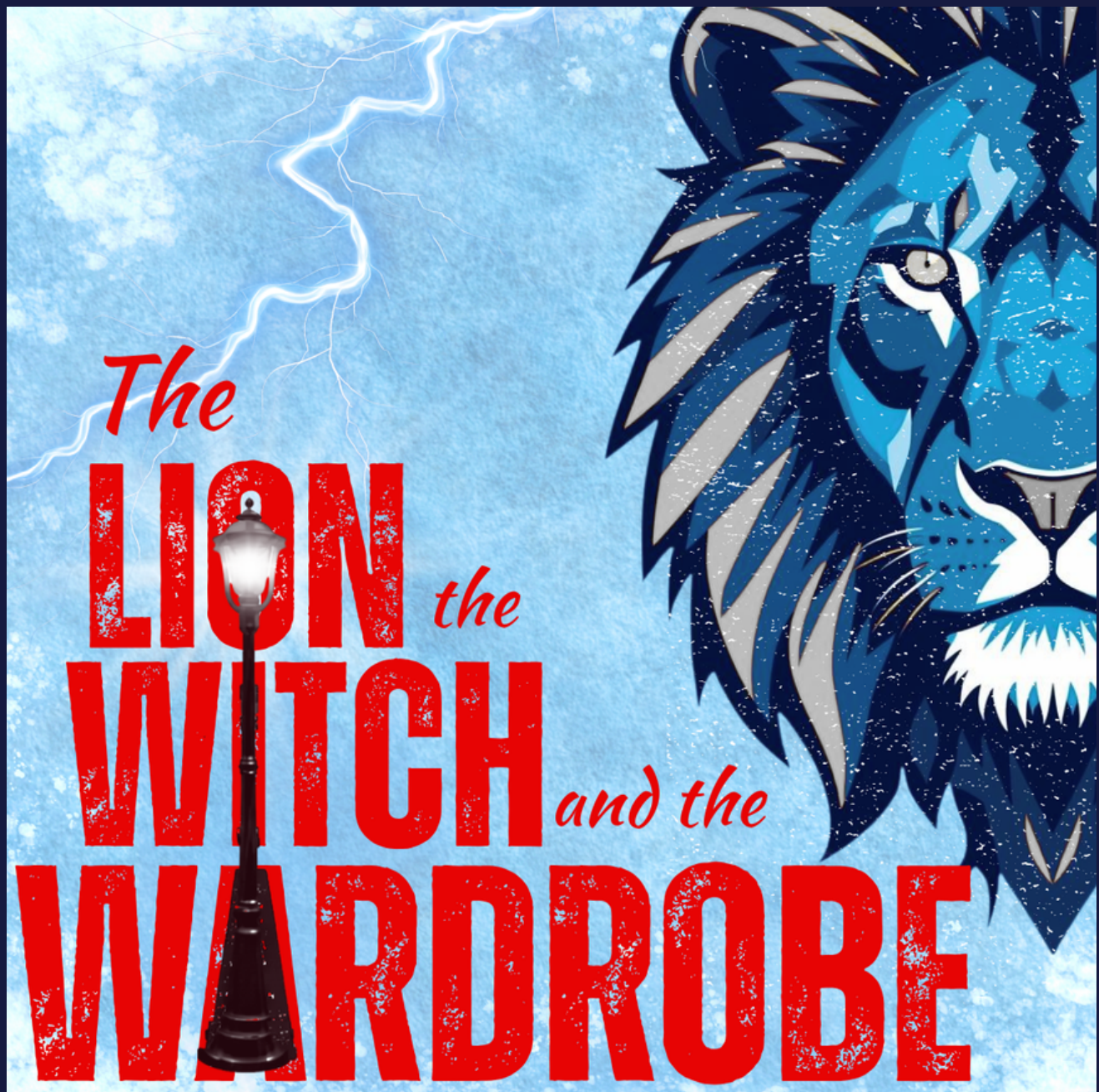


Fort Wayne
youtheatre



EDUCATION GUIDE



USING THIS GUIDE

This study guide is intended to be used before and after watching the show to help students explore and deepen their understanding of the play. Here's how you can use it in your classroom:

Meet the Characters - Teachers can show their students this page before the show to become familiar with the actors and their roles in the play. They can also refer to this page after the play to remind them who the characters were.

Class Discussion Questions - A list of questions created to encourage class discussions and/or reflections about themes and topics in the play. These questions are divided into pre-and post-show.

Pre/Post Show Activities - Activities teachers can do with their classes before and after seeing the show. Each activity has a description, rationale, list of objectives, estimation of required class time, and supplies list.

IN THE GUIDE

- About Us
- Elements of a Production
- About: The Story
- About: The Author
- Meet The Characters
- History
- Vocabulary
- Discussion Starters
- Crafts & Activities

ABOUT US



Did you know Fort Wayne Youth Theatre is the fifth oldest children's theatre in the country? Since 1934, we've been on a mission to educate, engage, and entertain through the power of live theatre.

