

Activity Pack

HANSEL AND GRETEL

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English Version

CONTENTS

OVERVIEW	Page 3
HANSEL AND GRETEL MAZE	Page 4
HELPING HANDS	Page 5
HELP HANSEL AND GRETEL CLEAR THE FOREST	Page 6
MAKE YOUR OWN HANGING CHRISTMAS TREE	Page 7
HANSEL AND GRETEL WORDSEARCH	Page 8
BUILD YOUR OWN GINGERBREAD HOUSE	Page 9
MAKE YOUR OWN GINGERBREAD	Page 10
WRITE A THANK-YOU CARD	Page 11
ASKING FOR HELP GAME	Page 12
ROLE-PLAY EXERCISE	Page 15
WE ARE GOING ON A JOURNEY	Page 17

OVERVIEW

This pack offers a variety of activities for children that can be completed in any order, either independently, with an adult, or in a group setting. Whether you are using it before seeing *Hansel and Gretel*, or afterwards, we hope it inspires lots of creativity and that you enjoy exploring the key themes of the show.

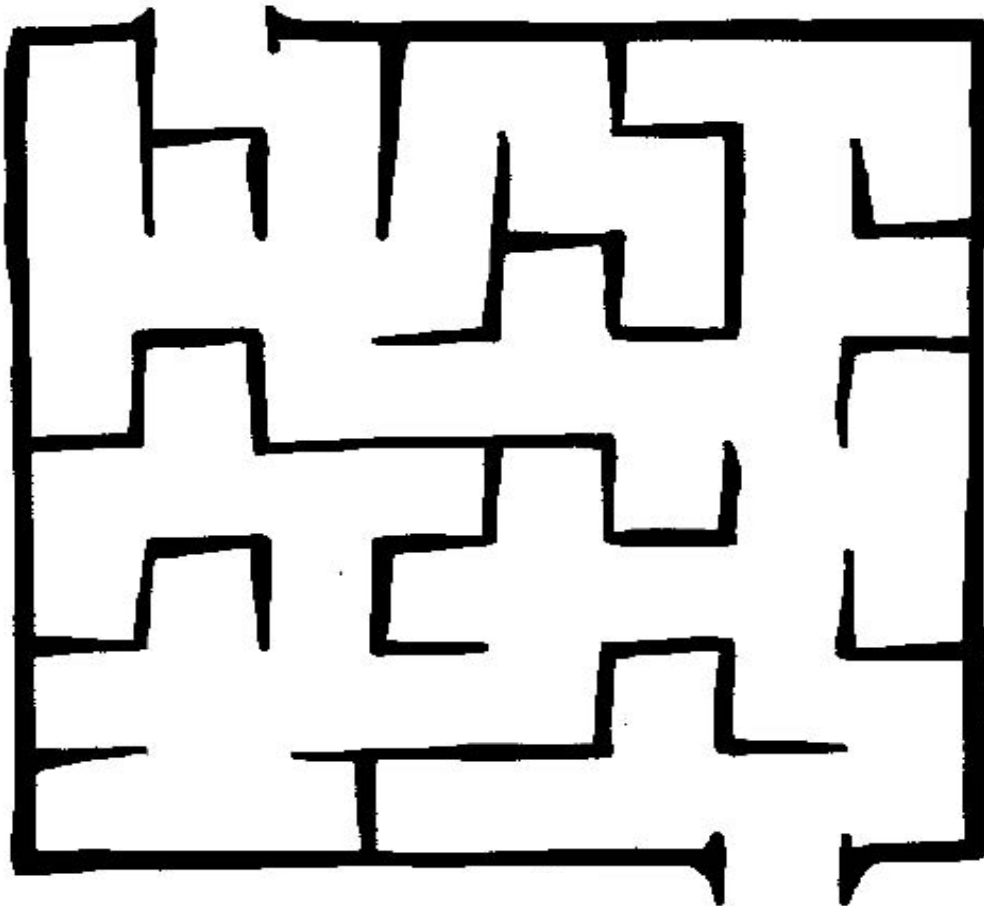
Please note that the role-playing activity on page 15, references specific scenes and elements of the production. We would therefore recommend that it is used with groups, or in settings, where the children have already seen the play. Alternatively, it can be adapted, in order to preserve an element of surprise for young audiences.

We are keen to incorporate the four purposes into our work with young people, in order to support their learning within the framework outlined by the Welsh Government.

This pack is designed to cover a range of curriculum areas and support children's emotional and social development by boosting their problem solving skills and encouraging creative expression.

