘Why not try and find a common interest or hobby with your new stepmother?’

Handout 4.

The following words are from a song sung by Masha.

Listen up little girl now you've had your fun there's some work for you to do yes
there's chores that must be done
Grab a broom make some room now you'll sweep, sweep, sweep and you won't get any
food and you won't get any sleep, oh!

Mice, mice, mice are quite nice cos they're easily killed and they don't come back twice
so I'll mash 'em and smash and have em for tea and if you don't like it well that's
more for me because mice, mice, small though they are if you cook them with sauce
you can make them go far and they'll fill up your stomach and won't make you sick if
you stamp on their heads but you've got to be quick cos they run.

Virtue - Run run!

Masha - Ha ha ha ha ha!

You're the one that ought to run if I had my way you'd be on your knees.
You little disease.
You're the itch that's in my pants, the ants that bite and scratch me on the bum.
Watch out here I come!

Try and run try to fly, no escape, now you'll cry but
There's nothing you can do - not a thing.
I will stomp I will stamp till my legs get cramp and it'll be your mess to clear, better
deal with it dear cos

Mice, mice, mice are so nice when they're toasted or roasted or served up with rice.
So I'll pop em in sauce and I'll swallow them quick cos unlike little girls mice do not
make me sick. Lovely mice, mice, sweet little things they taste just like bats but you
don't get the wings and their bones are so brittle and crunchy to chew I'd like to eat
more if I could wouldn't you?

Virtue - Stop it! Stop it!

Masha - Oh shut up.

You maggot, you insect, you snivelling worm, you haven't the wit or the will or the
charm your father will learn pretty soon and he'll see that you're not his true love, no
his true love is me.

Handout 5.

Dear Aunt Abby,

I am so sad I don't know what to do.

*I used to be so happy when it was just my father and me living in our house
Even if we did have to share it with mouse after mouse.*

*But now he has married again and I have a stepmother who is mean as can be.
All day long she shouts and screams and sometimes she won't even give me my
tea.*

*When my father is near she's all sweetness and light.
But turns really nasty when he's out of sight.*

*My father won't believe me and says I've turned bad.
Which I know is not true and it makes me so mad.*

*Please tell me what I can do to make our home happy again
Because at the moment I feel as sad as the rain*

Yours miserably,

Virtue.

Art

1. **Remind your class that The Witch's Bogey is about an ugly old witch called Baba Yaga. Lots of stories and fairytales contain witches. Give each student a copy of handout 6 to colour in.**
2. **Read the following to your class. You might want to hand it out as a photocopy too.**

Dance of The Trees

The trees wave and thrust their branches under smoky moonlight. Virtue appears. She is forlorn, tired and lost.

- **Remind your class of the story:**

Masha has sent Virtue to see her sister who lives in the woods. Virtue knows that Masha's sister is none other than Baba Yaga the Bogey Witch and that she will most likely be boiled in bogeys and eaten!

3. **Ask your class to draw a picture from their imaginations showing what the woods might look like and how Virtue might feel.**

They might want to consider:

- How many trees are there? Are they tall, wide, leafy, twiggy, short or thin?
- Are the trees packed closely together or spread apart?
- Has the wood got lots of different flowers and animals or is it dark and empty?

Different effects can be achieved by using a variety of colours and art materials so students might think about using:

- Pastels
- Willow charcoal
- Paint
- Pencils
- Collage.

4. **Read the following to your class. You might want to hand it out as a photocopy too.**

Before she knows it the trees have receded and Virtue has arrived on the fringes of Baba Yaga's hut which is a strange wooden construction standing on chicken legs.

5. Ask your class what they think Baba Yaga's hut may look like?

- **Working in pairs, get your class to collect an assortment of materials to build their own Baba Yaga hut. (Suggest that natural materials like leaves and twigs and moss and bark would be useful as Baba Yaga may like to disguise her hut!)**

You could provide some of the following items to help them:

- Empty cereal packets.
 - Sticky tape.
 - Paper and pencils.
 - Glue.
-
- Tell your class to think about how they can design her hut so it can stand on four legs.
They will need to build a strong support!

Optional Further Work

Tell your class:

‘We live in a beautiful world and we have a responsibility to look after it. If we recycling lots of materials we can save resources and help to save the planet.’

- **Ask the class to use any items that didn't contribute to the making of Baba Yaga's hut to build a collection of “recycle trees.” These recycle trees can be hung with objects the students bring from their homes that can be recycled such as bottles, newspaper, old shoes and so on. Ask the students to make brief notes about each of their recyclable objects and attach these to the trees as well.**

By the end of the project you could have a mini forest to share with the rest of the school!