It all started when the Old Fort Players (now Civic Theatre) imagined a place where children participated in theatre to develop poise, self-confidence, and an ability to express themselves creatively. Thus, the "Children's Theatre" was born! The very first class had 40 students – paying just \$1 for 8 weeks of lessons! Their first show, *The Steadfast Tin Soldier*, featured 75 young actors performing for audiences at the Majestic Theatre. Tickets were only 10¢ for kids and 25¢ for adults!

In 1978, Broadway actor Harvey Cocks took the lead as Executive Director, inspiring young performers for more than 40 years. In 1984, the Youth Theatre began its independent journey. Over the decades, Youth Theatre moved to different homes across the city before finding its place at Park Lake Professional Center in 2025. Today, Youth Theatre is guided by Executive Director Heather Closson, Artistic Director Christopher J. Murphy, and supported by Education Coordinator Yaro Carpenter, Creative Programming Intern Em Humbarger, and a team of amazing local artists.

Youth Theatre isn't just about what happens on stage—we take theatre into the community, too! Our touring troupe, Youth Theatre-On-The-Go, brings stories to schools, libraries, hospitals, and community centers. In 2018, our Young Heroes of Conscience series, which has celebrated inspiring figures like Anne Frank, Ruby Bridges, and Harriet Tubman, won the Mayor's Arts Award.

For over 90 years, countless youth have discovered their voices, made lifelong friends, and experienced the joy of storytelling. And the story is still being written – by the young artists of today.



ELEMENTS OF A PRODUCTION

Read below to learn about the key elements that make up a theatre production!

SETS

The scenery pieces that form the area in which the performers act out the play. Sometimes scenery is very realistic, making the audience think they are inside a real house, for example. Other times the scenery is quite fanciful or limited. What different sets can you name in the show? What time and place does it look like?

LIGHTS

The lighting instruments that help to create the right atmosphere on the stage. Lights direct the attention of the audience to specific areas of the stage or to a specific performer. The lights may be different colors to add special effects such as nighttime or a storm. How do the lights in this production show changes in the time and place?

PROPS

The objects performers carry to help them act out the story. Look for important props that help define character or place. Can you name a few?

MAKEUP

The cosmetic bases, blushes, lipsticks, mascara and eye liners which helps the performer physically become the character he/she is playing. Make-up is also used so that the performer's facial features can be seen clearly under the bright stage lights from a distance. Do you notice any special make-up in the show?

COSTUMES

The clothing the performers wear. Depending on the story being acted out, this clothing may be what a character of the time would have actually worn. It may also be very exaggerated or fantastic in the case of a dream or a fairy-tale. Costumes help the audience know what a character is like or where and when he/she lived. Are the costumes drab or colorful? Do they look realistic? What do they tell you about the time and place?

BEHIND THE SCENES

Learn more about the Assistant Director of *The Lion, The Witch, And The Wardrobe*

Juliana Parra

Juliana Parra is currently a freshman at the University of Saint Francis with a major in Biology Pre-Medicine. She graduated from Homestead High School in 2025, and graduated from Fort Wayne Youtheatre at the same time. While she had participated in Youtheatre summer camps sporadically in elementary school, Juliana became fully involved with Youtheatre towards the end of middle school when she began taking Saturday classes. From then on, Juliana was in classes every Saturday from 8th grade to her senior year of high school. She auditioned for her first musical with Youtheatre in 2021, debuting as Santa's Helper in *Elf Jr.* Following *Elf*, Juliana participated in 11 plays and musicals with Youtheatre, some favorites including *A Midsummer Night's Dream*, *Shuddersome: Tales of Poe*, and *Anastasia*.



Taste Of The Arts
with Fort Wayne Youtheatre



Shuddersome Tales Of Poe
with Fort Wayne Youtheatre



Anastasia with
Fort Wayne Youtheatre

BEHIND THE SCENES

How old were you when you got started in directing, and what inspired you to start?

I started directing at 18 years old, just earlier this year! Through middle school and high school Youtheatre had become such an integral part of my life that I couldn't fathom having to say a permanent goodbye my senior year. I had always been interested in and enjoyed directing, something that had been cultivated in Youtheatre classes like "Senior Drama." So, I asked Christopher Murphy if he would be interested in letting me come back as an assistant director in college. To my delight, he enthusiastically agreed!

What is your favorite show you have ever directed?

The only show I've directed, but might very well be my favorite, is *Peter Pan And Wendy* which I assistant directed with Christopher Murphy.

Did you have a favorite mentor or teacher that taught you?

Yes! Christopher Murphy is one my most valued mentors, on and off stage. He is such a marvelous example of what can come out of passion, experience, creativity, and a whole lot of patience. It has been so amazing to continue to learn from him in a different capacity, getting to direct with him rather than receiving direction from him.

What does your process look like?

My process is still being defined as I'm new to directing, but so far what I've found helpful is really familiarizing myself with the story the actors are telling so that I have a concrete idea of how the characters are.

If someone wanted to be a director, how should they start?

Talk to a director! I think the best first step is always asking questions. Maybe a director will let you spend a day at the director's table during rehearsal as a sort of shadowing experience so you can see what it's like! Or you could take a Youtheatre class that focuses on directing and the process of putting a play together!