ACTIVITY 1: HANSEL AND GRETEL MAZE

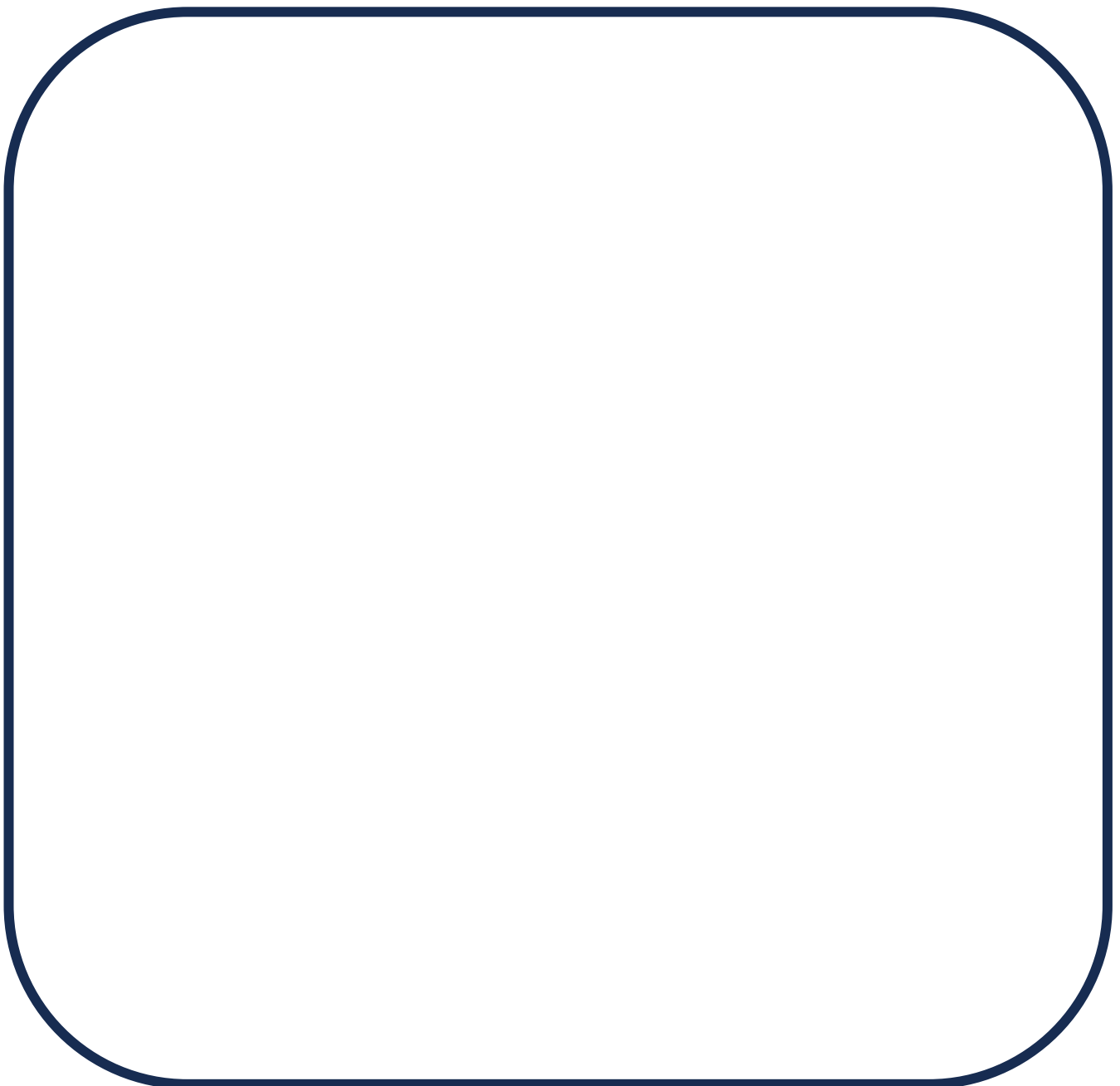
Leave a trail of cookie crumbs to help Hansel and Gretel find Sioned Siocled's gingerbread house!



ACTIVITY 2: HELPING HANDS

Gretel is a very independent person, she thinks she can do everything on her own. During her journey to find Sioned Siocled, she discovers that sometimes it's too difficult to do things by yourself and that asking for a *helping hand* is the best way to get through difficult situations. We all have special people who can help us when we need it!