Handout 6.

Here is a picture of some witches for you to colour in.

Name -----



Drama

1. **Ask the students to read the short extract from *The Witch's Bogey* in handout 7.**
2. **Ask them to pair up and devise their own dialogue between Virtue and her father to follow on from what they have just read.**

They should think about:

- How Virtue and her father feel.
 - What they will say and do.
 - What consequences their actions and reactions will have.
3. **Divide your class into groups of three or four. Ask them to think about a time when they wanted to say something really important to their family and discuss it with their group.**
 - Get each group to select one of the situations they heard and to improvise their own short scene about it. They should practice for a while (fifteen minutes or so) and then act it out for the rest of the class.
 4. **Ask the students to read the extract from *The Witch's Bogey* in handout 8.**
 5. **Get the students to re-write the dialogue (people speaking) into narrative (description like you find in a novel.)**
 6. **Tell your class that *The Witch's Bogey* is a show where characters have to face lots of dilemmas and make choices to overcome them.**
 - In their groups get the students to devise a short piece to demonstrate what could happen when the following situations occur.
 - A twenty pound note is found outside the swimming pool (Do they hand it in? What pressures might they feel from their friends, parents or teachers?)
 - Someone confides a secret in one of them but he or she feels they need to tell someone. (Perhaps the person's health or safety is at risk or perhaps it is just too exciting a secret to keep to themselves! What do they do?)

- Their friends are encouraging them to drink alcohol or to smoke, they don't want to but they will be teased if they don't.

Handout 7.

He and Masha gather the dinner things. Virtue sits alone at the table. Daniel sits, smiles at her and asks.

So what do you think of your new mother, Virtue?

Virtue – I think...I think she's horrible. horrible, horrible, horrible!

Daniel is taken aback.

I think she's a witch! She squeezed my bones and pulled my hair and scratched my ears. I hate her!

Daniel – That's enough!
Where is this coming from?

Handout 8.

Masha - But perhaps I'm being too hard on you. After all you're just a child. Perhaps if you were to do something else for me – a small favour – we might forget this other tedious business.

Virtue – What favour?

Masha – Oh the tiniest little thing. The most insignificant of tasks.

Virtue – And then I'd be free to do as I please?

Masha – Absolutely.

Virtue – Tell me.

Masha – Marvellous. I need you to fetch me a needle and thread.

Virtue – I can do that.

Virtue goes to open one of the kitchen cupboards.

Masha – Where are you going?

Virtue – To the cupboard to fetch you the needle and thread as you asked, Stepmother.

Masha – Well you won't find any in there, we're fresh out.

Masha goes to Virtue and slides an arm over her shoulder.

No, your task is a lot more interesting than simply plucking what we need from the cupboard. You, my dear, must fetch the needle and thread from your aunt who lives in the woods. You must pay a little visit...to my sister!

Virtue freezes.

Virtue – And how will I find your sister?

Masha – The same way one finds anything, of course: you follow your nose!

With that Masha gives Virtue's nose a tweak.

Music

1. Tell your class:

Music is used in drama to add atmosphere, it can add suspense, romance and even comedy to a scene. Songs are used in musicals to make the action more entertaining and to allow characters to describe things that words alone are not enough for (for example very strong feelings.)

2. Put students into small groups of five and give them the lyrics in handout 9 to look at.

3. Ask the groups to plan how they would sing the song. They can use any tune they like but you might like to suggest or they might like to consider:

- **When to sing loud and when to sing quietly (there might even be times to shout or whisper)**
 - **Get them to mark volume changes on their handout.**
- **What rhythm to use and whether to change it at all.**
 - **Get them to mark rhythmic changes on their handout.**
- **What words can be sung in a long ‘stretched’ way and what words should be kept short and snappy.**
 - **Get them to mark very long and very short words on their handout.**

Optional Further Work

Record each groups’ version of the song and ask them to create a performance (like a pop video) to accompany it.

They can show the rest of the class what they come up with.

4. Give the groups the scene in handout 10 to look at.

5. Tell three members of each group to read through the scene aloud. The other members of the group should add different sound effects.

Tell the groups to:

- Experiment with different sounds being used at different times. Instruments or voices can be used on their own or together and for different lengths of time.
- Think carefully about dynamics (loud and soft) and also the pitch (high or low sounds) that they use.
- Try combining both instruments and voice sounds.
- Note that wherever there is a * that would be a good place to add sound effects; however they might spot other ones too!

