



HANSEL AND GRETEL: TEACHER RESOURCE PACK



Contents

INTRODUCTION TO HANSEL AND GRETEL- Programme Outline	3
AIM & OUTCOMES	4
ACTIVITIES FOR FOLLOW UP WORK.....	5
LITERACY AND DRAMA.....	5
THINGS TO MAKE AND DO.....	15
OUTDOOR LEARNING.....	17
FURTHER RESOURCES	19

INTRODUCTION TO HANSEL AND GRETEL- Programme Outline

The Hansel & Gretel workshop explores what ingredients are needed to tell a good story while helping children to become more confident storytellers and story makers.

Children receive an invitation to come to a story telling extravaganza by the Tattershawl. When they arrive in Tattershawl's camp in the hall they have overslept and hastily prepare to tell their version of the story of Hansel and Gretel. The children are invited to imagine the world of the story, the little house in the woods, the forest and the ginger bread cottage. Tattershawl responds to their descriptions and creates the world using the collected detritus around them. The children collectively take on the roles of Hansel and Gretel at different times to respond to the desperate situation of their situation and to contribute to the resolution of the different dilemmas that confront them.

They create sound effects as Hansel and Gretel journey through the forest and take shelter in the woods at night. Impossibly lost but led by a bird, Hansel and Gretel arrive to enjoy the delights of the ginger bread cottage and the hospitality of the welcoming Bella Donna. Hansel is made to work hard for his keep while Gretel learns baking, magic and is offered a beautiful necklace made of sweets, if she agrees to stay with Bella Donna for ever. Torn by her dilemma and unable to sleep Gretel witnesses Bella Donna harvest tears from the exhausted Hansel and realises the truth of the situation.

A plan to escape is made with the children's help but as they seem free at last Bella Donna, in her true witch form, catches them in the forest, in desperation Gretel fights back and in the struggle causes Bella Donna to fall into a lake and melt. The evil spell is broken and the forest blooms once more. The story ends with Tattershawl setting the children the task of writing their own ending to the story and telling it to someone else.

AIM & OUTCOMES

The aim of the workshop is to encourage children to use and experience a wide range of language and develop vocabulary with particular attention to the form and structure of traditional tales.

Children will:

- Explore the themes and structure of a traditional story.
- Contribute their own ideas throughout to form a shared version of the story.
- Practice problem solving from within the context of a story.

ACTIVITIES FOR FOLLOW UP WORK

LITERACY AND DRAMA

Carry on storytelling

At the end of the drama Tattershawl asks the children to finish the story by deciding what happened to Hansel and Gretel once they were free. Ask the children to talk to a partner and share their ideas for 5 minutes. One partner might ask questions to find out more perhaps imagine they are a news reporter trying to find out what happened.

Ask the children the following questions to help them formulate their ideas:

- Will you create a happy or a sad ending to the story?
- Do Hansel and Gretel find their way home?
- How do Hansel and Gretel find their way home? Do they go back to live in the gingerbread cottage?
- Is Bella Donna really dead?
- Could they meet a new character in the forest? (a wood cutter, an animal that helps, the Bird)
- If they return home, what do they find?
- What have their father and stepmother been doing? What do they say to each other? What do they do?
- What happened to the cottage made of sweets?
- Describe the characters, how were they feeling? Describe the setting, what you can see/hear (smell)?

Invite children to share their ideas for story endings with the rest of the class before they write them down.

Try and see things my way!

Encourage children to experiment with taking on different points of view in a familiar fairy story. Looking at point of view shows how people can experience the same event and come away with very different impressions.

Can they tell the story of Hansel and Gretel from the Bella Donna's perspective? Or the story of Jack and the Beanstalk from the giant's point of view? Or how about trying to tell the story of Cinderella from the point of view of one of the ugly sisters?

Here are some great books to read with your class that tell traditional tales from different points of view:

The True Story of the Three Little Pigs by Jon Scieszka, is told from the wolf's point of view.