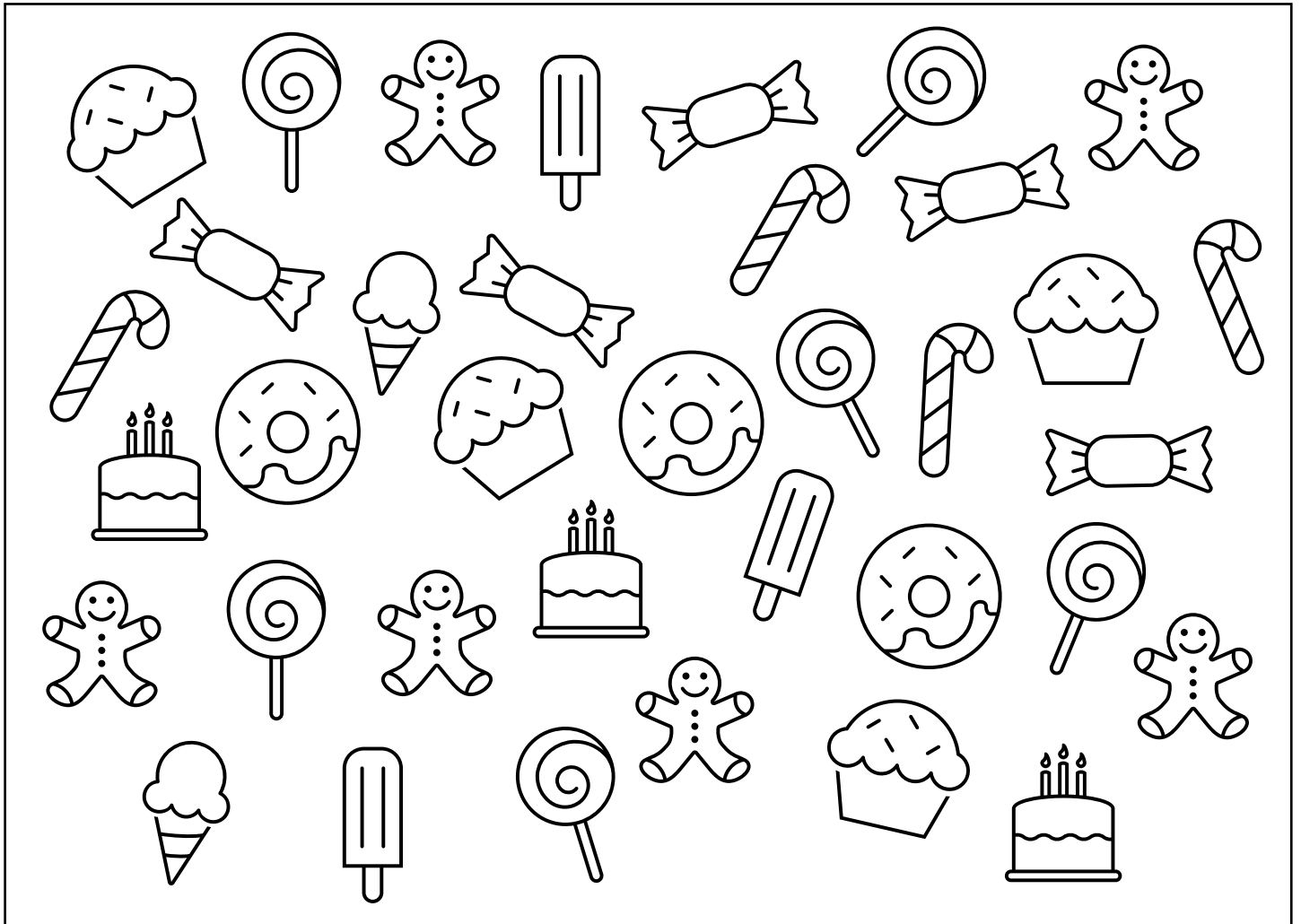
Use the space in the box below to draw around your hand and turn your fingers into some of the people who are special to you:



ACTIVITY 3: HELP HANSEL AND GRETEL CLEAR THE FOREST!

It is important to learn that asking for help is not a bad thing. Asking for help is actually a really brave thing to do!

Can you help Hansel and Gretel clear the forest of sweet treats by counting each one and writing it in the boxes below? It might help to colour-code the sweets!



