



BITESIZE THEATRE COMPANY

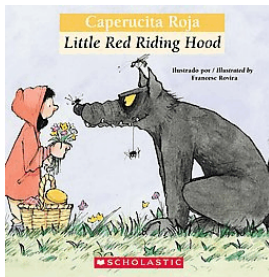
Little Red Riding Hood



Teachers' Pack

BITESIZE

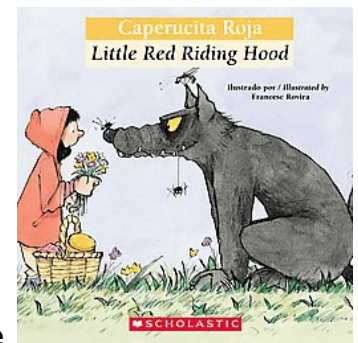
THEATRE
COMPANY



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The Brothers Grimm Story of Red Riding Hood



Once upon a time there was a sweet little girl. Everyone who saw her liked her, but most of all her grandmother, who did not know what to give the child next. Once she gave her a little hooded cloak made of red velvet. Because it suited her so well, and she wanted to wear it all the time, she came to be known as Little Red Riding Hood.

One day her mother said to her, "Come Little Red Riding Hood, here is a piece of cake and a bottle of wine. Take them to your grandmother. She is sick and weak, and they will do her well. Mind your manners and give her my greetings. Behave yourself on the way, and do not leave the path, or you might fall down and break the glass, and then there will be nothing for your sick grandmother."

Little Red Riding Hood promised to obey her mother. The grandmother lived out in the wood, a half hour from the village. When Little Red Riding Hood entered the woods a wolf came up to her. She did not know what a wicked animal he was, and was not afraid of him.

"Good day to you, Little Red Riding Hood."

"Thank you, Wolf."

"Where are you going so early, Little Red Riding Hood?"

"To grandmother's."

"And what are you carrying under your apron?"

"Grandmother is sick and weak, and I am taking her some cake and wine. We baked yesterday, and they should give her strength."

"Little Red Riding Hood, just where does your grandmother live?"

"Her house is a good quarter hour from here in the woods, under the three large oak trees. There's a hedge of hazel bushes there. You must know the place," said Little Red Riding Hood.

The wolf thought to himself, "Now there is a tasty bite for me. Just how are you going to catch her?" Then he said, "Listen, Little Red Riding Hood, haven't you seen the beautiful flowers that are blossoming in the woods? Why don't you go and take a look? And I don't believe you can hear how beautifully the birds are singing. You are walking along as though you were on your way to school in the village. It is very beautiful in the woods."

Little Red Riding Hood opened her eyes and saw the sunlight breaking through the trees and how the ground was covered with beautiful flowers. She thought, "If I take a bouquet to grandmother, she will be very pleased. Anyway, it is still early, and I'll be home on time." And she ran off into the woods looking for flowers. Each time she picked one she thought that she could see an even more beautiful one a little way off, and she ran after it, going further and further into the woods. But the wolf ran straight to the grandmother's house and knocked on the door.

“Who’s there?”

“Little Red Riding Hood. I’m bringing you some cake and wine. Open the door for me.”

“Just press the latch,” called out the grandmother. “I’m too weak to get up.”

The wolf pressed the latch, and the door opened. He stepped inside, went straight to the grandmother’s bed and ate her up. Then he took her clothes, put them on, and put her cap on his head. He got into her bed and pulled the curtains shut.

Little Red Riding Hood had run after flowers, and did not continue on her way to grandmother’s until she had gathered all that she could carry. When she arrived, she found, to her surprise, that the door was open. She walked into the parlour, and everything looked so strange that she thought, “Oh, my, why am I so afraid? I usually like it at grandmother’s.” Then she went to the bed and pulled back the curtains. Grandmother was lying there with her cap pulled down over her face and looking very strange.

“Oh, grandmother, what big ears you have!”

“All the better to hear you with.”

“Oh, grandmother, what big eyes you have!”

“All the better to see you with.”

