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# *Bibi Blocksberg* STUDY GUIDE

From the John VanDuzer Children's Film Collection

Prepared by:

DAN GRANT, B.Ed

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# Message to the Educator

The Youth Learning Department at TIFF aims to provide children, youth and students with new academic opportunities and social experiences by exposing them to the language and vision of film. We are proud to introduce educators to the John VanDuzer Children's Film Collection. This initiative reflects our continuing commitment to educating and inspiring youth through the transformative powers of the moving image.

The collection, the first of its kind in the world, is empowered to purchase, archive and distribute the best children's and family films available from around the world. Study guides that were developed with education experts accompany each film and are designed to address contemporary social issues and provide a wealth of synergistic programming with the Ontario Ministry of Education. For more information, please visit [reellearning.ca](http://reellearning.ca), our online film-literacy resource for educators.

## Synopsis

**Country of Origin:** Germany

**Release Year:** 2002

**Original Language:** German (with English subtitles)

**Director:** Hermine Huntgeburth

**Runtime:** 106 minutes

**Themes:** Belief in yourself, friendship, responsibility, bullying, female empowerment

**Grade Recommendation:** 4 to 6, ELL Stage 2

Bibi Blocksberg is a twelve-year-old apprentice witch living with her mother Barbara (also a witch) and father Berhard in Germany. The film begins with a party for Bibi, who saved the lives of two young children trapped inside a burning house. Bibi is awarded a special pin from the mayor of the city and the head witch, Walpurgia, tells her that she will receive the crystal ball. This means she will become a full-fledged witch now, and does not have to wait until she is fifteen. Although her father Berhard is not very pleased with the idea of having two witches in the house, Bibi and her mother fly their brooms to the Blocksberg to receive her crystal ball.

Bibi runs into conflict when the evil witch Rabia intentionally drops and shatters Bibi's crystal ball. Rabia is enraged when Walpurgia orders her to give Bibi her own crystal ball to replace it. Unbeknownst to the others, Rabia has hidden the formula for eternal youth inside of her crystal ball and will stop at nothing to get it back from Bibi.

Rabia first creates conflict between Bibi and her friend Florian and then frames Berhard Blocksberg for embezzlement from his workplace. Berhard is convinced that all of his problems stem from Bibi and Barbara's witchcraft. He tells Bibi and her mother that if they do not give up witchcraft, he will lose his job.

Barbara and Bibi agree to renounce their witchcraft and fly back to the Blocksberg to complete the ceremony to renounce their witchcraft. While there, Bibi discovers Rabia's plans but not before her mother has lost her witchcraft powers. Bibi manages to fly away before her powers are taken away as well.

Rabia traps Barbara and Berhard Blocksberg in her castle. Bibi rescues her parents with the help of her friends Florian, Schubia and Arcadia. Rabia is punished by the other witches for her deception, Barbara Blocksberg gets her powers back and Walpurgia helps clear Berhard of all guilt in the embezzlement.

# Curriculum Links

Activity	Curriculum Expectations
<p><b>Language: Writing</b></p>	<ul style="list-style-type: none"> <li>• Generate, gather and organize ideas and information to write for an intended purpose and audience.</li> <li>• Identify their point of view, and other possible points of view, and determine, when appropriate, if their own view is balanced and supported by evidence.</li> <li>• Produce draft and revised pieces of writing to meet identified criteria based on the expectations related to content, organization, style and use of conventions.</li> </ul>
<p><b>Arts</b></p>	<ul style="list-style-type: none"> <li>• Solve problems through drama and dance, working in large and small groups using various strategies.</li> <li>• Use different forms of available technology to enhance work.</li> </ul>
<p><b>Media Literacy</b></p>	<ul style="list-style-type: none"> <li>• Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions and techniques.</li> <li>• Reflect on and identify their strengths as media interpreters and creators, areas for improvement and the strategies they found most helpful in understanding and creating media texts.</li> </ul>