ABOUT: THE STORY

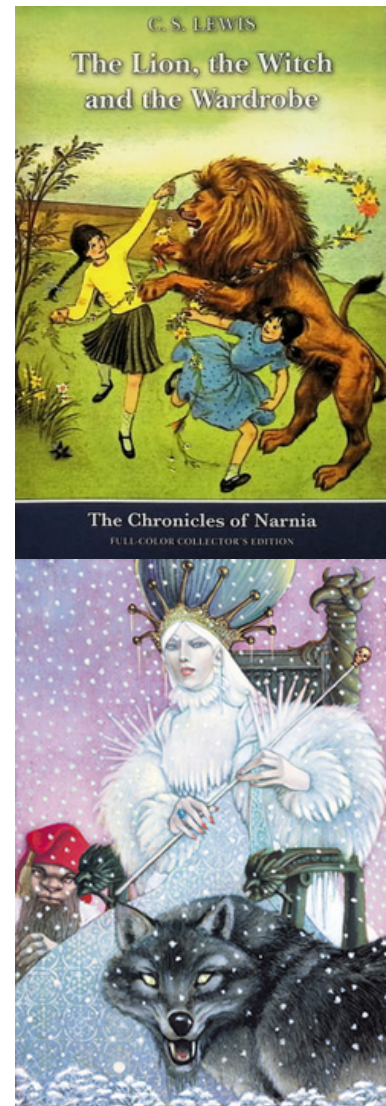
When C.S. Lewis was 16, he had a mental picture of a Faun (a creature that is half-human, half-goat) holding an umbrella and carrying parcels in a snowy wood. He held onto that image for over 20 years before it finally became the starting point for Narnia.

He wrote the book for his goddaughter, Lucy Barfield, and even named the main character, Lucy Pevensie, after her.

Lewis said he didn't know where the great lion Aslan came from, but that he had been dreaming about lions a lot around the time he was writing the book.

The magical wardrobe was inspired by a real, large wardrobe that belonged to his grandfather, which he used to play in as a child.

He wrote the book in just a few weeks and it was published in 1950, changing children's literature forever.

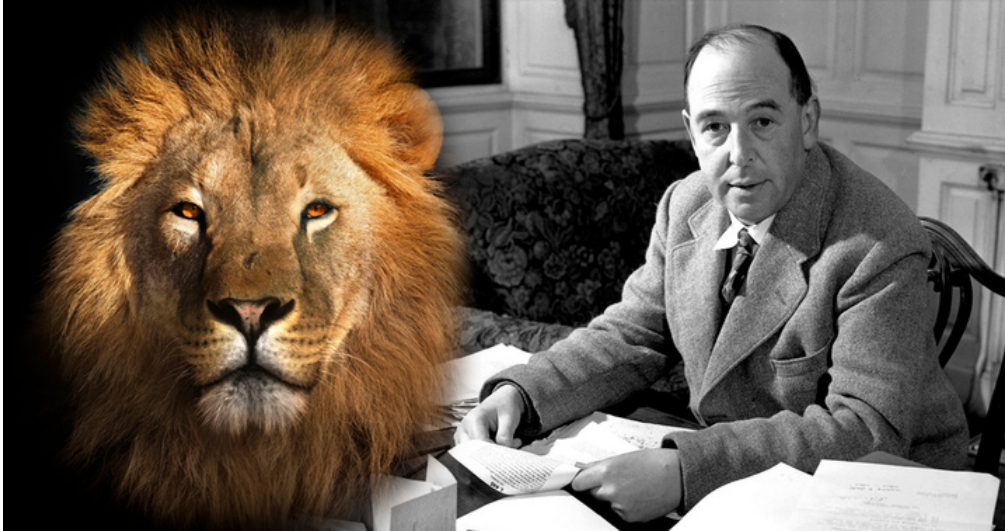


STORY OVERVIEW

The story mostly takes place in Narnia, a magical land filled with talking animals and mythical creatures. Narnia is ruled by the evil White Witch, who has made it always winter. The story begins with four English children who are sent to live in a big country house to escape the dangers of World War II. The youngest child, Lucy, finds Narnia by stepping through a magic wardrobe. Later, all four children enter Narnia together. They learn about an old prophecy that says they will help save Narnia. The great lion Aslan sacrifices himself for one of the children. He then comes back to life, defeats the White Witch, and helps crown the children as Kings and Queens of Narnia.

ABOUT: THE AUTHOR

C.S. LEWIS



Clive Staples (C.S. Lewis) was born in Ireland in 1898. He wrote *The Lion, the Witch and the Wardrobe* and was a very imaginative man who loved stories about talking animals when he was a child.

When he was just four years old, he decided his name was Jacksie (later shortened to Jack) after his pet dog, and his friends and family called him by that name for the rest of his life.

He and his brother created an imaginary world run by animals called Boxen.

He fought in the first World War where he was injured in the trenches.

He attended Oxford University, and was part of a literary group called The Inklings, along with his friend J.R. Tolkien who wrote *The Lord Of The Rings* series.

