

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



## Teachers' Resource: The Witch And The Baby

First and Second Level / Year 4 and up / Ages 8+

Curricular Themes: Literacy, Health & Wellbeing and Expressive Arts

Created by Sarah Sturrock

Discovery Film Festival: Sat 17 October - Sun 1 November 2020

[discoveryfilmfestival.org.uk](http://discoveryfilmfestival.org.uk)

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## Introduction

Discovery Learning Resources give you exciting classroom activities to enhance Curriculum for Excellence delivery.

They are created by classroom teachers and education professionals. Each resource aims to:

- support and extend working with film in the classroom
- help prepare teachers for a class visit to a Discovery Film Festival film and to extend the impact of that visit for delivery of CfE
- develop confidence in Moving Image Education approaches and working with 21st Century Literacy / moving image texts

Each resource is free and available to download from

[www.discoveryfilmfestival.org.uk/resources](http://www.discoveryfilmfestival.org.uk/resources)



## The Witch And The Baby (Baba Yaga y Malyshka)

Dir: Evgenia Golubeva

Russia / UK 2019 / 4m45s

Dialogue free

### Synopsis

*The Witch And The Baby* (2020) is a heart-warming tale where traditional fairy-tale roles are turned on their head. The Witch starts off willing to do anything for beauty but when she spends time with the cute, tiny, princess baby instead of killing her for her potion, she grows to love and care for her.

### Focus

This resource pack is for both first and second level. It covers a range of literacy, HWB and drama Es and Os (including LIT 1-07a/ LIT 2-07a, LIT 1-04a/ LIT 2-04a, 1-47a, EXA 1-13a/ EXA 2-13a)

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## Before watching the film

### Activity 1 – Don't Judge A Book By Its Cover

By looking at the following picture, in pairs or individually write a list of first impressions of the Witch. Think of as many different adjectives to describe what you think she looks like and what you think her personality would be. Do this on a whiteboard, in a jotter or on a piece of paper.





## After watching the film

### Activity 1 – Don't Judge A Book By Its Cover (continued)

Looking back at the list created before you watched the film, were your first impressions of the witch correct? What was the same? What was different?

What do you think made the witch evil in the first place? Why would this have an impact on her behaviour?

Can you think of any other stories/fairy tales/films where the 'baddie' has started off evil but then changed to nice or might have been misunderstood? Examples could include Maleficent, Snape (*Harry Potter*), Kylo Ren (*The Last Jedi*), Te Ka/Te Fiti (*Moana*), Gabby Gabby (*Toy Story 4*), Elsa (*Frozen*), Mal (*The Descendants*).

*I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. **LIT 1-07a***

*I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. **LIT 2-07a, HWB 1-02a / HWB 2-02a***

Activity 2 – Digital Literacy



At 3min58sec in the film, the Witch gives her house a makeover and changes the colour of it. Why do you think she does this? Discuss with a partner what the colours might mean then feedback to the class. Then, design a house that you think matches your personality.

*As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. **LIT 1-04a***

*As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. **LIT 2-04a***

*I recognise that we have similarities and differences but are all unique. **HWB 1-47a***

*I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. **HWB 1-02a / HWB 2-02a***



### Activity 3 – Fairy Tale Characters

Most fairy tales show good and bad within their characters. There is usually some sort of conflict started by the villain and the hero goes on a journey to defeat them. As a class, talk about the different fairy tales where this has happened and create a list together. Then, think about why the villain may have turned bad. Talk about one you have on the board as an example.

Then, in small groups the children should create a drama where the villain is treated with kindness and there is an alternative story with the main characters. For example, in *Little Red Riding Hood*, the wolf might have been raised as a vegetarian by his parents and Grandma gave him carrots from his garden and they all, including the Wolf, lived happily ever after...

*Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.* **EXA 1-13a / EXA 2-13a**



## Activity 4 – Magazines And The Representation Of ‘Beauty’

In the film, the Witch only tries to harm the baby because she wants to make herself look pretty. She sees beautiful people in the magazines and when she meets the other nannies, they all look well presented.

**First level** – Discuss that everyone is different and unique.

**Second level** - Discuss why she might feel sad about her looks and comparing herself to others. Think magazines, social media, etc.

Then, create a potion to spread kindness and the understanding that everyone is unique.

Please note, this discussion should be held with sensitivity depending on how children in a second level setting see themselves and others. You know your own class so please adapt accordingly.

*I recognise that we have similarities and differences but are all unique. **HWB 1-47a***

*I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. **HWB 0-02a / HWB 1-02a / HWB 2-02a***





## Additional Resources

### **Extension Activities:**

The film has been presented at lots of film festivals around the world and has won several awards.

[https://youtu.be/-Lt-lowUT\\_A](https://youtu.be/-Lt-lowUT_A)

Above is a link to a short film featuring co-writers Evgenia Golubeva and Myles McLeod (and their dachshund) that they made for Stuttgart International Festival of Animated Film in April 2020. In it they talk about how they came up with the story, how the film was made and what happened to the witch's cat...



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## Evaluating this resource

We hope that you found this resource useful and appropriate.

Please do send us film reviews, letters from your pupils, documentation of classwork and your feedback by e-mailing [mike.tait@dca.org.uk](mailto:mike.tait@dca.org.uk)

## Would you make a good Discovery Film Festival Case Study?

We are seeking a number of simple Case Studies in how teachers have used or are using Discovery films in the classroom across Curriculum for Excellence and across the Levels.

Any case studies that we develop would be intended for presentation on GLOW, the Creativity Portal and on Discovery Film Festival websites. We have a simple template to be completed and are keen to have classwork and documentation included.

If you would like to be a Discovery Case Study please e-mail [sarah.derrick@dca.org.uk](mailto:sarah.derrick@dca.org.uk)