# Lesson Outline

## 1. Character Education Development

40-50 minutes

- Character Development Education worksheet
- Activate prior knowledge about character development

## 2. Witches and Wizards

40-50 minutes

- Activate prior knowledge about witches and wizards
- Witches and wizards worksheet
- Connection to character education

## 3. *Bibi Blocksberg*: Film Viewing

180 minutes

- Activate prior knowledge
- General classroom discussion
- *Bibi Blocksberg* character education development sheet
- Character comparison Venn Diagrams
- Individual Lesson Assessment: Connector

## 4. *Bibi Blocksberg*: Film Review

40-50 minutes

- Students will write a film review of *Bibi Blocksberg*
- Students will make connections between the film and their own personal experiences
- Individual Lesson Assessment: *Bibi Blocksberg* Film Review Rubric

## 5. *Bibi Blocksberg*: Further Adventures

40-50 minutes

- After the film, students will brainstorm a new adventure for Bibi Blocksberg
- Students will write a short story
- Students may record the story using the software Audacity
- Individual Lesson Assessment: Story Writing Rubric

## 6. Appendices

- Appendix One: Connector
- Appendix Two: Student Question and Response Sheet
- Appendix Three: *Bibi Blocksberg* Film Review
- Appendix Four: Film Review Template
- Appendix Five: Film Review Rubric
- Appendix Six: Bibi's Next Big Adventure!
- Appendix Seven: Story Writing Rubric
- Appendix Eight: Seven Lives of Witches Game
- Appendix Nine: Witches and Wizards Worksheet
- Appendix Ten: Audacity Recording Instruction Sheet
- Appendix Eleven: Character Education Development
- Appendix Twelve: *Bibi Blocksberg* Character Traits
- Appendix Thirteen: *Bibi Blocksberg*: Character Comparison Venn Diagram

# Lesson One: Character Education Development

Exercises to engage students *before* watching the film

**Time required:** 40–50 minutes

**Overall expectations:**

## Writing

- Generate, gather and organize ideas and information to write for an intended purpose and audience.

## Materials needed:

- Character education development student worksheet (appendix eleven).
- Chart paper and markers for each group.

## Description:

- Students will work in small groups to complete character education definition sheets.
- Establish class definition and understanding of character development traits.

## Links/Resources:

- <http://www.edu.gov.on.ca/eng/literacynumeracy/character.html>
- <http://www.curriculum.org/secretariat/december11.shtml>
- <http://www.yrdsb.edu.on.ca/page.cfm?id=ICM000002>
- <http://www.character.org/>

## Procedure:

1. List principles of character development on chart paper.
  - Follow format of student worksheet.
  - Discuss the terms with students.
2. Students work together to arrive at a definition and example of “trustworthiness.”
  - Think – Pair – Share Activity.
  - Students first think about the word “trustworthiness” and give an example.
  - Using the character education development worksheet (appendix eleven) have students work with a partner to arrive at a definition for each character trait.
  - Students share definitions and examples with the class.
  - Class arrives at a common definition and example.
3. Divide the class into small groups of four or five students.
  - Recorder, presenter, facilitator, materials roles.
  - Using worksheets, students come up with definitions and examples for the character traits on the worksheet.
  - Write a good copy of definitions and examples on chart paper.

4. Groups share their definitions with class.
  - Chart papers are posted in class.
5. Discuss common definitions and examples.
  - What do students notice about definitions and examples?
  - Are they similar?
  - What would be the opposite of some of these characteristics?

# Lesson Two: Witches and Wizards

**Time required:** 40-50 minutes

## **Overall expectations:**

### **Writing**

- Generate, gather and organize ideas and information to write for an intended purpose and audience.

### **Materials needed:**

- Witches and wizards worksheet (appendix nine).
- Chart paper and markers for each group.

### **Description:**

- Students will work in small groups to complete witches and wizards worksheets.
- Connect to character development from lesson one.