The Other Side of the Story series by Picture Window Books (Tales include Hansel and Gretel, Cinderella, Red Riding Hood and more.) This series of books includes several familiar traditional tales told with great humour from the perspective of the villain of the story.

Role on the Wall

A Role on the Wall exercise asks students in pairs or small groups or whole class to draw a large outline of a body onto sugar paper or white board, It is fun to lie a child down on big paper and draw around them to make a ginger bread figure. Then words are written on the inside and outside of it to represent what they know about one chosen character's inner and outer worlds.

To capture the inner world and personal perspective of the character they've chosen, participants write words or short sentences on the inside of the body about thoughts and emotions. If they're not sure about the person's inner world, they can write things in the form of a question.

Around the outside of the body, students write words about the character's physical appearance and how the other characters in the story see them.

Stick these outlines to the classroom wall, so that the rest of the class can view them. If you have time the children can colour the characters in or use fabric scraps to dress them as long as their words are still visible.

You could ask questions to establish FACTS, and SPECULATIONS and differentiate between the two. Some things we can only imagine

Hot Seating

In Hot Seating, someone takes on the role of a character from the story you are exploring.

He or she is then questioned by a small group or the whole class about their background, behaviour or motivation. (Bella Donna: has she planned the failure of crops to catch children? Dad: why does he let the children go into the woods? How does he feel what does he do when they don't come back? Step Mum: What happened when she found out the children had gone into the woods?) NB: IN OUR VERSION THE STEP MUM IS NOT "EVIL"

The person in the hot seat must answer as if they were that character. They can use the content of the story to help them but importantly can use their own ideas and thoughts as to the character's reasons and answers. Improvising based on what they know or think might be likely in response to children's questions.

It's always a good idea to give the rest of the class time to consider what questions they want to ask. (You can support them out of role and gain an insight into the questions they are asking and find a good question to start with)

Some of these might be generated in discussion or be found in the Role on the Wall exercise.

Set up that you or a TA are going to be a character from the story, establish at what point in the story you are meeting them, and perhaps a specific thing they have done or said.

It helps if you have a simple item of costume (hat, scarf etc.) to establish who you are in the story (in role) and when you are yourself (Out of role)

It is possible to facilitate a group from within a role but it is easier if there is another adult chairing so that they can manage the group and prompt question if the children aren't forthcoming.

You could try imagining the hot seat taking place in a courtroom or interrogation room, or on the set of a TV talk show. For those who are the jury or police or audience the exercise can really help develop questioning skills.

Traditional Tale Musical Statues

Children move around the space at random having no contact with anyone else, (ask them to buzz as if they are bees). Call out a type of character that might appear in a traditional tale (Princess, dragon, giant, wizard, etc, the children freeze as quickly as they can into a statue to represent that character). Draw attention to good examples and set children moving again. You designate a child to call the next character or end with characters from a particular story you want to think about.

The Six Story Elements

The Six story elements are: main characters, setting, time period, point of view, main problem, and ending. Children can then title and write their own version of a fairy tale.

Ideas to try

- To better understand the importance of the six story elements, suggest that children begin by thinking about just one of them. This will help them understand how a single change can affect the entire story. For instance, if Hansel and Gretel were living in modern times, would they go into the woods without their mobile phones? Could they have called someone for help?
- Encourage children to experiment with point of view. As background, check out stories that do this well—such as *The True Story of the Three Little Pigs* by Jon Scieszka, told from the wolf’s point of view. The Broadway musical *Wicked* does the same thing—retelling *The Wizard of Oz* from the witch’s perspective. Looking at point of view shows how people can experience the same event and come away with very different impressions.
- Suggest that children use one of the fairytale structures to work through a problem that they face today. For instance, maybe a wolf isn’t lurking in the woods, but children might be concerned about bullying. The child can contrast the fairy tale solution (ask a giant to scare off the bully) and the solutions available.

Letter Writing, Diary Extracts, News Reports and Posters

Letters

Ask the class to imagine that Hansel and Gretel write a note to their father to be found pushed into a crack in the bark of a tree. What would they say?