“Oh, grandmother, what big hands you have!”

“All the better to grab you with!”

“Oh, grandmother, what a horribly big mouth you have!”

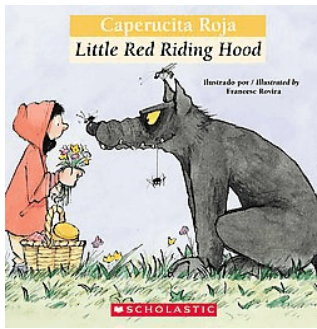
“All the better to eat you with!” And with that he jumped out of bed, jumped on top of poor Little Red Riding Hood, and ate her up. As soon as the wolf had finished this tasty bite, he climbed back into bed, fell asleep and began to snore very loudly.

A huntsman was just passing by. He thought it strange that the old woman was snoring so loudly, so he decided to take a look. He stepped inside, and in the bed there lay the wolf that he had been hunting for such a long time. “He has eaten the grandmother, but perhaps she can still be saved. I won’t shoot him,” thought the huntsman. So he took a pair of scissors and cut open his belly.

He had cut only a few strokes when he saw the red riding hood shining through. He cut a little more, and the girl jumped out and cried, “Oh, I was so frightened! It was so dark inside the wolf’s body!”

And then the grandmother came out alive as well. Then Little Red Riding Hood fetched some large heavy stones. They filled the wolf’s body with them, and when he woke up and tried to run away, the stones were so heavy that he fell down dead.

The three of them were happy. The huntsman took the wolf’s pelt. The grandmother ate the cake and drank the wine that Little Red Riding Hood had brought. And Little Red Riding Hood thought to herself, “As long as I live, I will never leave the path and run off into the woods by myself if mother tells me not to.”



Variations of the story

Charles Perrault

Once upon a time there lived in a certain village a little country girl, the prettiest creature who was ever seen. Her mother was excessively fond of her; and her grandmother doted on her still more. This good woman had a little red riding hood made for her. It suited the girl so extremely well that everybody called her Little Red Riding Hood.

One day her mother, having made some cakes, said to her, "Go, my dear, and see how your grandmother is doing, for I hear she has been very ill. Take her a cake, and this little pot of butter."

Little Red Riding Hood set out immediately to go to her grandmother, who lived in another village.

As she was going through the wood, she met with a wolf, who had a very great mind to eat her up, but he dared not, because of some woodcutters working nearby in the forest. He asked her where she was going. The poor child, who did not know that it was dangerous to stay and talk to a wolf, said to him, "I am going to see my grandmother and carry her a cake and a little pot of butter from my mother."

"Does she live far off?" said the wolf.

"Oh I say," answered Little Red Riding Hood; "it is beyond that mill you see there, at the first house in the village."

"Well," said the wolf, "I'll go and see her too. I'll go this way and you go that, and we shall see who will be there first."

The wolf ran as fast as he could, taking the shortest path, and the little girl took a roundabout way, entertaining herself by gathering nuts, running after butterflies, and gathering bouquets of little flowers. It was not long before the wolf arrived at the old woman's house. He knocked at the door: tap, tap.

"Who's there?"

"Your grandchild, Little Red Riding Hood," replied the wolf, counterfeiting her voice; "who has brought you a cake and a little pot of butter sent you by mother."

The good grandmother, who was in bed, because she was somewhat ill, cried out, "Pull the bobbin, and the latch will go up."

The wolf pulled the bobbin, and the door opened, and then he immediately fell upon the good woman and ate her up in a moment, for it had been more than three days since he had eaten. He then shut the door and got into grandmother's bed, expecting Little Red Riding Hood, who came some time afterwards and knocked at the door: tap, tap.

"Who's there?"

Little Red Riding Hood, hearing the big voice of the wolf, was at first afraid; but believing her grandmother had a cold and was hoarse, answered, "It is your grandchild Little Red Riding Hood, who has brought you a cake and a little pot of butter mother sends you."

The wolf cried out to her, softening his voice as much as he could, "Pull the bobbin, and the latch will go up."