### **Procedure:**

1. Activate prior knowledge about witches and wizards.
  - Pose the question to class, “When you think about witches and wizards what comes to mind?”
    - Record students’ responses on chart paper.
    - Record the responses so all of the good characteristics are on one side and the bad characteristics on the other.
  - “What witches and wizards have you come across in books, movies or on TV?”
    - “Are they all good or bad?”
    - Record student responses on chart paper under good or bad characteristics.
    - “What makes them good or bad?”
2. Develop character sketch of witches and wizards.
  - “How many in the class have either read a *Harry Potter* book or seen one of the movies?”
  - “How would you describe Harry Potter? What character development characteristics does he portray?”
  - Use template of witches and wizards sheet to capture student responses.
3. Divide the class into small groups of four or five students.
  - Recorder, presenter, facilitator, materials roles.
  - Using worksheets, students complete witches and wizards worksheets, using fictional characters from books, films, or television shows.
  - No more than five characters from same book, book series, film or television show.
  - Maximum of three main character development characteristics per character.
4. Groups share their definitions with class.
  - Have a round robin in classroom.
  - One character per group. Students must listen and not repeat same character.

# Lesson Three: *Bibi Blocksberg*

**Time required:** 180 minutes

## **Overall expectations:**

### **Media literacy**

Reflect on and identify their strengths as media interpreters and creators, areas for improvement and the strategies they found most helpful in understanding and creating media texts.

## **Materials:**

- Literary Scene Illustrator
- *Bibi Blocksberg* DVD
- DVD player
- Chart paper and markers

## **Description:**

Students will watch the movie *Bibi Blocksberg* and use their knowledge of character development to better understand the characters in the movie.

## **Procedure:**

### **Pre-viewing activities:**

1. Activate prior knowledge from lesson one (character development) and lesson two (witches and wizards).
  - What are important character development characteristics?
  - What makes one witch good and another bad?
2. Anticipatory questions:
  - What if you had special powers such as being able to cast spells or fly a broom?
  - What if you were the only one of your friends or even in your family with these powers?

## **View the film**

- Introduce and view the film *Bibi Blocksberg*. Ask the students to pay particular attention to the character development traits Bibi exhibits in the film.
- The film is in German with English subtitles so students will need to be seated carefully in order to read the text.
- This may be a challenging activity for ESL or low-level readers. Teachers may want to read the subtitles aloud for students.

## **Post-viewing activities:**

1. Activity One: *Bibi Blocksberg* character development traits.
  - What character development traits does Bibi possess?
  - Students work with a partner to complete character education development sheet (appendix eleven).
  - Students share work with class.

2. Activity Two: Character Comparison Venn Diagram
  - Distribute character comparison Venn diagram sheets (appendix thirteen).
  - Working in small groups, students fill in Venn Diagrams that compare Bibi with Harry Potter and Rabia with Voldemort.
  - Record student responses on chart paper.
  
3. Activity Three: Seven Lives of Witches Game.
  - Play Seven Lives game with students (appendix eight).
  - Divide class into groups of four to six, with one ball (or a rubber chicken) per group.
  
4. Activity Four: Connector Worksheet
  - Distribute connector worksheet for students to complete individually (appendix one).
  - Give an example of a connection on the board after class discussion.
  - Students are to find connections between the film and the world outside.
  - This means connecting the viewing of the film to:
    - Their own life (film to self)
    - Other films, books or media sources (film to media)
    - Happenings at school (film to world)
    - Other people or problems they've encountered

# Lesson Four: *Bibi Blocksberg* Film Review

**Time required:** 40-50 minutes

## **Overall expectations:**

### **Language – writing**

- Generate, gather and organize ideas and information to write for an intended purpose and audience.
- Identify their point of view, and other possible points of view, and determine, when appropriate, if their own view is balanced and supported by evidence.
- Produce draft and revised pieces of writing to meet identified criteria based on the expectations related to content, organization, style and use of conventions.