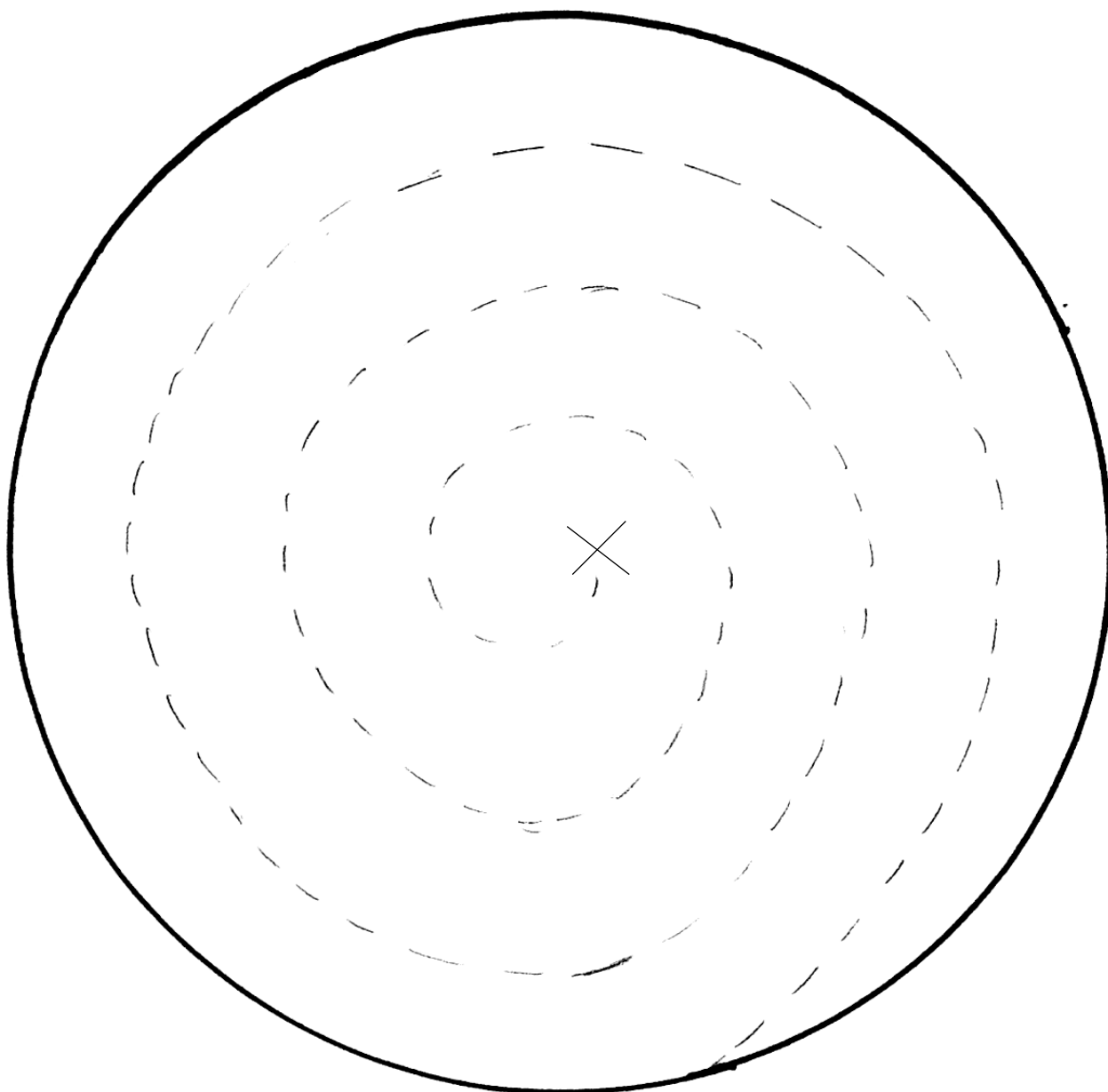
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ACTIVITY 4: MAKE YOUR OWN HANGING CHRISTMAS TREE!

Hansel and Gretel and their friends help each other to decorate in time for Christmas. Make your own decoration which you can display at Christmas!

You will need: Colouring Pens, Scissors and String,

- Instructions:**
1. Decorate your circle like a Christmas tree.
 2. Make a hole on the X and tie your string to the paper. Ask a grown-up to help if you need to.
 3. Cut out the circle and cut along the dotted line.
 4. Hang up your Christmas tree decoration using the string.



ACTIVITY 5: HANSEL AND GRETEL WORDSEARCH!

