

**EDUCATION SCREENINGS** *at the*  
**MILWAUKEE CHILDREN'S FILM FESTIVAL**  
*September 27-October 11, 2012*

***Alfie, The Little Werewolf* Education Screening**

**Dear Teachers,**

Welcome to the Milwaukee Film Education Screenings! We are delighted to have you and thankful that so many Milwaukee-area teachers are interested in incorporating film into the classroom!

So that we may continue providing these opportunities, we ask that your class **complete at least one activity** in conjunction with the screening of *Alfie, The Little Werewolf*. Your cooperation ensures that we are able to continue applying for funding to bring in these films and offer them to you (and literally thousands of other students) at a low cost.

This packet includes several activities and discussion questions. To fulfill this requirement, your students may write about their discussion of, or reaction to, the film, or complete any of the activities included. Journal entries about completing any of the activities also count. We may post some of the best writings and activities on our website (with students' first names and school only) later in the semester.

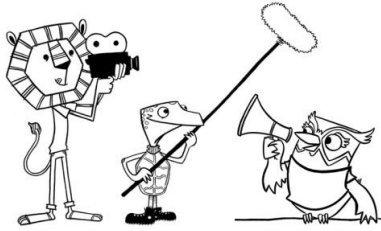
Please photocopy or scan your students' activities and email them to [susan@mkefilm.org](mailto:susan@mkefilm.org) or mail them in **by November 1** to:

Milwaukee Film  
Attn: Susan Kerns  
229 E Wisconsin Ave Suite 200  
Milwaukee, WI 53202

All screenings of *Alfie, The Little Werewolf* additionally fulfill the following Common Core State Standards: SL1.1, SL1.2, SL1.3, SL1.4, SL2.1, SL2.2, SL2.3, SL2.4, SL3.1, SL3.2, SL3.3, SL3.4

Thanks again, and we'll look forward to seeing you next year!

Susan Kerns  
Education Director, Milwaukee Film



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## How to Read a Film: Questions to Consider for *Alfie, the Little Werewolf*

What happens in this film? What important events occur? What is the resolution? Who are the important characters? Who are the “good” characters or “bad” characters?

These questions help students start to talk about plot, story, plot/narrative structure, character development, and conflict.

What is the film about? What themes, morals, or messages come up in the film?

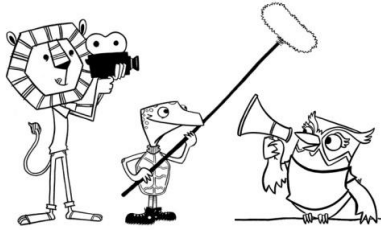
These questions help students start thinking about a film’s themes, messages, and morals – and seeing them as different from the story itself. In other words, a film can be about a boy’s adventures and also about a larger concept like family. Themes for *Alfie, the Little Werewolf* might include family, friendship, belonging, and bullying.

Do students in the class see different messages in the film? What differences do they see? Why?

Discussing how students read the film differently helps them understand that films often express more than one message, and these messages speak differently to different viewers. This discussion is helpful when implementing the Movie Review activity.

*Alfie the Little Werewolf* tells a very similar story as some other films like *The Odd Life of Timothy Green* and the Harry Potter series. Sometimes when films start to repeat stories, they form a collection of films with similarities called a *genre*. What other films have students seen, or books have they read, that have a similar story? What are the similarities and differences?

*Alfie the Little Werewolf* is a Dutch-language film. What words did your students hear that sounded familiar or that they liked? How did they say Alfie’s name in Dutch? What other names do they know of that are different in other languages?



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## Journaling Transformations: Phases of the Moon and Alfie, too!