## **Materials:**

- Film Review Template (one per student) (appendix four)
- *Bibi Blocksberg* Film Review (one per student) (appendix three)
- Film Review Rubric (one per student) (appendix five)
- *Bibi Blocksberg* student question-and-response sheet (appendix two)

## **Description:**

Students will write a film review of *Bibi Blocksberg*.

## **Objectives:**

Students will learn to:

- Analyze a narrative story structure
- Synthesize literary and visual concepts into a structured essay

## **Procedure:**

- Distribute and then discuss the film review template, the film review worksheet and the film review rubric
- Make sure the students understand the structure before beginning the assignment
- Individual Student Activity
- Student completes the film review template
- Student writes first draft of review
- They edit this draft themselves first, then with a classmate
- Student completes final copy of film review
- Self-evaluates using the film review rubric

# Lesson Five: Bibi Blocksberg's Next Adventure!

**Time required:** 80 to 100 minutes

## **Overall expectations:**

- Generate, gather and organize ideas and information to write for an intended purpose and audience.
- Identify their point of view, and other possible points of view, and determine, when appropriate, if their own view is balanced and supported by evidence.
- Produce draft and revised pieces of writing to meet identified criteria based on the expectations related to content, organization, style and use of conventions.

## **Materials:**

- Chart paper
- Story map outline (one per student) (appendix six)
- Story writing rubric (one per student) (appendix seven)
- Audacity
- Audacity recording instructions (appendix ten)

## **Links:**

The Storynory website has audio recorded stories that could be used as inspiration for student writers. One set of stories is about a young witch at school and some of the situations in which she finds herself. The narrator has an excellent speaking voice and would serve as a good model for student performance.

<http://storynory.com/pond-life/>

## **Description:**

- The film *Bibi Blocksberg* is based on a radio and cartoon series in Germany.
- Students will write a story starring Bibi.
- Students may record the story as a podcast using Audacity or another recording software.

**Procedure:**

- Lead class discussion about other possible adventures Bibi could experience:
- Possible story elements:
  - Florian is moving to the United States with his mother – will Bibi visit him there? If so how will she get there – by broom?
  - What if Rabia escapes from the bog?
  - Bibi and her mother share the sisters’ crystal balls – will they become connected somehow?
  - Will Bernhard Blocksberg accept Bibi being a full-fledged witch? Will he make her give it up?
  - What adventures might she have with her witch friends Arcadia and Shubia?
- Individual Student Activity
  - Student completes “Bibi’s Next Adventure” line master (appendix six).
  - Student writes first draft of story.
  - They edit this draft themselves first, then with a classmate.
- Student completes final copy of film story.
- Self-evaluates using the story rubric.
- Students use Audacity recording software worksheet to individually record story.

**About Bell Lightbox**

Currently under construction, Bell Lightbox, a breathtaking five-storey complex located in downtown Toronto, will provide a permanent home for film lovers to celebrate cinema from around the world and will propel TIFF forward as an international leader in film culture. Designed by innovative architecture firm KPMB, Bell Lightbox’s fluid structure encourages exploration, movement and play. The campaign to build Bell Lightbox is generously supported by founding sponsor Bell, the Government of Canada and the Province of Ontario, the King and John Festival Corporation consisting of the Reitman family and the Daniels Corporation, RBC as major sponsor and official bank, Visa†, the Copyright Collective of Canada, NBC Universal Canada, the Allan Slaight Family, the Brian Linehan Charitable Foundation and CIBC. The Board of Directors, staff and many generous individuals and corporations have also contributed to the campaign. For more information on the Bell Lightbox campaign, visit [belllightbox.ca](http://belllightbox.ca).

# Appendix One: Connector

Name: \_\_\_\_\_

Group Members: \_\_\_\_\_

Film: \_\_\_\_\_

Director: \_\_\_\_\_

Your job is to find connections between the film you watched and the world outside. This means connecting the film to:

- Your own life (film to self)
- Other films, books or media sources (film to media)
- Happenings at school (film to world)
- Other people or problems you've encountered

List some connections you have found with this film below:

1.	
2.	
3.	

