



Exploring Junior Cycle Texts

I Am Not A Witch

Directed by Rungano Nyoni

I Am Not A Witch, directed by Rungano Nyoni, is a film included as part of the Prescribed Material for Junior Cycle English (For the student cohorts commencing Junior Cycle in 2021- 2027 and presenting for examination in 2024- 2030).



Image courtesy of
IMDb

Please note:

- The following tasks might be completed over a series of lessons.
- You may like to adapt and adjust the tasks to suit your context.
- *I am Not a Witch* covers themes which could be considered sensitive or controversial. You may wish to consult with our READY Framework to support you in your study.



Scan the QR code or click here to
access a Getting Started with Guide
for this Text

Before You Watch... (Teacher Guidance)

1. First Impressions

Show students images connected to the film's setting. Ask them what these images might suggest about life in this region and what daily life might be like for a girl growing up here. They could then discuss the differences or similarities they notice compared to their own environment.



2. Mind Map: What is a Witch?

On individual mini-whiteboards or in copybooks, ask pupils to create mind maps of words, images, or ideas come to mind when they think of the word 'witch'. Pupils could discuss differences between traditional, modern, Hollywood-style witches introduced (gently) that in some communities today, witchcraft accusations still occur and can affect real people.

Click [here](#) to watch the trailer,
courtesy of Youtube.





Extract

Below are stills from the film *I Am Not a Witch*



Images courtesy of IMDB



Click [here](#) to watch a clip from the film.

In this scene, Shula, a young girl who has been labelled a witch by her community, is brought to a police line-up. Money has gone missing, and the adults expect her to use her supposed “witchcraft powers” to identify the thief. Shula is frightened and confused, but the people around her act as though she must know the answer.

Activities Based on Clip

The following may be completed in written or oral format, as individuals or as part of a group activity.

1. Film Techniques

Direct students to identify the type of shot used in each still (close-up, mid-shot, long shot etc.) and guide them to explain how this shot choice highlights a particular person, detail, or moment.

2. Character Focus

Ask students to examine what is in the frame in the final still. Have them discuss with a partner what they think is happening to the character and what the director might have been trying to show the audience.

3. Oral Debrief

After watching the clip, ask students to say (or jot down) a short phrase or word describing how they felt. In small groups or a class circle have pupils share these and discuss.

Read and Respond (Teacher Guidance)

The following questions may be based on the extract included or form part of your extended study of the novel. Students may like to complete the activities individually or collaboratively.

1. Personal Response

Have pupils write a personal response to the line-up scene. In their answer, encourage them to discuss:

- What they felt watching Shula being pressured to point out a suspect
- How the adults' behaviour influenced their reaction
- What the scene suggests about fairness, fear, and power in the society shown
- How the scene connects to themes in the wider film (e.g., superstition, innocence, exploitation)

2. Radio News Script:

Have pupils write a short radio bulletin describing the event as if it were broadcast to the community. Encourage them to include tone, clarity, and a sense of immediacy.

3. Opinion Essay

“Authority is not always right.”

Provide pupils with the prompt above and help them explore this idea using moments from the film.