### Science/Environmental Education Activity

**Resource:** *The Moon Seems to Change* (Let's-Read-and-Find-Out Science 2) Written by: Franklyn M. Branley Illustrated by Barbara & Ed Emberley (ISBN: 0064450651); Moon Phases Moon Calendar (<http://www.tutiempo.net/en/moon/phases.htm>)

**Wisconsin's Model Academic Standards for Science:** Earth and Space Science – E.4.4, E.4.6; Inquiry – C.4.1, C.4.2, C.4.3, C.4.6

**Wisconsin's Model Academic Standards for Environmental Education:** Questioning and Analysis – A.4.1, A.4.2, A.4.3, A.4.4

### Description

In the film *Alfie, the Little Werewolf*, Alfie learns that the phases of the moon are what dictate his transformation. In order to help students fully visualize the phases of the moon as they relate to Alfie, this activity couples a lesson on phases of the moon through the use of chocolate cookies with cream centers and a daily journaling activity to be used throughout a science unit on the solar system.

Students will visually connect with the phases of the moon through a teacher-led, peer-to-peer activity constructing their own moon cycle out of edible items. Then students will keep a journal to track the phases of the moon. Please see the basics of this activity in the color *Alfie, The Little Werewolf* guide.

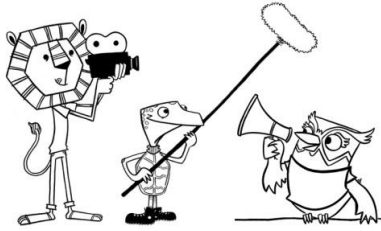
### Materials

- Chocolate Cookies with Cream Center (4 per student, plus extras)
- Paper Plates (1 per 2 students, plus extras)
- Plastic Spoon (1 per 2 students)
- Pencil and Thin Black Marker (for final plate)
- Phases of the Moon Journal Pages and Key
- Crayons or Markers

### Directions

1. Read *The Moon Seems to Change* (if available) to introduce the students to the phases of the moon.
2. Handout the materials (plates, cookies, spoon, pencil) to students in pairs. Remember to give strict instructions about not eating the cookies until the teacher has given approval.
3. Talk students through the construction of the moon cycle on the plate (see color activity guide). Start with the New Moon and work counterclockwise.
4. When everyone is finished constructing their plate, ask students to explain patterns they see in the cycle. For example, with the crescents, quarters, and gibbous, they look the same, but are they really the same? Discuss the differences in the phases and the labels.
5. Eat the cookies!
6. Handout the journal pages and a phases of the moon key. You may use the cookie photo from the color *Alfie* guide.
7. Explain that on each day, students will write the date, draw a picture of the type of moon they see, and draw a picture of Alfie to match the moon. Make resources (newspaper, internet) available to the students if the moon is not clearly visible to them during the project, or discuss the moon during morning work and let the students work on their journal then.





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## Movie Review: Fact and Opinion

**Common Core State English Language Arts Standards:** RL.1.2, RL.1.3, RL.2.2, RL.2.5, RL.3.2, RL.3.5, RL.3.6, RF.1.1, W.1.1, W.1.5, W.1.8, W.2.1, W.2.5, W.2.8, W.3.1, W.3.4, W.3.5, W.3.8, W.3.10, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, SL.3.1, SL.3.2, SL.3.3, SL.3.4, L.1.1, L.1.2, L.1.6, L.2.1, L.2.2, L.2.6, L.3.1, L.3.2, L.3.3

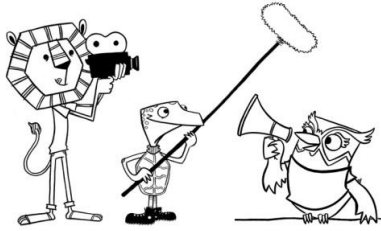
**Activity Length:** Multi-Day Activity using Reading Comprehension and Writing skills

## Description

An important part of understanding the various art forms is being able to articulate an opinion of the arts. Did I like the film? Did I not like the film? And make sure you are prepared for the inevitable follow-up question, “Why?” This activity helps students differentiate fact and opinion through the use of *Alfie, the Little Werewolf*. Students will recall three facts from the film. Then they can write a sentence or two on their feelings about the film. As a writing extension, students will write their own film review, supporting their opinion with factual examples from the film.