# Appendix Two: Student Question-and-Response Sheet

1. Why is Bibi given a party and an honorary pin from the mayor?
2. Where is Florian invited to stay while his father Tom is on his tour?
3. What reason did Bibi give for saving the twins?
4. Bibi is excited to receive her first crystal ball. How old are witches when they normally receive a crystal ball?
5. How does Bibi's father feel about her becoming a "full-blooded witch"?
6. What does Bibi's mother mean when she says, "We can't choose the way we're born!"
7. How do "normal people" feel about Bibi and her mother being witches? Are they treated differently?
8. Bibi and her mother fly to the Blocksberg for the crystal ball ceremony. Describe the witches that are there.
9. What is your first impression of Rabia? Describe how she is dressed and how her clothes fit her personality.
10. When the formula for eternal youth is stolen, who do Arkadia and Shubia suspect? Why?
11. Bibi attempts to perform the "Chinese Chattering Cat" spell. How is it disrupted and by whom?
12. Crystal balls can only be used for good. What is the punishment for using the crystal ball for evil?
13. Do you think Rabia dropped Bibi's crystal ball on purpose? Why would she?
14. Did the head witch Walpurgja make a wise decision when she took away Rabia's crystal ball?
15. How does Bibi help Florian find out what his father Tom is doing on tour? What does he discover?
16. Why does Florian take Bibi's crystal ball? How does Bibi react?
17. How does Rabia plan on getting her crystal ball back from Bibi?
18. What does she do to Bibi's father's work? What is he accused of?
19. What does Bibi's father's boss make him promise not to deal with again?
20. Is it reasonable for Bibi's father to ask Bibi and her mother to renounce their witchcraft?
21. How do Bibi and her mother feel about renouncing their witchcraft? What is the father's reaction when they tell him they will give it up?
22. What does Bibi discover with Arkadia and Schubia?
23. How does Rabia trap Bibi's parents?
24. Bibi's mother is allowed to regain her witchcraft. Should she?
25. Bibi and her mother are given the crystal balls of two revered sisters. Will this create stronger bond between them? Why?

# Appendix Three: *Bibi Blocksberg* Film Review

**Country of Origin:** Germany

**Release Year:** 2002

**Original Language:** German

**Director:** Hermine Huntgeburth

**Producer:** Bavaria Film (Uschi Reich)

**Runtime:** 180 minutes

## Characters:

Bibi Blocksberg	Sidonie von Krosigk
Barbara Blocksberg	Katja Riemann
Berhard Blocksberg	Ulrich Noethen
Florian	Maximilian Befort
Rabia	Corinna Harfouch
Karla Kolumna	Inga Bushc
Tom	Christian Nickel
Arkadia	Elia Geissler
Schubia	Anja Somavilla
Walpurgia	Monica Bleibtreu

1. Who are the main characters in the film?
2. What is this story about? Be very detailed!
3. What would different types of people like about this film?
4. Did you like this film? Why or why not?
5. What rating would you give this movie? One star (poor), five stars (excellent).
6. What moral lesson does the film teach? What did you learn from it?

# Appendix Four: Film Review Template

Movie titles are written in italics, for example, *Bibi Blocksberg*.

**Headline/Title:** Include the title of the film.

**Paragraph One:** Introduce the film and a couple of details to capture the reader's interest.

**Paragraph Two:** Describe what takes place in the film without giving away the ending. Who are the main characters? What is the story about?

**Paragraph Three:** Discuss the actors in film and how you felt about their performances.

**Paragraph Four:** Discuss what you liked about the film and anything you didn't think worked.

**Paragraph Five:** What lessons did you learn from this story? What do you think others will learn?

**Paragraph Six:** Who is this film meant to appeal to? Would you recommend it? To whom? What is your final word on the film? Is it good or bad?