If the stepmother had to write a letter to explain the disappearance of Hansel and Gretel what would she write?

Hansel or Gretel's Diary

Class writes four entries from the children's diary; they might also provide illustrations or tableaux to go with their writing.

- The day before going into the woods the first time- an ordinary day in her life what do they know about the planned trip?
- The day of the trip to the woods- with a full description of what happened and their reactions, feelings and thoughts.
- The first night in the gingerbread cottage - what are the thoughts, fears and dreams that they had as they try to decide what to do?
- Several days later when they realise all is not well- what has happened, what do they think or feel? what could they do?

News Reports

The Village newspaper has heard about the children's visit to the woods. Choosing one of the following Headlines (or creating your own) write a report on the story. Which angle will you take?

LITTLE RED - ALMOST DEAD!!

SINGLE MUM PUTS CHILD AT RISK

HAVE-A-GO HERO SAVES THE DAY

"CLEAR OUR SON'S NAME!" - WOLF'S FAMILY FIGHT FOR JUSTICE

'HOME ALONE' GRANDMA'S BRUSH WITH DEATH!

Create a WANTED poster for Bella Donna.

Create a poster, warning walkers in the woods of the dangers give advice on what to do if you are lost or how to avoid getting lost.

Give the class the names of characters in the story of and ask them to create an acrostic poem that describes the characters. Here are a few examples:

Handsome

Angry

Nervous

Scared

Eager to protect Gretel

Lost

&

Great

Ravenous

Ever so glad Hansel is there

Tired

Little

Eager to rescue her brother

The class can also draw pictures of the characters next to the poems; the pictures should try to illustrate the adjectives they have used to describe the characters. As an extension the class could also work on the places - FOREST, KITCHEN etc.

There are many different ways to tell a story...

Below are a three different ways of telling part of the Hansel and Gretel story.

Read the different tellings of the story with your class. Consider:

- Who would you expect to read each of these pieces of writing? How has the author tried to capture the attention of that reader?
- What effect does the choice of detail have on the reader?
- Compare the newspaper article and the Whoosh story. How do they make us think of Hansel and Gretel's parents differently?
- Read the estate agent's account of the Gingerbread House. Draw the environment that is described. How does the author conjure up this picture in our imagination?

 *The Elmdon Post* 

Are the Babes Lost in the Woods?

Hansel Berry, aged 12, and his younger sister Gretel, aged 6, have been missing for two days now, with no sign of them since the morning they disappeared. Friends and family are understandably worried about their safety.

The disappearance of the two children has shocked people in the village of Elmdon. The village is struggling to cope after its worst harvest ever. Bad weather has been destroying crops and there have been record losses of livestock throughout the area. As well as a shortage of food, disease has struck a number of villagers, however the reported illnesses are not thought to be connected says Dr Pepper.

In an exclusive interview, a neighbour of the Berry family told The Elmdon Post that the children often had nothing to eat. Lack of food and the increasing threat of disease may have caused the children to leave their home voluntarily, seeking safety elsewhere.

Elder Berry, Hansel and Gretel's father, was not available to speak to reporters due to his bad health. In an emotional interview press conference last night, their step-mother Ivy Berry told us, "We are

both devastated. If anyone has seen our children, or knows where they are, I beg you to contact the Elmdon Police.”

However, local farmer, Mr Hay Stack claims to have seen Ivy Berry taking the two children towards Evergreen Forest on the morning that they disappeared. PC Plod has said “We have now widened the search to include Evergreen Forest, but so far have had no more leads.” The search continues.

HANSEL AND GRETEL

based on Grimm’s Traditional Tale

Once upon a time a long, long time ago there lived a poor woodcutter with his two children and their step mother. The boys name was Hansel and the girls name was Gretel. Their cottage stood near to a thick wood, and each day the woodcutter would take the children with him as he worked. He would cut down the trees, and the children would help him carry home the logs and twigs.

Then one day a terrible famine came to the land and there was nothing to eat.

The children held their rumbling tummies and were very sad, but their stepmother showed them the empty cupboards. The family could find nothing to eat.