Handout 9.**Much to the concern of the servant girl Baba Yaga appears to be preparing to sing!**

I haven't washed in several months,
 I haven't changed my underwear,
 And if you look upon my head you'll see there's maggots in my hair
 I've been ever such a good witch so I'm sure I'm due a treat

Whispered into the room where Virtue waits.

I'm going to boil you in bogies and eat you my sweet!

I've got a spot upon my bum,
 I haven't touched it for a week,
 So it's been slowly cultivating, would you like to take a peek?
 If you think that sounds repulsive, honey, you should smell my feet

I'm going to boil you in bogies soon and eat you up my sweet!

But where's my sauce?
 The one I keep for when I dine,
 The one the critics called fantastic and the connoisseurs divine?
 You know I'm sure I put it somewhere so dear niece please keep your seat,

I'm going to boil you in bogies soon and eat you up my sweet!

In the scheme of all things grand
 My famous sauce would take the cake
 It's a culinary coup but where's it gone for heaven's sake!
 Nothing tastes the same without it, it's what makes a meal complete

I'm going to boil you in bogies soon and eat you up my sweet.

Shake a leg you lazy wretch
 You know this shouldn't take all day
 Pull your finger out my lassie, get a move on. Vite! Allez!
 Don't you dare to disappoint me, don't you dare admit defeat

Or I will boil you in bogeys too and eat you up my sweet!

Oh where's my sauce?

The one I keep for when I dine,
 The one the critics called fantastic and the connoisseurs divine?
 You know I'm sure I put it somewhere so dear niece please keep your seat.
 I want to boil you in bogie goo and eat you up my sweet!
 Open up the draws, bring out the bins and look inside
 We'll turn this kitchen upside down, search through the room both far and wide.
 No not there you stupid creature that's just piles of useless muck
 Hang on! I've found it down my trousers what a splendid bit of luck!

Baba Yaga pulls a gruesome, green handkerchief from out of her trousers.

My special sauce!

She gleefully wrings out the handkerchief into a cauldron.

The one I fashioned from my nose
 That time I suffered from a cold which left me almost comatose.
 You know, I knew I'd find it somewhere so dear niece please keep your seat.

I'm going to boil you in bogies soon and eat you up my sweet!

Handout 10.

Before she knows it the trees have receded and Virtue has arrived on the fringes of Baba Yaga's hut which is a strange wooden construction standing on chicken legs. A terrible wailing and crying issues forth from it's direction (*) as Virtue approaches from behind the safety of a nearby tree she sees a pair of wooden gates straining to move against rusty hinges. (*)

Gate1 – Oh the pain, the agony!

Gate2 – If you'd just stay still maybe I could...

Gate1 – No, no! Aaaghhhh! (*)

Gate2 – Alright, alright! I've stopped.

Gate1 – You're trying to kill me.

Gate2 – I am not trying to kill you.

Gate1 – You're a murderer.

Gate2 – Sweetheart, please.

Dog – Would you two keep it down, I can hardly hear my stomach rumbling. (*) If there's anyone here should be complaining it's me. I haven't had a decent meal in a month!

Useful websites –

You may find these websites of some use. They contain puzzles and word games to develop literacy skills. There are also some educational sites where you can make links to the activities outlined in this pack.

- www.woodlands-junior.kentsch.uk/games/wordsearches/
- www.crossword-compiler.com
- www.freecoloringpages.com
- www.bbc.co.uk/learning.

Things You Can Do After You See the Show

Circle Time

1. **Explain to your students that a strong tradition in fairytales is the idea that goodness or “virtue” is rewarded and wickedness is punished.**
 - **Ask your students which characters they think were good and which were bad in the story. (They should tell you that Masha and Baba Yaga were bad!)**
 - **Ask your students to discuss how they think the tradition of virtue being rewarded and wickedness punished was kept in The Witch’s Bogey.**
 - a. What good things happened to Virtue and her friends?
 - b. What bad things happened to Masha and Baba Yaga?
 - **Do they think the punishment received by the wicked characters in the story was enough?**
 - **Can they think of examples from their own lives where wickedness has been punished or goodness rewarded?**
 - **Perhaps they can think of a time when bad behaviour should have been punished but wasn’t.**

Literacy

1. **Ask your class to see how much of The Witch's Bogey they can remember.**
 - **See if between them they can remember it all!**
 - **What important things happen?**
 - **Can they remember any particular lines spoken by the characters?**
 - **How does it end?**
2. **When they have remembered as much as they can ask them to write it out as a story.**
 - **If it helps they can draw pictures to illustrate their story.**

Art

How I can be safe in the kitchen.