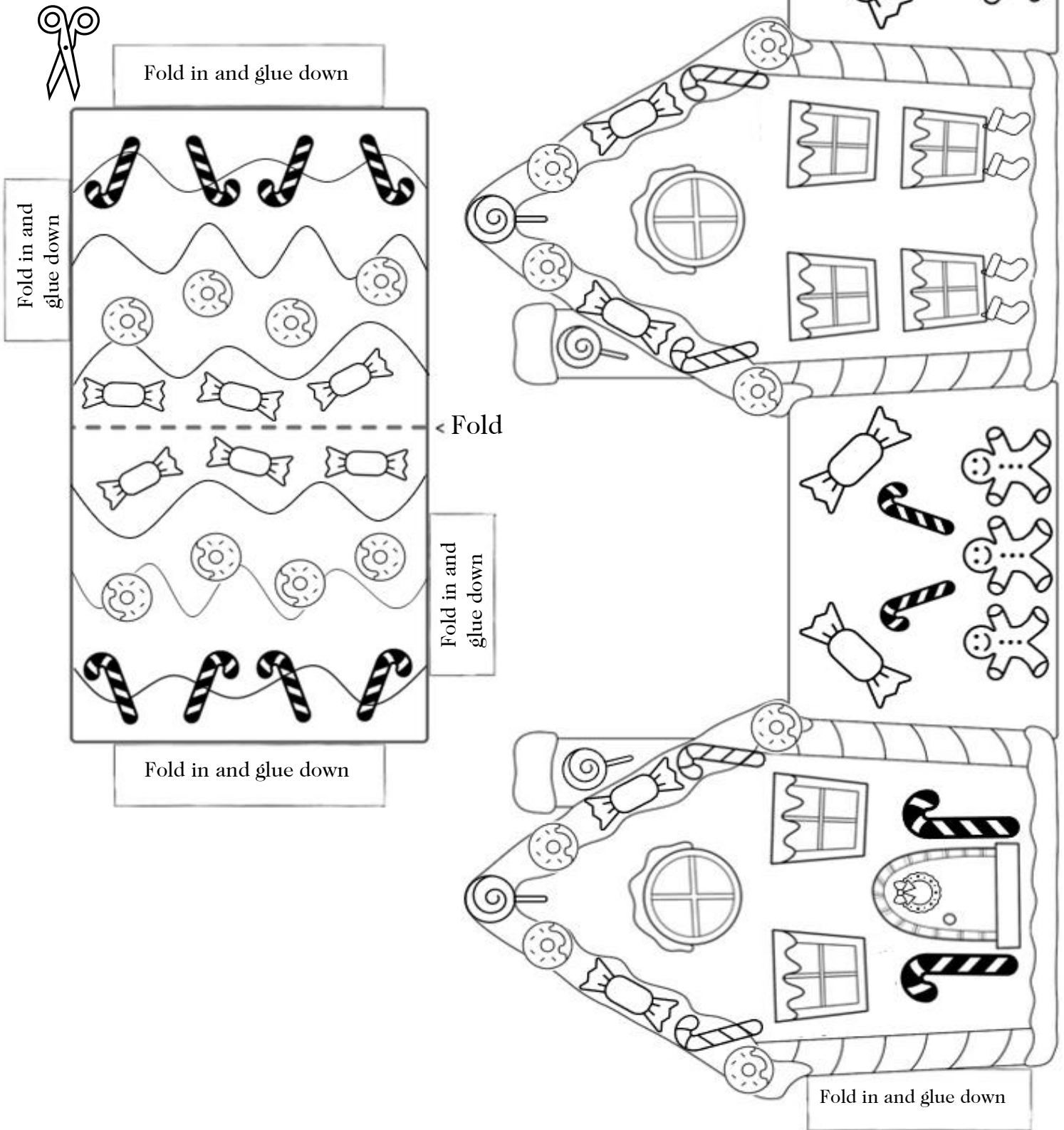
**HANSEL
GRETEL
SIONED**

**SIOCLED
SPENCER
SQUIRREL**

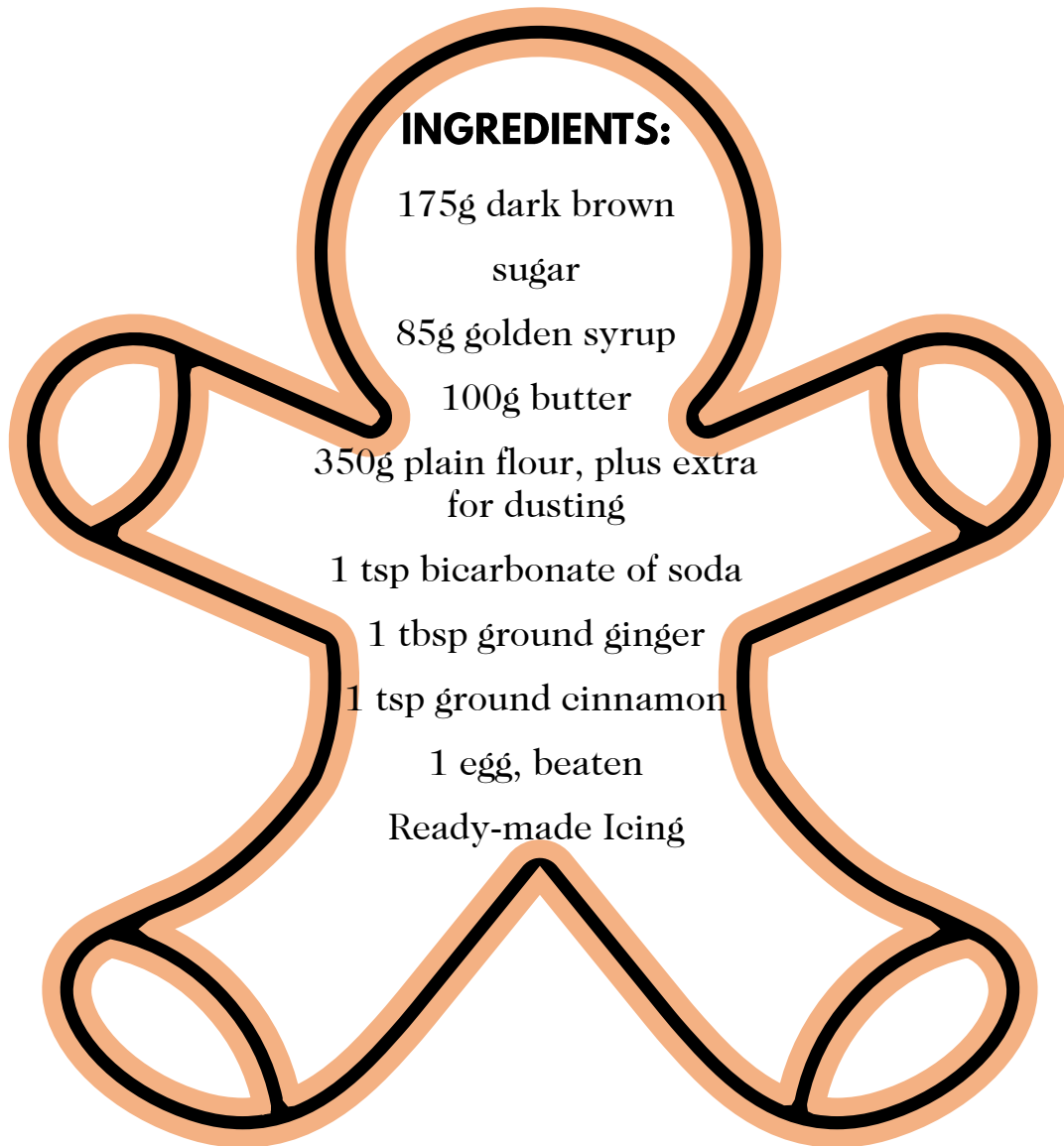
**TREVOR
TREE
HELPING HANDS**



ACTIVITY 6: BUILD YOUR OWN GINGERBREAD HOUSE!



ACTIVITY 7: MAKE YOUR OWN GINGERBREAD!



STEP 1: Melt the sugar, golden syrup and butter in a saucepan, then bubble for 1-2 mins. Leave to cool for about 10 mins.

STEP 2: Tip the flour, bicarbonate of soda and spices into a large bowl. Add the warm syrup mixture and the egg, stir everything together, then gently knead in the bowl until smooth and streak-free. The dough will firm up once cooled. Wrap in cling film and chill for at least 30 mins.