He married Joy Gresham later in life, and died 1 week before his 65th birthday.

NARNIAN CHARACTERS

Images below from Walden Media and Walt Disney's film adaptation released in 2005



Aslan is depicted as a talking lion, and is described as the King of Beasts, the son of the Emperor-Over-The-Sea, and the king above all High Kings in Narnia

Lucy Pevensie is the youngest of the four Pevensie children and the first to enter Narnia thorough the wardrobe.



Mr Tumnus is a Fawn, and the first creature Lucy meets when she enters Narnia by the lamppost. He is half man, half goat.

The White Witch is the main antagonist in The Lion, The Witch And The Wardrobe, and is the one who has made it be 100 years of winter in Narnia.



FATHER CHRISTMAS



Origins

Father Christmas was first recorded in the 15th century (1400s) as a personification of festive, adult, and often rowdy holiday cheer rather than a gift-giver to children. He was traditionally dressed in a long green hooded robe, with a long white beard, and carried items such as a tree, yule log, or staff. The association of Christmas with children, family and presents didn't take root until the Victorian era. He was sometimes associated with the earlier "Lord of Misrule" during winter celebrations.

The Lord Of Misrule

In the later Middle Ages The Lord of Misrule was appointed to oversee the Christmas festivities that took place in the courts of great noblemen, in the law schools of the Inns of Court and in many of the colleges of the great universities such as Oxford or Cambridge. The Lord of Misrule was responsible for arranging the entertainment for the Christmas celebrations that year; so essentially a medieval events manager! This involved organizing masques and processions as well as plays and feasts.

Father Christmas Versus Santa Claus

The legend of Father Christmas originated in the British Isles in the 1400's, while Santa Claus is from Dutch American tradition in the 1800's. Legend typically places Santa at the North Pole, while Father Christmas is often associated with the snowy northern lands, specifically Lapland, Finland. Father Christmas wore robes made of blue, purple, brown or tan fabric, but most commonly green. Santa however, wears a red suit, with a white fur trim, and a red hat. Father Christmas didn't travel to bring gifts, while Santa traverses the entire world with a sleigh pulled by magical flying reindeer. Father Christmas is more of an adult legend, while Santa's story is focused around children.

HISTORY

London Under Siege



Adolf Hitler was determined to destroy England by reducing London to rubble using planes dropping bombs (the Blitzkrieg) and later newly invented V-2 Rockets. London had an elaborate air raid protection plan including barrage balloons and air raid wardens who patrolled neighborhoods. People were assigned to shelters deep in subways or the basements of stronger buildings. But even with all of these precautions, the bombs kept falling night after night and many parents felt that it was best to get their children as far from London as possible. It was in that historical context that C.S. Lewis chose to move his main characters, the Pevensie children, to their Uncle (Professor Kirk's) home.

Activities:

For Writing: Imagine being a child sent away for your own safety. Write a letter to those who stayed behind talking about your new home and how different it is from the city and the life that you left behind. Include where you were and where you find yourself now. Are you a child old enough to understand the conflict that caused your removal? How long will you have to stay? What needs to happen in order for you to return home? What if you never return home?

For Drawing: Do you have your own "Narnia" right around the corner? Or, going out your front door, could one of those lampposts on your block be a guidepost to another world? If you nestled in among the coats in one of your closets, where could you end up? Use your imagination and create the picture, painting or sketch of that newly discovered land.

For The Brave: Consider Little Lucy, not only away from home in a strange place (Professor Kirk's home) but then accidentally faced with a whole new world of challenges on the other side of that mysterious wardrobe. Would you keep going back? Would you tell anyone? Would anyone believe you? (There are plenty of opportunities for art and words within your reflections on these questions.)

VOCABULARY WORDS

The next two pages contain words from book *The Lion, The Witch, And The Wardrobe*.
Read each word, followed by its definition, and lastly see it used in a sentence.

ROW

an angry dispute

"There's sure to be a row if we're heard talking here."

WRETCHED

deserving or inciting pity

"And she'll have my tail cut off, and my horns sawn off, and my beard plucked out, and she'll wave her wand over my beautiful cloven hoofs and turn them into horrid solid hoofs like a wretched horse's."

SORROWFULLY

in a sorrowful manner

"It's no good now, you know," said the Faun, laying down its flute and shaking its head at her very sorrowfully."

BATTY

informal or slang terms for mentally irregular

"Batty!" said Edmund, tapping his head. "Quite batty."

SULK

be in a huff and display one's displeasure

"Just like a girl," said Edmund to himself, "sulking somewhere, and won't accept an apology."

DOMINION

control or power through legal authority

"And how, pray, did you come to enter my dominions?"

FLUSHED

having the pinkish glow of health

"If I'd known you had got in I'd have waited for you," said Lucy, who was too happy and excited to notice how snappishly Edmund spoke or how flushed and strange his face was."

VOCABULARY WORDS

INQUISITIVE

given to questioning

"Lucy felt a little frightened, but she felt very inquisitive and excited as well."