1. Remind your students of the following:

You will remember that a lot of the action in *The Witch's Bogey* takes place in kitchens! It begins in Vicki's parent's kitchen and then moves into Daniel and Virtue's Kitchen and finally Virtue fears she might get cooked and eaten in Baba Yaga's kitchen. Kitchens can be dangerous places!

- **Give your students handout 11 and ask them to feedback their answers to the class.**
- 2. Ask your class to draw a picture of Baba Yaga's kitchen. Is it safe? You should suggest that they think about all the hot cooking things and where they are kept as well as where the leads from kettles and toasters are (and where they should be.)**
- 3. Ask your class to design a poster for *The Witch's Bogey*. They can draw pictures of their favourite characters and scenes and include quotes from their friends saying what they thought of the show and whether they liked it or not.**

Handout 11.

In the kitchen I need to be careful of:

- *1 examples include - not being near boiling pans or kettles, not playing with electricity.*

- *2 Not reaching for glasses from tall shelves etc*

- *3*

- *4*

- *5*

Drama

1. Ask students to choose a scene that they enjoyed from the show and in a group act it out. They should feel free to change the story as much as they like.
 - Suggest to the students that they try doing the same scene but in a different style or 'genre'.

For example:

- Romance.
- Comedy.
- Mime.
- Horror.
- Thriller.

They will need to choose a director.

Scenes they may like to choose from include:

- When Virtue first meets Masha.
- When the mouse starts talking to Virtue.
- When Virtue goes into the wood and meets the gates, the servant girl and the dog.
- When the magic props are used.

Music

1. Give you students a copy of handout 12 each. It contains the play list for the songs from The Witch's Bogey.
2. See if they can remember which characters sang which songs.

Answers:

1. Where is She?	Vicki's mum
2. Love You Love	Daniel (Virtue's father)
3. Nice To Meet You (Like to Eat You)	Masha and Daniel
4. Mice	Masha
5. Am I Bad?	Virtue and Daniel
6. Follow Your Nose.	Masha
7. Dance Of The Trees.	No singing
8. Where Am I?	Virtue
9. Put It In Your pocket.	Virtue
10. Bad Baba Yaga.	The dog, gates and servant girl
11. Boil You In Bogeys.	Baba Yaga
12. Freedom.	Virtue and the servant girl
13. Escape.	The Cat
14. Go Away.	The dog, gates, cat and servant girl
15. I Only Believe What's True.	Daniel
16. Love You Love 2	Virtue's mother

3. Ask your students what type of music they like?

They may like pop music, rock and roll, maybe even classical music.

- Ask them what other kinds of music there are and prompt until you have covered the important genres.
4. There are lots of different styles of music in The Witch's Bogey. Ask your class to look at the play list in handout 12 again and say what style of music they think each song is in.

Your class might not remember all of the songs and you may have to help them (if you bought a copy of the CD you could even play some of the songs from it.) Alternatively you can ask them to guess what styles the song might be in based on the title and what it suggests.

Answers:

- | | |
|---------------------------------------|-----------------|
| 1. Where is She? | Musical Theatre |
| 2. Love You Love | Pop |
| 3. Nice To Meet You (Like to Eat You) | Punk |
| 4. Mice | March |
| 5. Am I Bad? | Ballad |
| 6. Follow Your Nose. | Swing |
| 7. Dance Of The Trees. | Classical |
| 8. Where Am I? | Ballad |
| 9. Put It In Your pocket. | Musical Theatre |
| 10. Bad Baba Yaga. | Big Band |
| 11. Boil You In Bogeys. | Rap |
| 12. Freedom. | Ballad |
| 13. Escape. | Funk |
| 14. Go Away. | Blues |
| 15. I Only Believe What's True. | Ballad |
| 16. Love You Love (reprise) | Pop |

Handout 12.

Song Title	Singer?	Style of Music?
1. Where is She?		
2. Love You Love		
3. Nice To Meet You (Like to Eat You)		
4. Mice		
5. Am I Bad?		
6. Follow Your Nose.		
7. Dance Of The Trees.		
8. Where Am I?		
9. Put It In Your pocket.		
10. Bad Baba Yaga		
11. Boil You In Bogeys.		
12. Freedom.		
13. Escape.		
14. Go Away.		
15. I Only Believe What's True.		
16. Love You Love 2		