STEP 3: Remove the dough from the fridge, leave at room temperature until softened. Heat the oven to 200C/180C fan/gas 6 and line two baking trays with baking parchment.

STEP 4: Roll out the dough to the thickness of a £1 coin, then cut out gingerbread people with a cutter. Re-roll the excess dough and keep cutting until it's all used up.

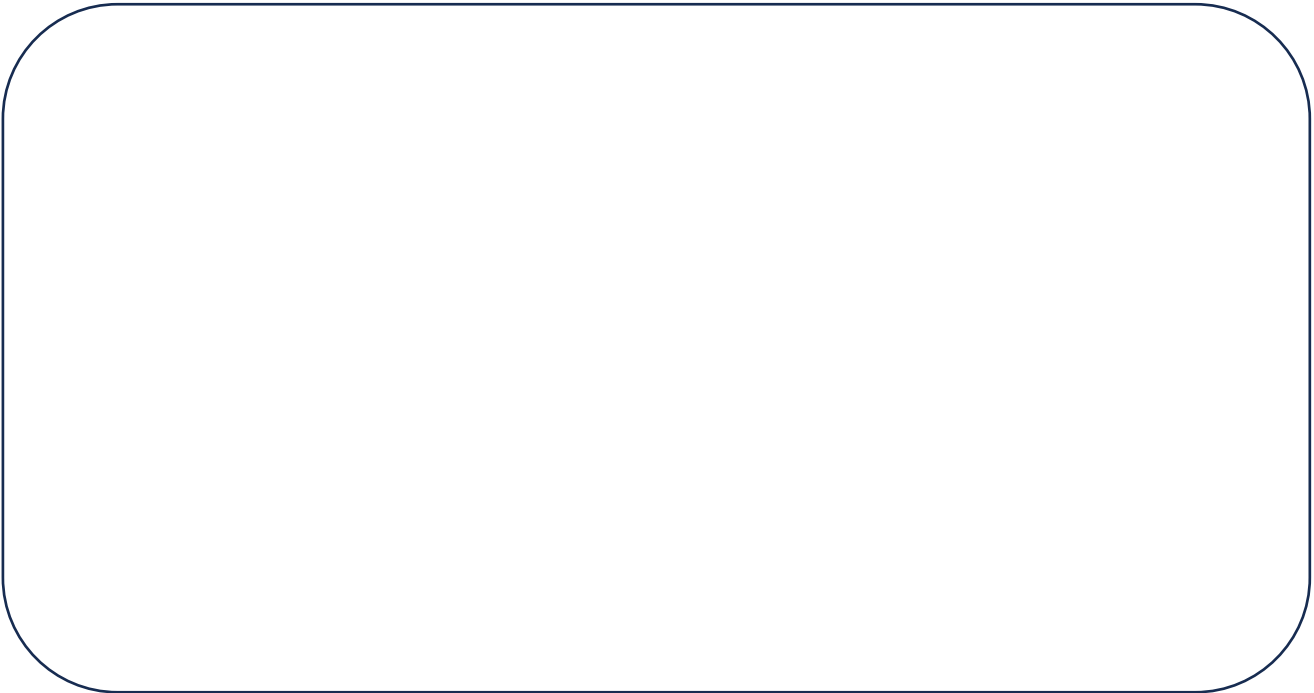
STEP 5: Lift the biscuits onto the trays and bake for 10-12 mins, swapping the trays over halfway through cooking. Leave to cool on the trays for 5 mins, then transfer to a wire rack to cool completely. Use the icing to decorate the biscuits as you wish, and stick on chocolate or sweets for buttons. Leave to dry for 1-2 hrs. *Will keep for up to three days in an airtight container.*

ACTIVITY 8: WRITE A THANK-YOU CARD!