Little Red Riding Hood pulled the bobbin, and the door opened.

The wolf, seeing her come in, said to her, hiding himself under the bedclothes, "Put the cake and the little pot of butter upon the stool, and come get into bed with me."

Little Red Riding Hood took off her clothes and got into bed. She was greatly amazed to see how her grandmother looked in her nightclothes, and said to her, "Grandmother, what big arms you have!"

"All the better to hug you with, my dear."

"Grandmother, what big legs you have!"

"All the better to run with, my child."

"Grandmother, what big ears you have!"

"All the better to hear with, my child."

"Grandmother, what big eyes you have!"

"All the better to see with, my child."

"Grandmother, what big teeth you have got!"

"All the better to eat you up with."

And, saying these words, this wicked wolf fell upon Little Red Riding Hood, and ate her all up.

Moral: Children, especially attractive, well bred young ladies, should never talk to strangers, for if they should do so, they may well provide dinner for a wolf. I say "wolf," but there are various kinds of wolves. There are also those who are charming, quiet, polite, unassuming, complacent, and sweet, who pursue young women at home and in the streets. And unfortunately, it is these gentle wolves who are the most dangerous ones of all.



Little Red Hat

Italy/Austria

Once there was an old woman who had a granddaughter named Little Red Hat. One day they were both in the field when the old woman said, "I am going home now. You come along later and bring me some soup."

After a while Little Red Hat set out for her grandmother's house, and she met an ogre, who said, "Hello, my dear Little Red Hat. Where are you going?"

"I am going to my grandmother's to take her some soup."

"Good," he replied, "I'll come along too. Are you going across the stones or the thorns?"

"I'm going across the stones," said the girl.

"Then I'll go across the thorns," replied the ogre.

They left. But on the way Little Red Hat came to a meadow where beautiful flowers of all colours were in bloom, and the girl picked as many as her heart desired. Meanwhile the ogre hurried on his way, and although he had to cross the thorns, he arrived at the house before Little Red Hat. He went inside, killed the grandmother, ate her up, and climbed into her bed. He also tied her intestine onto the door in place of the latch and placed her blood, teeth, and jaws in the kitchen cupboard.

He had barely climbed into bed when Little Red Hat arrived and knocked at the door.

"Come in" called the ogre with a damped voice.

Little Red Hat tried to open the door, but when she noticed that she was pulling on something soft, she called out, "Grandmother, this thing is so soft!"

"Just pull and keep quiet. It is your grandmother's intestine!"

"What did you say?"

"Just pull and keep quiet!"

Little Red Hat opened the door, went inside, and said, "Grandmother, I am hungry."

The ogre replied, "Go to the kitchen cupboard. There is still a little rice there."

Little Red Hat went to the cupboard and took the teeth out. "Grandmother, these things are very hard!"

"Eat and keep quiet. They are your grandmother's teeth!"

"What did you say?"

"Eat and keep quiet!"

A little while later Little Red Hat said, "Grandmother, I'm still hungry."

"Go back to the cupboard," said the Ogre. "You will find two pieces of chopped meat there."

Little Red Hat went to the cupboard and took out the jaws. "Grandmother, this is very red!"

“Eat and keep quiet. They are your grandmother’s jaws!”

“What did you say?”

“Eat and keep quiet!”

A little while later Little Red Hat said, Grandmother, I’m thirsty.”

“Just look in the cupboard,” said the ogre. “There must be a little wine there.”

Little Red Hat went to the cupboard and took out the blood. “Grandmother, this wine is very red!”

“Drink and keep quiet. It is your grandmother’s blood!”

“What did you say?”

“Just drink and keep quiet!”

A little while later Little Red Hat said, “Grandmother, I’m sleepy.”

“Take off your clothes and get into bed with me!” Replied the ogre.

Little Red Hat got into bed and noticed something hairy. “Grandmother, you are so hairy!”

“That comes with age,?” said the ogre.

“Grandmother, you have such long legs!”

“That comes from walking.”

“Grandmother, you have such long hands!”

