



WICKED & VELS

Strands: Between the main thematic chapters and the more general notes and activities, this study guide touches on a number of the VELs study strands. Although the Arts will obviously feature most strongly, there are a number of areas which touch on English and the Humanities, with relevance to Interpersonal Development, Civics and Citizenship and Personal Learning. Most of the activities relate most specifically to the arts dimensions of either “Creating and Making” or “Exploring and Responding”.

Levels: With some adaptation, all of the activities should be suitable for either primary students (Levels 3 and 4) or secondary students (Levels 5 and 6). **Please note** that WICKED is not recommended for students under 8 years of age. The materials have been written primarily addressing teachers as the audience. It is assumed that teachers will read the materials and adapt accordingly. The materials have been put together in a way that should assist say, a primary teacher to adapt the materials to her/his own specifications and requirements – especially in relation to the language required. It would be an impractical approach for this booklet to attempt to write to and for all of the levels in isolation.

Similarly, the PowerPoint presentations are designed as all-purpose resources. Even more than the written notes, they should be able to be readily adapted to any level.

Learning approaches: All of the activities have been developed using VELs guidelines. Using the background materials provided and the suggested activities, teachers should be able to devise specific activities to suit their students. Below are some suggested “VELs - approved” ways that teachers might attempt to structure activities.

Bloom’s taxonomy

Bloom’s taxonomy is a useful model for ensuring that higher order thinking tasks are included in curriculum planning. It is based on a six-level classification of cognitive development:

- Remembering e.g. can you remember what happened to Boq in the story?
- Understanding e.g. can you understand why The Wizard wanted to make out that Elphaba was wicked?
- Applying e.g. applying your understanding of how The Wizard made Elphaba seem evil, choose a favourite character from a fairy tale and write some bad press about him/her.
- Analysing e.g. in their own ways, both Elphaba and Glinda wanted to do good. Consider how they both went about this task.
- Evaluating e.g. which character did you most sympathise/empathise with in the story?
- Creating e.g. in groups of three, write and perform a scene where Elphaba, Fiyero and Glinda meet five years after this story ends.





Gardner's theory of multiple intelligences

Gardner's theory of multiple intelligences describes learning styles in terms of different kinds of intelligences. Teachers can refer to these to support them in constructing activities which cater for a range of learning styles:

- Verbal-linguistic e.g. imagine you are Dorothy meeting the Wicked Witch of the West for the first time. What is the first thing you say to her? As Elphaba, try to persuade Dorothy to give you the jewelled slippers.
- Logical-mathematical e.g. on a shelf, The Wizard has two bottles of green elixir, three magical potions and four bottles of antidote to counter the elixir. How many bottles would you need to drink to be sure that you had drunk at least one magical potion and an antidote?
- Visual-spatial e.g. the story refers to places such as Shiz University, The Upper Uplands of Gillikan Country, the Great Gillikan Forest, Winkie Country, The Emerald City, The Wizard's Palace, Munchkinland and Kiamo Ko Castle. Use your imagination to draw a map to include all of these places. Design a cover, a frontice page and one spell page from The Grimmerie.
- Body-kinaesthetic e.g. try to copy the steps of The Elphaba Dance which she performs at the Ozdust Ballroom. In groups of three, develop a walk and way of moving for the Tin Man, the Scarecrow and the Cowardly Lion. In a group, develop some movements for Chistery and the Flying Monkeys.
- Musical-rhythmical e.g. using one of the songs that has two parts, have two people clap the rhythm of their respective parts to each other. The rest of the group attempt to guess the song. Imagine Glinda walks in half way through Elphaba singing "No Good Deed Goes Unpunished". Write a verse with Glinda attempting to persuade Elphaba that she is wrong.
- Interpersonal e.g. in a small group, make a tableau of one of the relationships from the story. The rest of the class attempt to identify the tableau. Ten years after the conclusion of the story all of the major characters are brought together to discuss their experiences and find a reconciliation. What do they say to each other?
- Intrapersonal e.g. you are The Wizard and you have just met Elphaba for the first time. Write an entry in your diary describing this first meeting. Write a similar entry from Elphaba's point of view. Which of the major characters is closest to you as a person? Which of the characters do you most and least admire/respect?
- Naturalistic e.g. find a garden with some flowers and/or plants that you are able to collect. Sort them into types and give each a fictitious name. Imagine and describe what chemicals and chemistry might be associated with each of the plants/flowers and invent some spells by suggesting ways of combining the ingredients. In cultures throughout the world and throughout history, there is strong agreement that the main four elements of the natural world are Earth, Wind, Fire and Water. There is little agreement as to the nature of the Fifth Element. Some suggest Heaven, some Air, some Metal. Which of the major characters from the show are like a particular element. Invent you own Fifth Element and designate this to one of the major characters.





Thinker's keys

The thinker's keys are designed to engage and motivate students in divergent thinking activities.

The thinker's keys include:

- The reverse e.g. name 10 things you should not do in the Land of Oz.
- The what if? e.g. what would be the first things you would do if you were made The Wizard in the Land of Oz?
- The alphabet e.g. compile a list of words describing the Land of Oz from A to Z.
- The BAR e.g. Elphaba casts a spell to make monkeys fly. What other attributes could you give them to make them even more valuable as assistants?
- The combination e.g. list the attributes of Elphaba and the Glinda. If we were to combine them into one person, what kind of person would that be?
- The disadvantages e.g. list all of the disadvantages of being born green.
- The different uses e.g. find 10 uses for flying monkeys.
- The prediction e.g. predict what the Land of Oz will be like in 10 years.
- The picture e.g. draw a simple map of the Land of Oz and try to add Elphaba's journey through the story.
- The ridiculous e.g. "Australia today is exactly like the Land of Oz". Can you find any truth in this statement?