## Directions

1. Discuss with the students the difference between Fact and Opinion. What is a fact? Give an example. What is an opinion? Give an example.
2. Ask the students to give suggestions for facts from the film. Have the students evaluate whether or not they are facts or opinions. The students should write down three facts from the film.
3. Then the students should write their overall opinion of the film. Ask them what types of words they used to help them better understand their description of their opinion.
4. Explain to the students that they will be writing a movie review for the film. The students will have three steps to completing their review. **First**, they must write the **introductory sentence**, which tells the reader the name of the film, the year the film was made, and the director of the film. **Next**, the **body of the review** will have 3-5 sentences explaining their opinion with supporting facts (examples) from the film. (Example: “The film was funny, because the dad wore funny hats, dresses, and other clothes. This made me laugh.”)
  - a. **Note:** These can be taught in mini-lesson stages, giving the students time to draft. The difficulty and complexity of the review will vary depending on grade and class. Add a brief film summary if there is time and the students are confident with their summary skills. The summary should follow the introductory sentence and be 2-4 sentences.
5. The review should conclude with a recommendation from the student about seeing the film. (Example: “Above are reasons why I think you should see this film right away!” or, “The movie was boring, and I think you could see something more exciting.”)
6. Complete a final, clean copy to display or share in class.
7. Have students read their opinion to the class. This could be enhanced with the third discussion question from the How to Read a Film handout in this packet.



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## **Dolfje Weerwolfje: Alfie, the Little Werewolf**

Dutch Language Student Activity and Worksheet

Wisconsin Model Academic Standards: World Languages – Beginning B.1, B.3, B.5

### **Description**

*Alfie, the Little Werewolf* is not a film from the United States; it is a foreign film. This film was made in the Netherlands, and the language spoken there is Dutch. Students might be interested to know that Dutch, like English, has words that are shared in several Northeastern European countries. In this activity, students engage with the Dutch language through a labeling activity. Students can apply their understanding of the words by labeling the face, drawing in Alfie's wolf characteristics, and using the words to describe the facial features.

### **Materials**

- Copy of the boy's face (1 per student)
- Crayons or Colored Pencils
- Pencil
- List of Translated Words

#### **Alfie - Boy**

Jongen = Boy

Oogen = Eyes

Bril = Glasses

Ooren = Ears

Mond = Mouth

Neus = Nose

Tanden = Teeth

Huid = Skin

#### **Alfie-Werewolf**

Weerwolfje = Werewolf

Bont = Fur

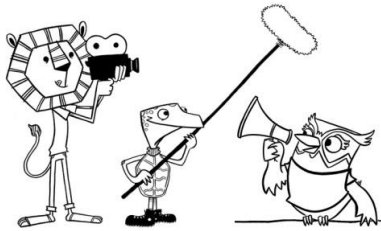
Snuit = Snout

Slagtand = Fangs

Vollemaan = Full Moon

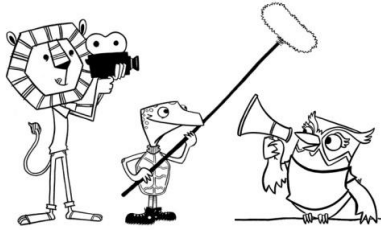
### **Directions**

1. Explain that the film was spoken in another language. Use the fifth question from the How to Read a Film page in this packet to inspire discussion about the use of language in the film.
2. Introduce to the students the list of Dutch words and the outline of the boy's face.
3. Explain that the students will label the face with the boy words. They may draw in any body parts not already included on the boy's face.
4. Once the students have finished labeling the boy's face, they can draw in wolf characteristics, like fur, a snout, fangs, and a full moon.
5. Then have them label the wolf characteristics with those Dutch words.
6. A verbal quiz of the words could follow, and when a student gets the word right, the whole class can howl with excitement!