PROPHECY

a prediction uttered under divine inspiration

"Because of another prophecy," said Mr. Beaver. (Goes on to explain Cair Paravel prophecy).

TREACHEROUS

dangerously unstable and unpredictable

"I didn't like to mention it before (he being your brother and all) but the moment I set eyes on that brother of yours I said to myself 'Treacherous.'"

VERMIN

any of various small animals or insects that are pests

"Speak, vermin!" she said again.

CORDIAL

strong highly flavored sweet liquor often drunk after a meal

"In this bottle," he said, "there is a cordial made of the juice of one of the fire- flowers that grow in the mountains of the sun. If you or any of your friends is hurt, a few drops of this will restore them."

GLOATING

malicious satisfaction

And he stood there gloating over the stone lion, and presently he did something very silly and childish.

FOREBODING

a feeling of evil to come

"Madam," said King Edmund, "the like foreboding stirreth in my heart also."

GAIETY

a joyful feeling

But when the whole party saw the sledge stopping and who was in it, all the gaiety went out of their faces.

DISCUSSION STARTERS

**If you found a magical world
would you tell people, or
keep it a secret?**

**Why is it always winter and
never Christmas in Narnia?**

**Which of the 4 gifts from
Father Christmas would you
want most, and why?**

**Why does Mr Tumnus the
Fawn put Lucy to sleep?**

**How does Narnia change
when Aslan arrives?**

**What is Maugrim's job for
The White Witch?**

DISCUSSION AND STUDY QUESTIONS

Best suited for grades 1-6.

Pre Show Discussion:

1. "A person can be greater than they think they are" Have you ever been greater than you thought you were? If not (yet) do you believe you could be greater? What do you believe it would take to make this happen for you?
2. "We all have the ability to make choices – to do good or to do evil" Do you think that most people choose to do good? What is your proof? Which is the stronger urge – to do good or evil? Which does the news tend to cover? Why?
3. "Choices are inspired by fear or hope" Can you think of an example in which a choice was made out of fear or hope? Which motivation seems to get better results? What about those choices made with both fear and hope? (Example: Some would go to war out of fear of an enemy and hope of defeating them.)
4. "The world can be a better place" How do you define "a better world"? Do you have examples or images of a better world? What does it look like? How can it happen? Where can you go for inspiration toward a better world?
5. "Young people can change the world" How is this possible? Adults generally make decisions for they're children. They tell them what to do and how to behave. Young people don't (usually) know as much as their leaders. Young people are rarely given power. How can they change the world?

Post Show Discussion:

6. When Lucy first enters the cave of Mr. Tumnus she says, "The first thing I do in a new room – I always inspect the books." What is the first thing you do in a new room? What might books say about those who live or work around them? What do your books say about you?
7. One of the Books Lucy notices in Mr. Tumnus' library is called "Is Man a Myth?" What does this title say about the history and/or beliefs of Narnia?
8. How would the story of "The Lion, The Witch & The Wardrobe" be changed if Edmund had been the first of the Pevensie children to enter Narnia?

DISCUSSION AND STUDY QUESTIONS

Best suited for grades 7-12.

Find a partner, and discuss the ideas below.

Pre Show Discussion:

Could there be other worlds just around the corner? If so, what do you hope they are like? Who lives there? What is different about these other worlds? Where are they? What other books have you read that are about “other worlds” in parallel to our own world? (For example: *The Wizard of Oz* or *Alice in Wonderland*).

Why is fantasy adventure popular? What makes escaping to a fantasy world so exciting? Does the setting matter? Could a doorway leading to another world be in your bedroom? Could you be the hero of a fantasy adventure of your own?

Post Show Discussion:

How much does loyalty cost? The White Witch buys Edmund’s loyalty with some Turkish Delight candy. Why was Edmund willing to turn against his brother and sisters for so little? What would it take to buy your loyalty?

What makes a hero? How does Aslan compare to other fantasy heroes? Is he like them or unique? What qualities do you share with ?

Compare your experience at Fort Wayne Youth Theatre’s production of *The Lion The Witch and The Wardrobe* to reading the novel or seeing any of the film adaptations. Looking at the different genres all telling the same story, what is the difference in impact on you? Is there one genre that is more powerful for you? How do you know, and why is it so?

How does the White Witch compare to other witches you have known? Think of the witch in *Sleeping Beauty*, *Hansel and Gretel*, the witches of *The Wizard of Oz* and many others. There is no shortage of witches! What do they have in common? When they fail, (and they almost always do) what flaw foils their plans? Life is not easy for witches, but they serve a purpose. Why are there so many stories with witches? Can you think of any modern witches?

SCIENCE EXPERIMENT #1

Best suited for grades 3-6

Making Salt Crystal Snowflakes



When Lucy first goes through the wardrobe, she finds herself in the middle of a wood where snowflakes are falling from the sky. Follow these instructions to make salt crystal snowflakes with your learners.