**Rating System:** Give the film a score. Stars (\*\* out of \*\*\*\*\*) or numbers (3 out of 5).

**Short Biography:** Describe who you are and what grade you are in. Talk about any sports, activities or interesting things you like to do. Write about yourself in the third person, that is, pretend someone else is writing the biography about you.

Example: Jane Smith is a Grade Four student at Smith Lake Public School. Jane enjoys playing ice hockey, gymnastics and being with her friends. Jane's favourite subject at school is Language and she loves to write stories.

# Appendix Five: Film Review Rubric

Name:

CATEGORY	1	2	3	4
Introduction	First paragraph has a "grabber" or catchy beginning. Clearly and effectively introduces film.	First paragraph has a weak "grabber". Clearly introduces film.	A catchy beginning was attempted but was confusing rather than catchy. Mentions film.	No attempt was made to catch the reader's attention in the first paragraph. Does not introduce film
Character Setting Plot	The review provides an excellent description of the film's plot, characters and conflict.	The review provides a good description of the film's plot, characters and conflict.	The review describes some aspects of the film's plot, characters and conflict.	The review describes some aspects of the film's plot, characters and conflict.
Opinions & Supporting Details	The review provides an clearly provides strong opinions that are clearly supported by details from the film.	The review provides some strong opinions that are supported by details from the film.	The review provides opinions that are supported by details from the film.	The review provides no clear opinion with little supporting detail.
Graphic Organizer	Graphic organizer or outline has been completed and shows clear, logical relationships between all topics and subtopics.	Graphic organizer or outline has been completed and shows clear, logical relationships between most topics and subtopics.	Graphic organizer or outline has been started and includes some topics and subtopics.	Graphic organizer or outline has not been attempted.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Creativity	The review contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The review contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The review contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the review. The author does not seem to have used much imagination.
Writing Process	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing and editing). Works hard to make the story wonderful.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.

# Appendix Six: Bibi's Next Big Adventure!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Setting:	Time:	Place:



Characters:



Problem:



Plot / Events:



Resolution:

# Appendix Seven: Story Writing Rubric

Name: \_\_\_\_\_

CATEGORY	1	2	3	4
Writing Process	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing and editing). Works hard to make the story wonderful.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.
Introduction	First paragraph has a "grabber" or catchy beginning.	First paragraph has a weak "grabber."	A catchy beginning was attempted but was confusing.	No attempt was made to catch the reader's attention in the first paragraph.
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used their imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used their imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.
Setting	Many vivid, descriptive words are used to tell when and where the story took place.	Some vivid, descriptive words are used to tell the audience when and where the story took place.	The reader can figure out when and where the story took place, but the author didn't supply much detail.	The reader has trouble figuring out when and where the story took place.
Dialogue	There is an appropriate amount of dialogue to bring the characters to life and it is always clear which character is speaking.	There is too much dialogue in this story, but it is always clear which character is speaking.	There is not quite enough dialogue in this story, but it is always clear which character is speaking.	It is not clear which character is speaking.
Problem/Conflict	It is very easy for the reader to understand the conflict the main characters face and why it is a problem.	It is fairly easy for the reader to understand the conflict the main characters face and why it is a problem.	It is fairly easy for the reader to understand the conflict the main characters face but it is not clear why it is a problem.	It is not clear what problem the main characters face.
Characters	The main characters are named and clearly described in text as well as pictures. Most readers could describe the characters accurately.	The main characters are named and described. Most readers would have some idea of what the characters looked like.	The main characters are named. The reader knows very little about the characters.	It is hard to tell who the main characters are.
Action	Several action verbs (active voice) are used to describe what is happening in the story. The story seems exciting!	Several action verbs are used to describe what is happening in the story, but the word choice doesn't make the story as exciting as it could be.	A variety of verbs (passive voice) are used and describe the action accurately but not in a very exciting way.	Little variety seen in the verbs that are used. The story seems a little boring.