Hansel and Gretel go on a wild journey to find Sioned Siocled and save the forest, but they need a lot of help from their friends when they find themselves in trouble! Can you think of a special person who has helped you when you needed it?

Write or draw them a thank you note with the card below.

THANK YOU!



Dear _____

Thank you for _____

From _____

ACTIVITY RESOURCES FOR TEACHERS/GROUPS

ACTIVITY 9: ASKING FOR HELP GAME!

Many of the characters in Hansel and Gretel find it hard to ask for help. They are afraid that others might think they are weak and not able to do things on their own.

Soon they realise that asking for help is the bravest thing you can do!

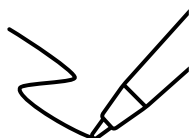
This game is to help your students / children to practice asking for help and to feel confident whilst doing it.

MATERIALS NEEDED:

- Index cards, or small pieces of paper, each with a task or puzzle written on it.

Instructions:

1. Preparation:



- Before starting the game, prepare a list of tasks or puzzles that are age-appropriate and suit the group.
Here are some specific examples:

RIDDLES:

Q: Remove my skin and I won't cry, but you might! (A: An onion).

Q: What has hands but cannot write or clap? (A: A clock).

Q: What runs but cannot walk, has a mouth but no teeth, and has a bed but cannot sleep? (A: A river).

Q: There is one word spelled wrong in every English dictionary. What is it? (A: Wrong).

HOW TO FOLD A PAPER AIRPLANE:

Fold an A4 piece of paper in half. Unfold the paper and bend the top corners towards the crease. Bend each of the triangular flaps toward the middle to sharpen the point. Fold the paper in half along the vertical crease. Make wings on each side by folding down the edges.

FIND THE HIDDEN OBJECTS:

Hide small items around the play area and provide clues to locate them.

DRAW AN ANIMAL FROM ITS DESCRIPTION:

1. I live on land. I've got sharp teeth. I'm a wild mammal. I eat meat. People call me 'The King of the Jungle.' Which animal am I? (Lion).
2. I live on land, I have a long neck and horns. I am brown and yellow. Which animal am I? (Giraffe).
3. I live in water. I've got silky, shiny skin. I can jump out of the water with my whole body. Which animal am I? (Dolphin).
4. I'm a pet. I'm crazy about carrots. I've got long ears. Which animal am I? (Rabbit).
5. I am a bird. I've got white feathers and wings. I'm very beautiful. I like to sit on the water. Which animal am I? (Swan).

ANSWER A TRIVIA QUESTION:

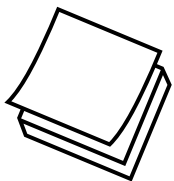
- Q: What is the colour of an emerald? (A: Green).
Q: What is something you hit with a hammer? (A: Nail).
Q: Whose nose grew longer every time he lied? (A: Pinocchio).
Q: If you freeze water, what do you get? (A: Ice).
Q: How many planets are in the solar system? (A: Eight).

2. Game Setup:



- Gather the children in a circle or play area.
- Explain the concept of the game: Each child will receive a task or puzzle card, and the goal is to complete the task **with the help of another participant.**

3. Task Distribution:



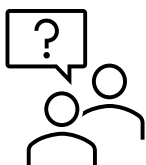
- Distribute the task cards among the children, making sure that each child has a different task.

4. Seeking Help:



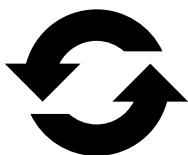
- Instruct the children to take turns attempting to complete their tasks. If they get stuck or don't know how to proceed, they should ask for help from another participant in the game.

5. Assisting Others:



- Emphasize the importance of being a "helper." When a child is asked for help, they should assist and guide their peer without directly doing the task for them. For example, if a child is asked to draw an animal and they get stuck, their peer can provide tips on how to draw certain features.

6. Completion and Rotation:



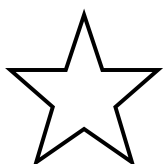
- Once a child successfully completes their task with the help of another participant, they can choose a new task card and repeat the process.
- Continue the game until all children have had the opportunity to ask for help and assist others.

7. Reflection:



- After the game, invite the children to discuss their experiences. Encourage them to share how they felt when they asked for help or when they helped someone else.
- Discuss the importance of teamwork, the value of asking for help, and how collaboration can lead to successful outcomes.

8. Prizes or Rewards:



- Consider offering small rewards or certificates to participants who actively demonstrated the willingness to ask for help and assist their peers.

The "Ask for Help" game highlights the importance of working together and fosters a supportive and collaborative atmosphere, reinforcing the message that asking for help is both brave and beneficial.

ACTIVITY 10: ROLE PLAY

This role-play game invites the children to engage with scenes from Hansel and Gretel and connect these with the over-arching message of the play, asking for help is the bravest thing you can do!