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## Musical Characters: Peter and the Wolf

### Music/Language Arts Activity

**Resource:** Bernstein Favorites: Children's Classics (ASIN: B0000027CN); *Peter and the Wolf* (2005) Directed by Suzie Templeton (33 minutes)

**Wisconsin's Model Academic Standards for Music:** Instrumental – B.4.4, Improvisation – C.4.4, Composition – D.4.1, Analysis – F.4.1, F.4.3, F.4.5, The Arts – H.4.2

**Common Core State English Language Arts Standards:** RL.1.1-1.3, RL.2.1-2.3, RL.3.1-3.3, SL 1.1-1.4, SL.2.1-2.3, SL.3.1-3.4, L.1.4-1.6, L.2.3-2.6, L.3.3-3.6

**Length:** A multi-day activity when integrated with scaffolding mini-lessons

## Description

In the film *Alfie, the Little Werewolf*, the students at Alfie's school are preparing for the school holiday play, *Peter and the Wolf*. While some of the characters and instruments of the play are shared in the climax of the film, students might still have questions about this classic musical fairy tale.

This activity is linked between Musical and Language Arts standards. First, the students will work on learning how to associate instruments and sounds with characters and their character traits. Then students can think about how they would cast characters from the film and themselves as instruments in a *Peter and the Wolf* musical.

Each character in the story has a particular instrument and a musical theme, or *leitmotif*:

Bird: flute

Duck: oboe

Cat: clarinet

Grandfather: bassoon

Wolf: French horns

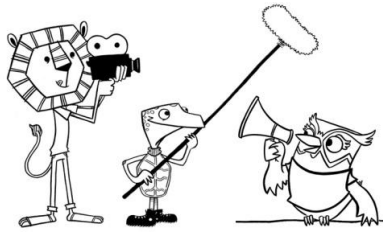
Hunters: woodwind theme

Peter: string instruments (violin)

## Materials

- A copy of *Peter and the Wolf* to play (CD or short movie)
- *Peter and the Wolf* Worksheet
- *Alfie, the Little Werewolf* Worksheet
- Pencils
- Poster board and/or Markers (for Class Display Chart)
- Classroom instruments (for the students to play to find their own sound)
  - Tambourines
  - Cymbals
  - Maracas
  - Whistles (wooden or metal)
  - Recorders (flute in the film)
  - Xylophone
  - Drums/Bongos
  - Triangles
  - Jingle Blocks/Bells
  - Percussion Ratchet
  - Shakers
  - Rhythm Sticks



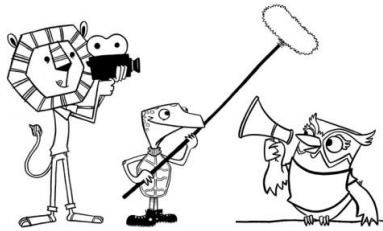


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## Directions

1. Engage students in a refresher discussion about the use of *Peter and the Wolf* in *Alfie, the Little Werewolf*.
2. Handout and explain the worksheet on *Peter and the Wolf* and *Alfie, the Little Werewolf*. Then play the CD or watch the short film. (Day 1)
3. After playing and discussing the musical *Peter and the Wolf*, work as a class to fill in the *Peter and the Wolf* side of the worksheet. Add a mini-lesson on Character Traits if students are not familiar with them. (Day 2)
4. Using the Alfie worksheet, review with students the different characters from the film. Come up with Character Traits for the characters, and compare them to characters from *Peter and the Wolf*. Use the musical as an anchor reference for the students when assigning instruments to the characters.
5. Provide instruments for students to experiment with to come up with sounds for the characters and for themselves. List these on the board as a reference for the students as they fill in their own chart.
6. Once the charts are complete, let the students share their character traits and instruments, of themselves and/or the characters. Encourage them to explain their reasoning behind the choice and how it relates to the character.
7. **Class Display:** Complete a class chart to display, casting instruments for *Alfie, the Little Werewolf* as a musical.



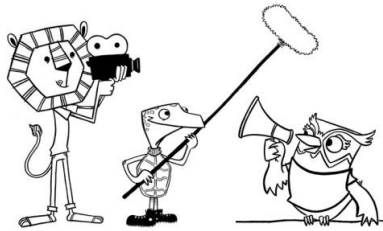
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**Peter and the Wolf**  
 By **Sergey Prokofiev**

Choose from the word box below to complete the table. Brainstorm a list of character traits as a class and choose the best fit. You might also think of better descriptive words for the musical sounds.