# Appendix Eight: Seven Lives of Witches Game

## What you need:

- At least five players
- A ball
- A funny nickname for each player

**Where you can play:** Indoors (gym) or outdoors.

Every player chooses a nickname and introduces himself or herself to the other players. One player throws the ball high up in the air and shouts one of the nicknames. The person with this nickname tries to catch the ball as quickly as possible. The others all run away as far as they can.

As soon as the “catcher” has got the ball, he or she calls out, “Hex! Hex!” and the others are not allowed to move anymore.

The player who got the ball now takes three steps towards the person standing closest to him or her. They then throw the ball at that person. If it hits him or her, the other person loses one of their seven lives. If he or she doesn't hit anybody, the person holding the ball loses one of his lives.

**End of game:** A person who has lost all of their seven lives cannot play any longer. The game ends when only one player has one or more of their lives left.

# Appendix Nine: Witches and Wizards Worksheet

Witch or Wizard	TV, Book, Movie	Good or Bad	Character Development	Special Power(s)	Normal People
Harry Potter	<i>Harry Potter</i> book series	Good	courageous, trustworthy, caring,	Great broom flyer, Parsel tongue, scar	Dursley family knows, others don't.

# Appendix Ten: Audacity Recording Instruction Sheet

Audacity is software that allows students to create audio recordings using multiple tracks of sound, including narration, music and audio effects. Audacity allows users to merge these multiple tracks into a single file that could be played on an MP3 player or Microsoft Media Player.

Audacity is freeware that can be downloaded off the Internet. Students are encouraged to independently create their own audio recording. The Audacity software and MP3 utility download page can be found at <http://audacity.sourceforge.net/>

More detailed tutorial can be found at:

- <http://audacity.sourceforge.net/manual-1.2/tutorials.html>
- <http://www.how-to-podcast-tutorial.com/17-audacity-tutorial.htm>

Students will use Audacity to narrate and record a short piece of text. It is important that students rehearse reading the text with inflection and meaning before recording their passage.

When you record and save a project in Audacity it is saved as a .aup file. This file cannot be opened in a media or MP3 player. In order to listen in a media player it must be exported as either a .WAV or .MP3 file, which will merge all of the files into a single track.

1. **Rehearse** reading your short story before you record in Audacity.
2. Record short story using Audacity.
  - If your story is long it may be a problem to record it as a single track without making mistakes along the way.
  - It is highly recommended that you break your story into multiple “tracks.”
  - Use a highlighter or marker to break your story into tracks of a maximum of 60 seconds.
  - Once complete, make certain that the tracks are aligned.
3. Under “**File**” pull down menu, click “**Save Project As...**” and save your recording in “**My Documents**” using a name that is unique, for example, “Mr Grant passage 1”
  - It is highly recommended that you save the project onto a memory stick as well.
4. Optional – add other audio tracks, such as sound effects and copyright-free music.
5. “**Save Project**”
6. “**Export as a WAV...**”
  - This will merge your recording into a single audio track.
7. “**Export as an MP3...**”
  - You must first have the MP3 utility and then locate it.
8. 8. Your recording is now complete. Your file can now be opened using Windows Media Player and could be imported into other programmes such as Microsoft Movie Maker or PowerPoint.

# Appendix Eleven: Character Education Development

Develop your own definitions of the following character traits within your group. You may use a dictionary if you become stuck on a word or term, but the definition must be in your own words.

The example you provide should be something related to friends, family or school.