Late one night as the moon rose and the owls in the forest hooted the woodcutter and his wife sat down to talk. “What is going to happen to us?” said the woodcutter in despair “How can we feed our children when we haven’t enough food for ourselves?”

“I’ll tell you what” said the wife “early tomorrow morning we’ll take the children out into the thickest part of the forest. We’ll make them a fire and give them each a little piece of bread. Then we’ll leave them there. They will never find their way home and we will be rid of them”

The woodcutter looked at his wife in horror. “I can’t!” he cried “Then we will all you fool” said his wife. And although the woodcutter was dreadfully sad, he agreed.

Little did he know that the children were secretly listening to their stepmother’s wicked plan.

Gretel started to cry, but Hansel whispered, “Don’t worry sister. I’ll find a way to save us”

The Gingerbread Cottage



Evergreen Forest

Elmdon Village

Elfshire

E76 2BA

- Detached cottage
- Two Bedrooms
- One previous owner

This beautiful property in the heart of Evergreen Forest offers the ideal escape from the noise and pollution of the city. It is placed just a stones throw away from the Silver Oak Lake and over a mile away from the nearest house. The cottage is surrounded by tall trees and lush green grass with lots of friendly wildlife.

Your children will love the colourful design of the cottage, and the surrounding fields and woods are the ideal playground. Silver Oak Lake is a popular fishing spot and Evergreen Forest is a quiet, peaceful place to lose yourself in.

This sweet cottage looks good enough to eat and with a forest for a garden, Gingerbread Cottage will make a great holiday home or even a home in which to bring up a young family.

Spelling

Bella Donna uses magic spells to do things and make things happen:

Ask the children if they remember what happens when she says the words below:

Nasty spider turn to jelly
Now I pop you in my belly

OR

Naughty naughty little boy
You must not steal your Sister's joy
Working makes you tired and sad
So cry my hopeless little lad.

Make a list of magic words that you know:

Hocus Pocus,
Bibbiddy Bobbidy Boo,
Abracadabra.
Izzy Wizzy lets get busy
Wingardium Leviosa

Make a spell using a combination of real or nonsense words that may or may not rhyme.

What does your spell do?

Does Bella Donna make potions too? What does she put in them?
(Perhaps read Roald Dahl's *Georges Marvellous Medicine* with the children as George uses deodorant and shampoo, floor polish, horseradish sauce and gin, animal medicines, engine oil and anti-freeze, and brown paint to make his magic medicine.

What would your potion do? Are the ingredients related to what it does? Nasty ingredients do bad things? Nice ingredients do good things? If you use feathers will it make you fly? Or wool of bat help you see in the dark?

THINGS TO MAKE AND DO

Story Disks

Fairy stories have many common elements within them; much of the same imagery and symbolism is shared. It is possible to heighten children's perception of this imagery and its effect by combining standard images in a form which allows further variations upon standard themes.

1) The first activity is to encourage the children to think of the fairy stories that they know and to collect the symbols and images under 4 main headings:

1. Victim
2. Weapon
3. Villain
4. Place

For each of these try to collect 8 different items.

The children might, for example, suggest:

Victims:

Hansel and Gretel, Cinderella, Goldilocks etc.

Villain:

Wicked Stepmother, Wolf, Bluebeard, etc.

Weapon:

Poisoned apple, Spindle, Teeth, Axe etc.

Place:

Forest, Tallest tower, Home, Palace etc.