You will need:

- A4 blue paper
- small circular plate
- pencil
- scissors
- measuring jug
- 2 tbsp salt
- warm water
- tablespoon
- wide bowl or tray

Instructions

1. Draw around a small circular plate onto blue paper and cut out the circle.
2. Fold the circle in half, then in half again and finally in half once more.
3. Cut out small shapes from each side to create a pattern on your snowflake.
4. Open up the snowflake and flatten it out.
5. Add 2 tbsp salt to a measuring jug.
6. Add enough warm water to cover the salt and stir until it has dissolved.
7. Place your snowflake in a wide bowl or tray and carefully pour over just enough of the solution to cover it.
8. Put your bowl or tray on a flat surface where it will remain undisturbed, such as a windowsill, and leave for 48 hours.
9. Remove and admire your salt crystal snowflake!



SCIENCE EXPERIMENT #2

Best suited for grade K-5

Making Snow



The White Witch casts all of Narnia into an eternal winter, leaving the area covered in snow and ice. Follow these instructions to help your learners create their very own 'snow'. You might like to use it to recreate some of the wintry scenes from the story.

You will need:

- 300g bicarbonate of soda
- 300g cornflour
- spoon (for mixing)
- small cup of water
- pipette
- mixing bowl

Instructions

1. Mix together 300g bicarbonate of soda and 300g cornflour in the bowl using a spoon.
2. Use the pipette to collect a few drops of water and add these to the mixture.
3. Combine the dry ingredients and water by mixing them with your hands.
4. The mixture should clump into a 'snowball' when squeezed together but crumble like snow when pressed down. If needed, add one drop of water at a time until you reach the desired consistency.



WRITE A REVIEW OF THE PERFORMANCE

Theater critics shape a production's success through expert analysis and promotion. By offering informed, independent assessments, they act as tastemakers who generate crucial buzz, build audience anticipation, and provide the necessary visibility—through reviews and press clips—that drives ticket sales and fosters community dialogue.

The Lion, The Witch, And The Wardrobe

Genre: (Check all that apply)

☐ Fantasy

☐ Biography

☐ Adventure

☐ Drama

☐ Fairytale

☐ Comedy

☐ Historical

☐ Musical

☐ Other

Plot

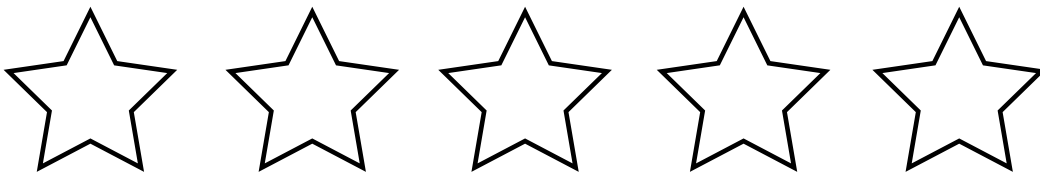
Setting

SHOW REVIEW

What character/s stood out to you? Why?