CHARACTER	INSTRUMENT	INSTRUMENTAL FAMILY	DESCRIPTION	CHARACTER TRAIT
<b>Peter</b>				
<b>The Bird</b>				
<b>The Duck</b>				
<b>The Cat</b>				
<b>Grandfather</b>				
<b>The Wolf</b>				
<b>Hunters</b>				

- Brass      Bassoon      High      Low      Flute  
 Woodwind      French Horns      Mysterious      Chirpy  
                  Clarinet      Warm      Percussion      Oboe  
 Melancholy      Stringers      Happy      Timpani and bass drum  
                  Agile      Dangerous



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**Alfie, The Little Werewolf**  
 Directed by Joram Lürsen

Brainstorm a list of instruments, descriptive words, and character traits as a class. Choose what you think is the best fit for each character and yourself.

CHARACTER	INSTRUMENT	INSTRUMENTAL FAMILY	DESCRIPTION	CHARACTER TRAIT
<b>Alfie</b>				
<b>Timmie</b>				
<b>Nico</b>				
<b>Noura</b>				
<b>Alfie's Grandfather</b>				
<b>Ms. Krijtjes (Neighbor)</b>				
<b>Yourself</b>				

Explain your instrument choice for yourself:

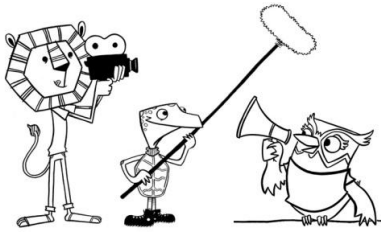
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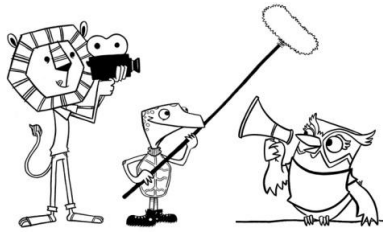


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**Alfie Word Search**

Directions: Fill in the blank. Then look for the word in the word search. Words are hidden horizontally and vertically, not upside-down or backwards.

1. \_\_\_\_\_ turns into a \_\_\_\_\_ on his seventh birthday.
2. During his first night as a werewolf, Alfie eats a \_\_\_\_\_ .
3. At school, they are putting on a play called \_\_\_\_\_ and the Wolf.
4. Timmie plays the \_\_\_\_\_ which is the \_\_\_\_\_ in the play.
5. Alfie only changes when there is a \_\_\_\_\_.
6. Alfie's dad wears a \_\_\_\_\_ to unclog the sink.
7. Alfie waits for a strange man in the \_\_\_\_\_.
8. The cage is made of \_\_\_\_\_, which werewolves can't touch.
9. Alfie learns that his \_\_\_\_\_ are not werewolves.
10. The strange man from the park is Alfie's \_\_\_\_\_.



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O	W	C	I	J	R	G	K	U	V	W	K	M	W	G
F	P	O	Z	S	S	P	A	R	E	N	T	S	M	R
K	M	P	E	T	E	R	R	M	X	K	C	I	W	A
M	L	L	X	G	W	F	X	K	N	F	E	U	I	N
S	R	A	I	P	A	R	K	P	Y	L	M	U	H	D
W	C	K	T	M	G	Z	R	B	C	U	L	N	T	P
I	H	S	B	P	A	K	P	H	S	T	U	K	N	A
M	Z	J	I	K	M	O	W	E	R	E	W	O	L	F
S	A	U	R	N	R	C	N	U	S	O	C	I	W	P
U	L	P	D	H	H	J	E	L	I	Y	B	J	M	J
I	F	S	D	I	A	H	B	Q	L	A	F	M	P	E
T	I	D	C	N	F	L	L	R	V	P	G	O	T	W
E	E	K	H	C	H	I	C	K	E	N	Z	U	Y	P
I	E	H	A	Q	Y	R	H	Y	R	P	T	B	K	E
N	G	Y	O	J	W	Z	F	U	L	L	M	O	O	N