“That comes from working.”

“Grandmother, you have such long ears!”

“That comes from listening.”

“Grandmother, you have such a big mouth!”

“That comes from eating children!” said the ogre, and bam, he swallowed Little Red Hat with one gulp.



Into the Woods

Inspired by Bruno Bettelheim's 1976 book, *The Uses of Enchantment*, the musical *Into the Woods* intertwines a collection of uncensored versions of 18th Century Brothers Grimm fairy tales, including Little Red Riding Hood. An original story involving a Baker and his wife's quest to begin a family ties together the stories of Little Red Riding Hood, Jack and the Beanstalk, Rapunzel and Cinderella. Each character's wish for something that he or she does not have leads to complications.

Plot Summary

A narrator introduces the major characters: Cinderella, who wishes to attend the King's Festival; Jack, a lonely and impoverished young man who wishes that his beloved cow, Milky-White, would give milk; and the Baker and his Wife, who wish they could have a child. An ugly old Witch visits the Baker and his Wife, revealing that the Baker's father had stolen from the Witch's garden to feed his pregnant wife, taking some of her magic beans. The Witch cursed the family, making them barren, and imprisoned their daughter Rapunzel. The Witch explains that the spell may be reversed if the Baker and his Wife can find the four ingredients she needs for a certain potion: a milk-white cow, a blood-red cape, corn-yellow hair and a gold slipper, all within the next three days ("Prologue").

All begin journeys into the woods: Jack's mother sends him to market to sell Milky-White; and Cinderella decides to escape to the festival, first visiting her mother's grave and receiving a beautiful dress and shoes ("Cinderella at the Grave"). Little Red Riding Hood goes to her grandmother's house and is stalked by a hungry wolf along the way ("Hello, Little Girl"). The Baker's Wife helps him con the sad Jack into selling Milky-White ("I Guess This Is Goodbye") for five beans, telling Jack that they're magic. The Baker, feeling guilty about the lie, sends his Wife home with the cow ("Maybe They're Magic"). The Witch has locked Rapunzel, who has hair "as yellow as corn", in a tower to shield her from the outside world ("Our Little World"). When Little Red Ridinghood arrives at her grandmother's house, she is swallowed by the Wolf, who has also feasted on her grandmother. The Baker (who has been following Little Red) slays the Wolf, saving Red and her grandmother, and she rewards him with the red cape ("I Know Things Now"). Jack's mother is angry that he was duped, returning only with the beans, and tosses them aside, not knowing they really are magic and will grow into a beanstalk that will reach the heavens. Cinderella leaves the festival before the "First Midnight."

The Baker's Wife spots Cinderella's pure gold slippers, but she is also taken with Cinderella's Prince ("A Very Nice Prince"). Milky-White runs away, with the Wife in pursuit. Jack, meanwhile, returns from the giant's home with five gold coins, hoping to repurchase Milky-White ("Giants in the Sky"). The Wife confesses that she has lost the cow – a setback. The two Princes sing of their endless longing ("Agony"). The Wife fools Rapunzel into letting down her hair and steals a piece. The Mysterious Man appears and gives Milky-White back to the Baker. The Baker realizes that his Wife has helped considerably, and admits the need to join together in their quest ("It Takes Two").

Jack then arrives with a hen that lays golden eggs and attempts to buy Milky-White, but she has died. The Baker's Wife meets Cinderella again, and almost succeeds in getting one of her shoes. As the second midnight begins, the Witch discovers that the Prince is visiting Rapunzel and begs Rapunzel to return to her ("Stay with Me"). The Witch angrily cuts off Rapunzel's hair and banishes her to a desert, and her Prince is blinded while trying to escape from the Witch. The Mysterious Man gives the Baker money to buy another cow, and Jack, taunted by Little Red Ridinghood, returns once again to the Giant's home to steal a magical harp.