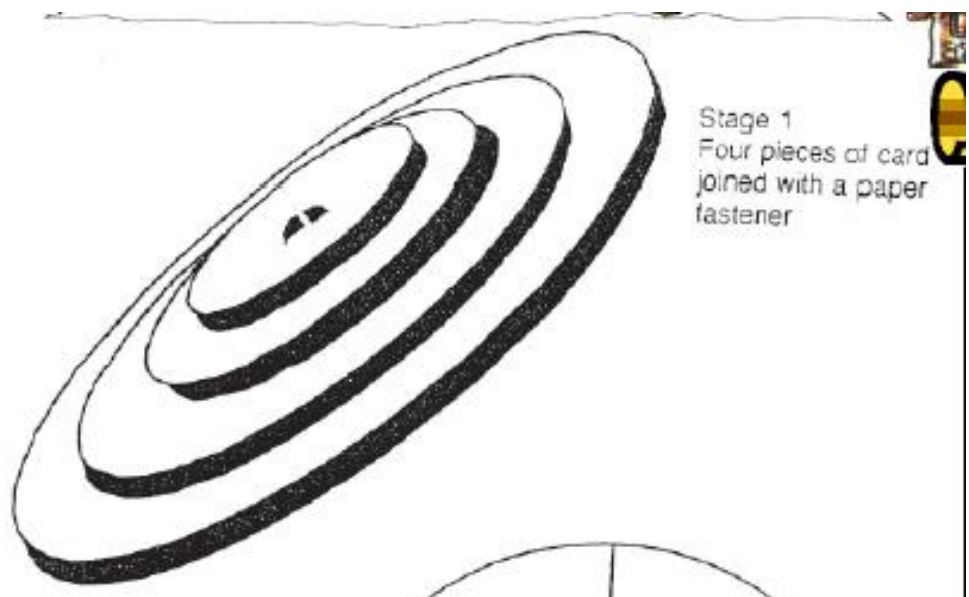
2) When the lists have been compiled by either the class or groups within the class, make 4 discs of card _ one each of 8cms, 10cms, 12cms, and 14cms in diameter.

3) Divide each up into 8 equal parts with radiating lines at 45 degrees and then join the discs together with a paper fastener (as shown in diagram opposite).

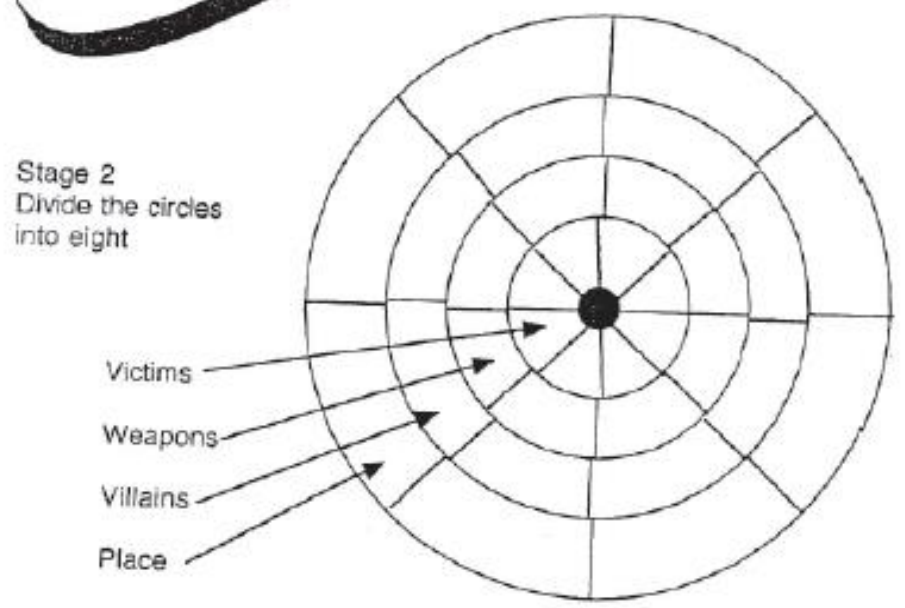
4) Transfer the lists into the spaces on the card discs: one card will be for Victims, one for Weapons, one for Villains and one for Places.

5) When this has been done, spin the discs around and read off the aligned `ingredients for the new story.

This can be played as a game with each child taking it in turn to spin the discs and then constructing and writing the resulting story.