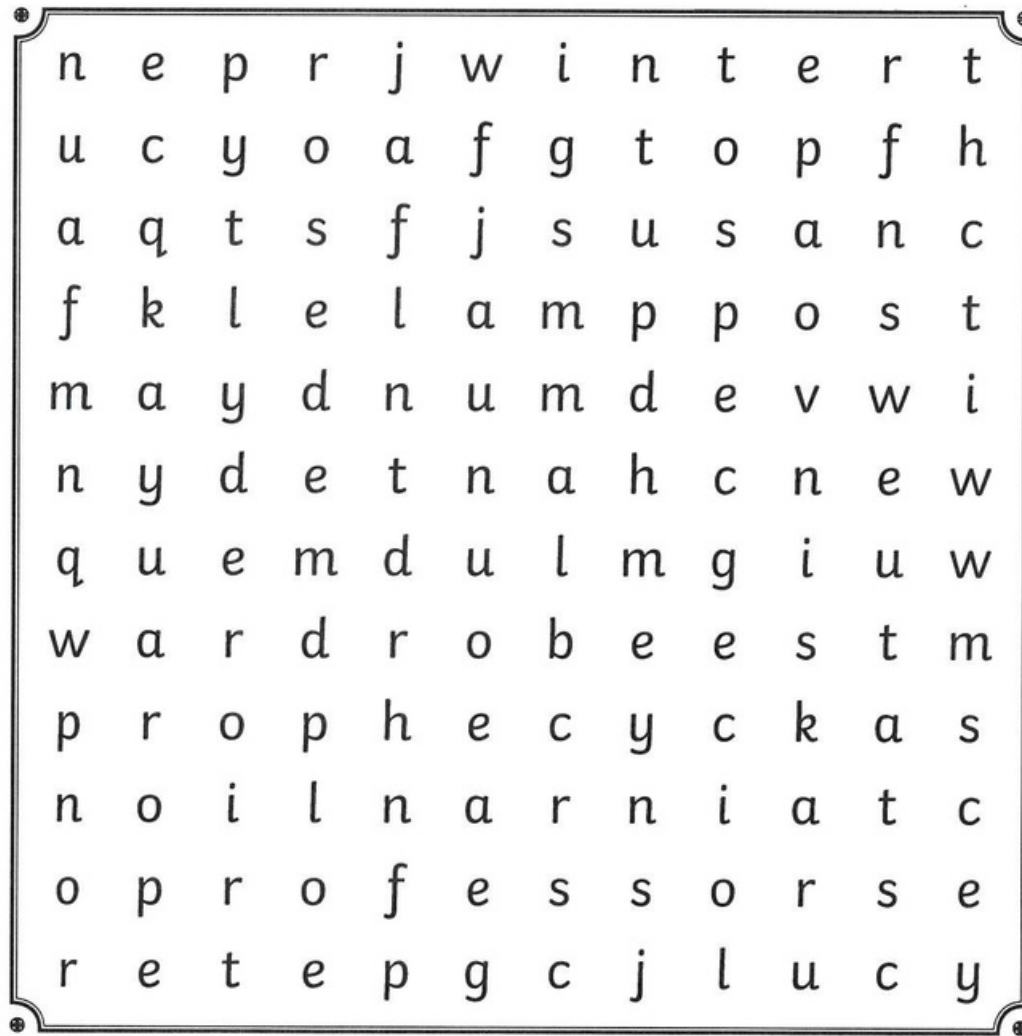
My Review

My rating



NARNIA WORD SEARCH

Answer key at the end of this packet



Narnia	lamp-post	statue	Faun
prophecy	wardrobe	enchanted	Professor
Lion	Aslan	Lucy	Peter
winter	Witch	Edmund	Susan

YOUR TURN!

BE AN ACTOR!

Acting requires 3 things:

- **Your Voice** 
- **Your Body** 
- **Your Imagination** 

By yourself, or sitting in a circle as a class, say the words “Always winter, but never Christmas” using these different prompts:

- You’re **scared**
- It’s a **secret**
- You’re **angry**
- You’re very **shy**
- You’re **hyper**
- You’re **tired**
- You’re in **love**
- You’re **begging**

You can try other phrases too! Challenge the students to not add, or take away any of the words even when they’re begging.

GET INVOLVED



ACTING | DANCE | VOICE |
TECH THEATRE | PRIVATE
LESSONS

Learn More at
fwyt.org/classes/



Write us a letter!

We'd love to know what you thought of the show, what other shows you'd love to see us perform, or any questions you have for our staff, cast, or crew about Youtheatre!

Send correspondence to:
Fort Wayne Youtheatre
2426 Lake Ave.
Fort Wayne, IN 46805

FURTHER RESOURCES

Want to dive even deeper? Here are some additional resources that connect to the themes of this production!

Elementary resources

Coloring Pages

Narnia Paper Dolls

How to draw and paint Mr Tumnus

Character List

How to make Turkish Delight

Suggested Reading

The Chronicles of Narnia: by C.S. Lewis
The Lion, The Witch and The Wardrobe
1950 Prince Caspian
1951 The Voyage of the Dawn Treader
1952 The Silver Chair
1953 The Horse and His Boy
1954 The Magician's Nephew
1955 The Last Battle

Esperanza Rising by Pam Munoz Ryan
The Giver by Lois Lowery
Hatchet by Gary Paulsen
Holes by Louis Sacher
Huckleberry Finn by Mark Twain
Julie of the Wolves by Jean George
Walk Two Moons by Sharon Creech

Language Arts

STANDARDS

Most Youth theatre productions are literature-based and on the recommended reading list of the Library of Congress.

Language Arts Standard: Perceive, identify, describe and analyze the distinguishing characteristics of form, structure and style of story.

- Retell story identifying plot, theme, characters, and setting.
- Recall story plot utilizing chronological order.

Language Arts Standard: Evaluate Theatre/Literary work based on critical perception and analysis.

- Share perception of theatre experience in the area of voice, movement, mood and motivation.
- Make suggestions for alternative endings.
- Analyze and critique story and performance through creative writing.
- Create a similar story through creative writing.

Language Arts Standard: Use Theatre /Literary work to develop affective areas of self-concept, problem solving and interpersonal skills.

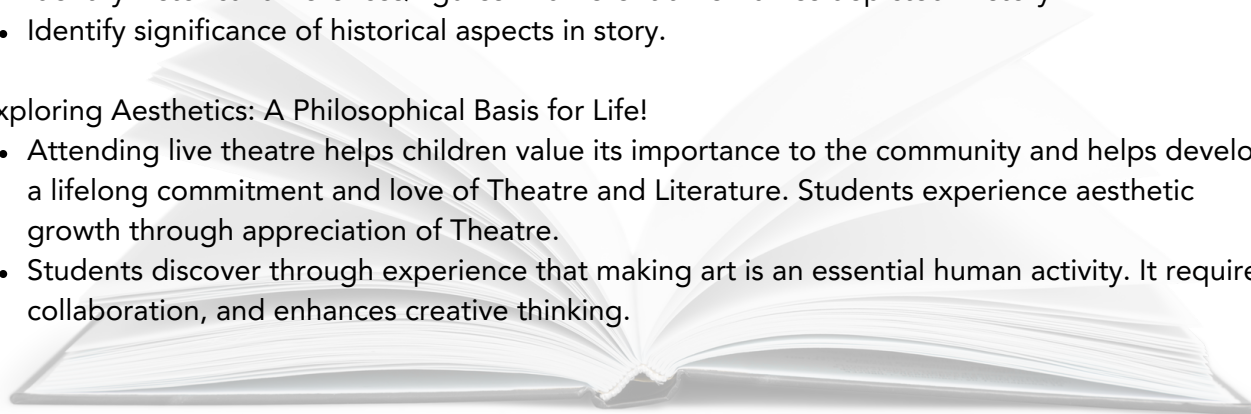
- React to feelings of self and others within a production.
- Identify conflict within story as it relates to self and others.
- Compare and contrast problems and resolutions found in different stories and real life situations.
- Express personal attitudes, values, and belief systems as it relates to theatre piece.
- Interact freely in conversations, class discussions and dramatic activities.
- Contribute to the solving of problems through dramatization/improvisation.