Cinderella's Prince is giving another festival and spreads pitch on the stairs to try to capture and identify her ("On the Steps of the Palace"). The Baker's Wife arrives and attempts to trade her remaining bean for Cinderella's one remaining slipper; Cinderella throws the bean aside but, needing two shoes, trades shoes with the Wife and flees. The Baker arrives, and they have now

met all of the Witch's demands before the end of the third day. Jack's mother reports that a dead Giant has fallen from the beanstalk. As the third midnight approaches, the potion does not work: the cow is not pure white – it has only been covered with flour. However, the Witch revives Milky-White, and the items are fed to her. The Baker and Wife milk her, and the Witch drinks the magic potion but it does not work because the Witch had touched the hair of Rapunzel they had used in the potion (which explains why she needed the Baker to get the ingredients for her, instead of getting them herself). The Mysterious Man appears and tells the Baker to use the hair-like strands on the husk of corn he had used to compare with one of the step-sister's hair. The new potion works. The curse is reversed, also breaking a spell that had afflicted the Witch, and she becomes youthful and beautiful, although she loses her magical powers.

Cinderella's Prince searches for the maiden whose foot will fit the golden slipper. The step-sisters mutilate their feet trying to cram them into the slipper, but Cinderella appears and becomes the Prince's bride ("Ever After"). The Witch explains that the Mysterious Man is the Baker's father, who abandoned him but the Man dies before the Baker can talk to him. Rapunzel finds her Prince and restores his vision with her tears. All seems well, but another beanstalk suddenly rises from the ground.

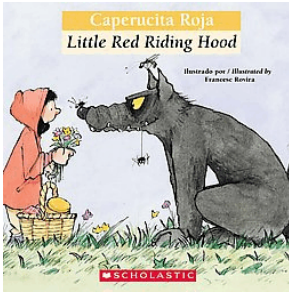
Everyone is living happily, with the Baker and his Wife having a baby and Cinderella living with her Prince in the Palace, but there are some minor inconveniences ("So Happy"). Suddenly, however, the Giant's widow (also a giant), climbs down the beanstalk looking for Jack. The two Princes have grown bored with their relationships and now lust after Snow White and Sleeping Beauty ("Agony" Reprise). To satisfy the widow's thirst for vengeance, everyone offers her the narrator. Jack's mother aggressively defends her son, angering the Giant's widow, and Cinderella's Prince's steward clubs Jack's mother to make her be quiet, inadvertently killing her. The widow stomps Red Riding Hood's grandmother and then Rapunzel, killing them both, much to the dismay of Red, Rapunzel's Prince and the Witch ("Lament"). The Baker and his Wife decide that they must tell the Royal Family, despite the Witch's insistence that the Royal Family can't do anything about it, and that if they want to survive, everyone must go to battle.

Everybody searches for Jack, while Cinderella's Prince seduces the Baker's Wife ("Any Moment"). She realizes her error just moments before being crushed by a falling branch ("Moments in the Woods"). The Witch finds Jack and wants to give him to the Giant's widow, causing an argument – the characters blame each other for their predicament before they all blame the Witch ("Your Fault"). Disgusted, the Witch throws more beans on the ground before vanishing ("Last Midnight"). The Baker, grieving after his Wife's death, leaves his child with the others. He is then visited by his father's spirit, which convinces him to face his responsibilities ("No More"). He returns to the group and helps them plan to kill the giant. Cinderella, after leaving her unfaithful Prince, helps comfort Little Red Riding Hood ("No One Is Alone").

Everyone helps to slay the Giant's widow, and each of the previously deceased characters returns to describe the lesson they learned ("Children Will Listen"). All seem satisfied, except for a final "I wish" from Cinderella.



The Wolf and Little Red Riding Hood in
Into the Woods



Activities

Here you will find a selection of classroom activities for a variety of Key Stages, ranging from drama activities to mask making and word puzzles.

Little Red Word Search

Can you find the words listed below in the word grid? The words can read forwards, backwards, up, down and diagonally in any way.

