



# SECTION 1

## GOOD versus WICKED



**“No one mourns the wicked.”**

- Ozians

### ACTIVITY

#### ◆ GOOD AND WICKED ◆

*“I’d like to try to be – Glinda the Good.”* – Glinda

*“Let all Oz be agreed I’m wicked through and through, and since I can’t succeed, Fiyero, saving you, I promise no good deed will I attempt to do again.”* – Elphaba

In WICKED, we see examples of both good and bad (or wicked, if you will) choices made by different characters.

Before beginning your discussion about ‘good’ and ‘wicked’, have your students walk around the room as if they were a wicked witch. Then, have them walk around the room as if they were a good witch. In both cases, students should think about how they would move, what their voices would sound like and how they would behave. Ask the students why they embodied their characters that way. Discuss the images or characters the students invoked to portray good and wicked witches.

**Have your students reflect on what ‘good’ means and what ‘wicked’ means.**

Then, have your students prepare a Venn diagram of ‘good’ and ‘wicked’ moments in the musical. In the middle section of the diagram, students can list moments that could fall under both ‘good’ and ‘wicked’. Have students note all events that involve choices made by Glinda in pink and all those that are made by Elphaba in green. All other moments can be noted in black. After completing the diagram, have students share their responses with the class. Which events fell in the middle and why? Is it so simple as noting something or someone is ‘good’ or ‘wicked’?