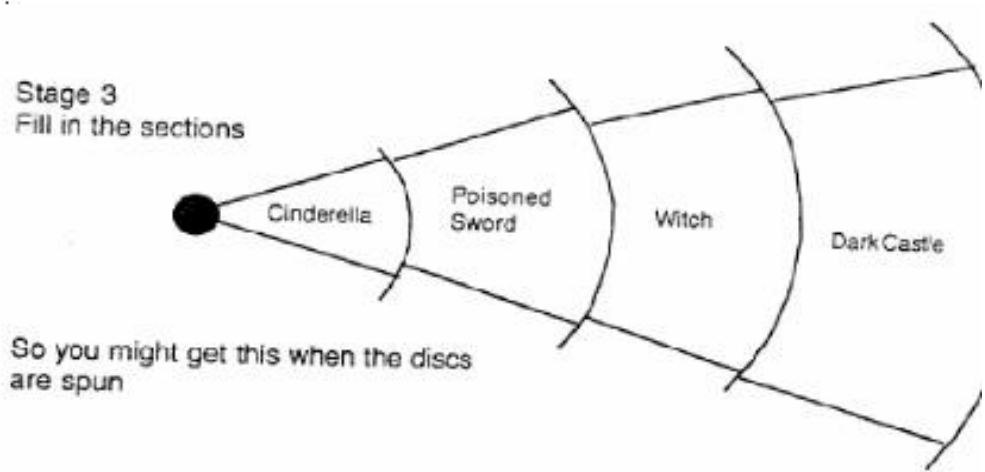


Stage 1
Four pieces of card
joined with a paper
fastener



Stage 2
Divide the circles
into eight

- Victims
- Weapons
- Villains
- Place



Stage 3
Fill in the sections

So you might get this when the discs
are spun

OUTDOOR LEARNING

Visit a piece of woodland or park (and don't forget to take snacks!).

Talk to the children about what catches their attention; look for opportunities to encourage their exploration by asking open questions, speculating, and wondering.

Listen, Smell, Look, Touch (carefully) what words could you use to describe the experience.

Find sticks or twigs to make a shelter for you (if you are ambitious) or small soft toys/dolls. Collect wood for a (pretend) fire. What would be like to live there?

Are there any signs of animals living there? (Spiders webs, burrows, bird poo, chewed acorns or seeds?) Look under logs for insects. (Invertebrates)

Look at the patterns in the bark of the trees what shapes can you imagine (Anthony Browne's book "Into the Woods" by might help with this) add noses, eyes, ears, cheeks made of modelling clay to create a series of tree spirits, goblins, elves, pixies.

(In my park someone has been making fairy doors and them placing near the base of trees, there is even a fairy café).

Make patterns, shapes and designs using twigs leaves, grass, pebbles, seeds, feathers etc, use the photos of Andy Goldsworthy's work to inspire you (see attached images).



Collect leaves of different sizes and shapes. Draw round them or place them between two pieces of paper and rub over with wax crayon or chalk to reveal the texture.

Draw in the dirt with a stick like the ancient art of cave people you could draw a hunting scene, or represent animals that you have seen, or might be there.

Draw round your hands with chalk on a big tree or draw on the palm of your hand with chalk and press/print it on a path or tree. Everyone could mark the same tree with a handprint.

Make footprints in mud (take water to make it if it is dry) which way are they walking? What can we tell about the size or pattern of the print?

Lay a trail through the trees (pebbles, chalk arrows and crosses, fairy lights) to a special place/ a good place to make camp/ some of "treasure" (box of snacks?) or a clue to a story (some of Goldilocks hair/ porridge bowl or Red Riding Hood's basket full of things she was taking to grandma).

We'd love to see how you get on, so please send photos of your adventures to info@theplayhouse.org.uk !

FURTHER RESOURCES

Books you might like to share with the class:

Into the Forest by Anthony Browne published by Walker Books

The True Story of the Three Little Pigs by Jon Scieszka, is told from the wolf's point of view.

The Other Side of the Story series by Picture Window Books (Tales include Hansel and Gretel, Cinderella, Red Riding Hood and more.)

Georges Marvellous Medicine by Roald Dahl published by Puffin

Winnie the Witch by Valerie Thomas and Korky Paul published by OUP (Oxford)