Character Trait	Definition	Example
Trustworthiness		
<i>Respect</i>		
<i>Responsibility</i>		
<i>Fairness</i>		
<i>Caring/Empathy</i>		
<i>Citizenship</i>		
<i>Initiative</i>		
<i>Courage</i>		
<i>Perseverance</i>		
<i>Honesty</i>		

## Appendix Twelve: *Bibi Blocksberg* Character Traits

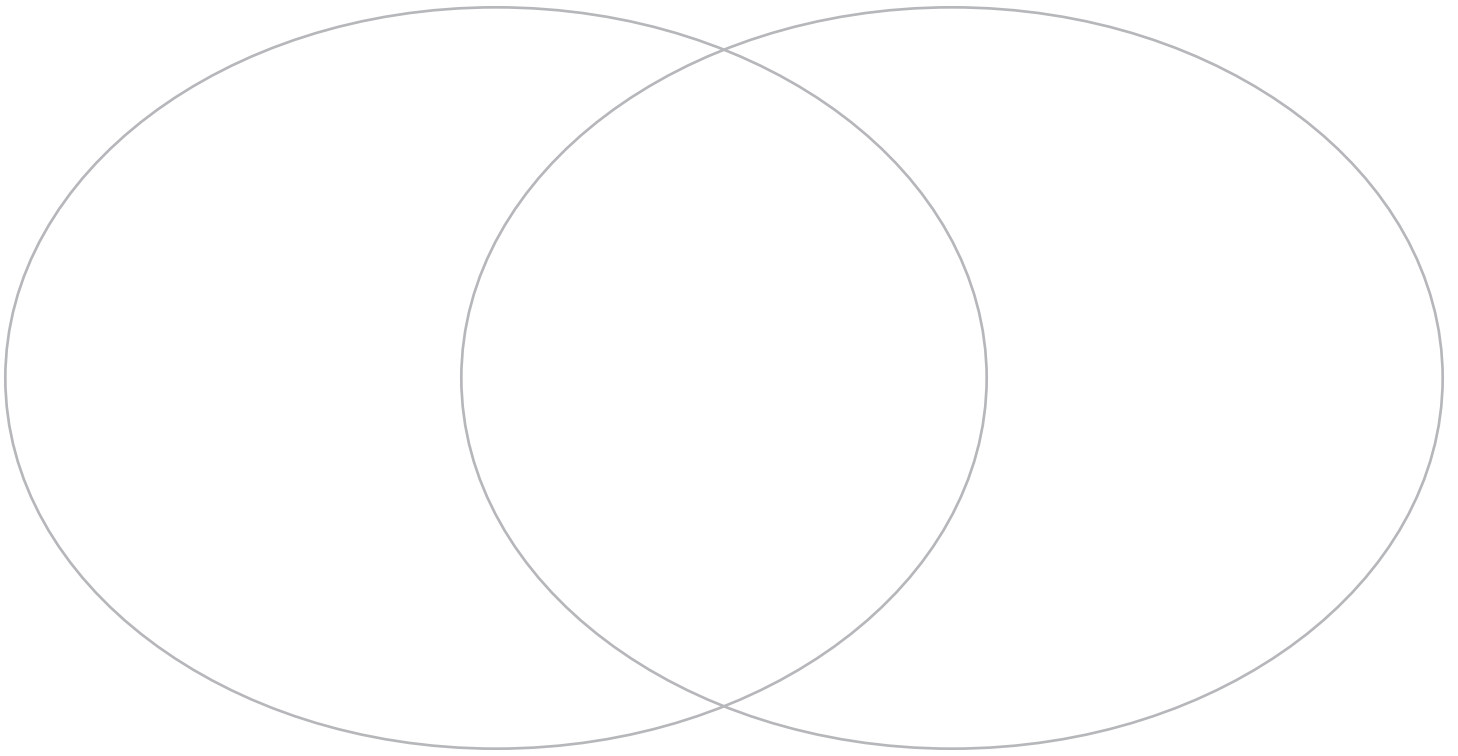
What are three main character development traits that you feel Bibi Blocksberg exhibits in the movie? List the three key traits with a reason and example for each.

Character Trait	Reason	Example

Appendix Thirteen: *Bibi Blocksberg*: Character Comparison Venn Diagram

Bibi Blocksberg

Harry Potter



Rabia

Voldemort