Materials Needed:

- Props and Costumes (Optional)
- A List of scenes from Hansel and Gretel. Here are some examples:
 - Gretel gets stuck in the caramel swamp. She struggles at first to ask for help, then she realises she can't get out alone and asks for help from Trevor Tree and her friends in the audience.
 - Sioned Siocled gets stuck in the oven and nearly turns into a chocolate cookie. At first she struggles to say the word 'help', but soon realises asking for help isn't so hard. This saves the forest from the sugar spell!
 - Hansel, Gretel, Spencer Squirrel, Trevor Tree and Sioned Siocled all help each other to decorate the house in time for Christmas!

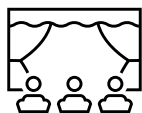


1. Preparation:



- Before starting the role-play game, remind the children of the story of Hansel and Gretel and its message about the significance of asking for help.

2. Setting the Stage:



- Arrange an area for the students to practice their scenes. Use props and costumes to make the children feel more immersed in their roles. However, this is optional, the children can use their imaginations to help immerse themselves into the scenes. Perhaps they can turn everyday objects into something magical!

3. Scene Selection:



- Explain the concept: children must re-enact scenes from Hansel and Gretel, focusing on the importance of asking for help in various situations.

4. Assign Roles:



- Assign characters to the children, depending on the scenes. One child could play Hansel, one could play Gretel and one could play Trevor Tree. Alternatively, you can let the children decide which scene they want to perform and which characters they'd like to play.

5. Role-playing:



- Encourage the children to fully embrace their roles and act out the scenarios. Stress the message that asking for help is brave and necessary in these moments.

6. Discussion and Reflection:



- After each scene is played out, ask the children to discuss their experiences as the different characters.

Consider:

- How did Gretel feel when she asked Trevor Tree for help?
- What did Sioned Siocled learn when she finally asked for help?
- How did the characters feel when they were helping others?
- Have they learnt anything from re-enacting these scenes?

7. Rotate Roles:

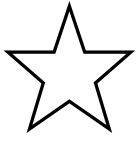


Allow each child to take on different roles within their scenes. This ensures that everyone has the chance to experience both asking for help and providing help.

8. CREATIVE FREEDOM:

Encourage the children to come up with their own scenarios or twists on the Hansel and Gretel story that highlight the theme of asking for help. This could be the most exciting step for the children so make sure you allow time for their imaginations to run free!

9. Positive Reinforcement:



- Praise and acknowledge the children for their role-play efforts and for effectively conveying the message that asking for help is an act of bravery, just like Hansel and Gretel demonstrated in the play.

10. Conclusion:



- Summarise the key lessons learned from the Hansel and Gretel role-play, emphasising that asking for help is a courageous and important choice in both fairy-tales and real-life situations.

ACTIVITY 11: WE ARE GOING ON A JOURNEY!

Hansel and Gretel go on a wild journey through the forest and discover all sorts of madness along the way! They also make some friends who help them get out of sticky situations. There are so many senses to experience on their journey.

We hope the following exercises will help children engage with the journeys they make, helping them recognise the sights and sounds that make up their world.

1. Exciting Journeys:



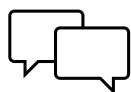
- Start by asking the young people to tell you about the most exciting journey they have been on. How does this journey compare to the journey of Hansel and Gretel? How did they feel when they were making this journey?

2. Everyday Journeys:



- Once the young people have finished sharing their exciting journeys ask them to think in their heads of a journey they do regularly.
- This could be their journey into school, from their house to the shop or the playground. Even the journey from the kitchen to their bedroom.

3. Sharing:



- Once they have thought of their journey, they should describe it. This can be done aloud, if working in a group, or written down if working alone.
- Invite the children to include information on:
 - The time it takes to do the journey.
 - The different directions of the journey (moving left and right, taking half turn or quarter turn)

4. What can you see?



- Next, ask them to focus on what they **see** on their journey. These sights could be written, drawn out as a story board, or cartoon or spoken aloud (if not working with pencils and paper).

- Ask the children to be as detailed as possible. What are the objects, textures and colours? If the journey is outside, are there any landmarks or key buildings? What are the different sizes of the things they encounter on their journey?

5. What can you hear?



- Now, ask the them to repeat the process but instead of thinking about the sights we are going to focus on the sounds that we can hear on the journey.
- Using sound, ask the young people to describe their journey. For example:
 - “Walk towards the **roar** of the traffic”
 - “Wait for the **beeping** noise before you cross the road”
 - “I turn left when I hear the **thunder** of the washing machine”

Try to get the young people to start thinking about natural sounds and artificial sounds. Which ones are made by nature and which by machines?

EXTENDED EXERCISE:

If you have time, repeat the exercise focusing on smells. How do the different sights, sounds and smells of our journey make us feel?

Do we like parts of our journey because of our senses and dislike other parts?

For example: I like walking past the bakery because I can smell cakes being baked but I don't like crossing the road as the roar of the traffic hurts my ears and makes me feel scared.