Language Arts Standard: Examine Theatre /Literary work in a historical and multicultural context.

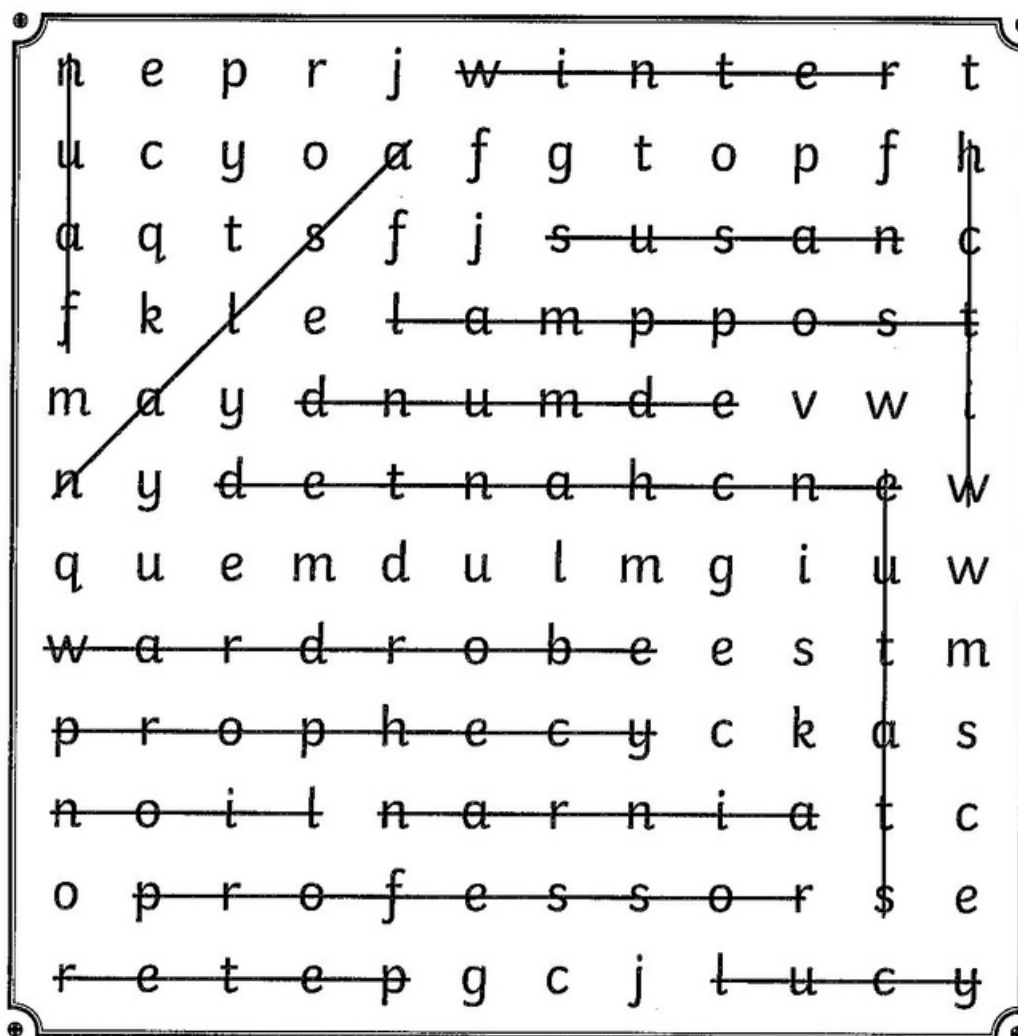
- Identify similarities and differences between characters from diverse cultures depicted.
- Identify historical differences/figures in different time frames depicted in story.
- Identify significance of historical aspects in story.

Exploring Aesthetics: A Philosophical Basis for Life!

- Attending live theatre helps children value its importance to the community and helps develop a lifelong commitment and love of Theatre and Literature. Students experience aesthetic growth through appreciation of Theatre.
- Students discover through experience that making art is an essential human activity. It requires collaboration, and enhances creative thinking.



WORD SEARCH ANSWERS



Narnia	lamp-post	statue	Faun
prophecy	wardrobe	enchanted	Professor
Lion	Aslan	Lucy	Peter
winter	Witch	Edmund	Susan