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

GRANNY

HUNTSMAN

FOREST

HOOD

BIG EYES

TEETH

BED

BASKET

WOLF

CAKES

Little Red Word Search Solution

H		G	R	A	N	N	Y		B
U									I
N				H					G
T			F	O	R	E	S	T	E
S		T		O					Y
M		E		D					E
A		E						C	S
N		T					A		
		H				K			
					E				
				S					
		B	E	D		F			
							L		
								O	
B	A	S	K	E	T				W



Baking your own cakes to take to Grandma's House

In the story, Little Red Riding Hood takes some cakes to her Grandmother's house as she is very unwell. Why not have a go at making your own cakes and taking them to your Grandma. Remember, always ask for the help of an adult when cooking anything.

Little Red's Fairy Cake Recipe

Ingredients

150g/ 6oz Margarine
150g / 6oz Castor sugar
3 large Eggs
150g / 6oz Self-raising flour
1 tbsp Milk
24 paper cake cases

1. Pre heat the oven to 200°C / 400°F / Gas Mark 6.
2. Mix together margarine and sugar until light and fluffy.
3. Beat in the eggs followed by the flour and milk.
4. Half fill paper cake cases standing on a patty tin.
5. Bake for 10-12 minutes.
6. Decorate the top of your fairy cakes using the suggestions below.

Toppings for Fairy Cakes

- Mix together 50g (2oz) butter and 75g (3oz) icing sugar until soft and creamy, and spread onto the cakes.
- Alternatively, for coffee flavour topping, follow the above, adding 1 teaspoon coffee, and decorate with a walnut.
- Mix together 75g (3oz) icing sugar with drops of lemon juice to make a lemon glaze icing, then spread onto cakes. Or alternatively use orange juice instead of lemon juice, and decorate with grated orange rind.

Alternatively, you could use any of the following, or make up your own toppings for your cakes.

- Spread tops of cakes with jam and sprinkle with desiccated coconut.
- Spread top with lemon curd and a glaze cherry.
- Spread tops of cakes with chocolate spread and decorate with an almond.

True or False

Have a look at the following sentences below and decide whether they are true or false. Put a T for true and an F for false

1. Little Red Riding Hood had cookies in her basket.
2. Little Red Riding Hood met a bear on the way to Granny's.
3. The Wolf ate Granny.
4. The Wolf was wearing Granny's nightgown.
5. The Woodcutter cut open the wolf's belly.
6. Granny jumped out of the wolf's mouth.

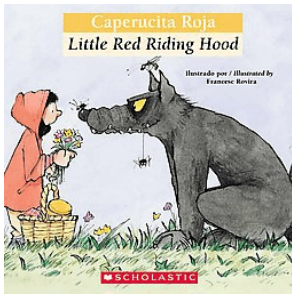


Word Finder

In the jumble of words below are some hidden words to do with the story of Little Red Riding Hood. See if you can find all of the following words. They may be hiding across, upwards or downwards

Wolf Axe Cupcake Basket Woodcutter Flower

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



Looking at Crime and Punishment - Drama

This activity looks at the story of Little Red Riding Hood and the actions of the Wolf. The incident of the wolf eating grandma and Little Red Riding Hood causes a great amount of distress within the village. Does the wolf feel sorry for what he has done? Can he be forgiven? And what about the family he will leave behind if he is punished for his actions?

Begin by telling a suitable version of the story (The Brothers' Grimm version is perhaps more commonly known). Emphasise that this version is our own special story, so it may be different to versions the children have heard before. Begin by setting the scene of the story.

Once upon a time there was a sweet little girl. Everyone who saw her liked her, but most of all her grandmother, who did not know what to give the child next. Once she gave her a little hooded cloak made of red velvet. Because it suited her so well, and she wanted to wear it all the time, she came to be known as Little Red Riding Hood.

After modelling the storytelling technique for a short time, allow the children to add in words or phrases to complete your sentences. Inform the children that when you want them to add a word or phrase you will look directly at them. This collective storytelling will allow all children to become involved in the drama of the story, and will ensure that they all pay attention, as they will need to listen to the story just in case they are picked to complete the sentence or phrase.

Finishing the story

Continue this method of collective storytelling and include the following points:

- , Red Riding Hood is warned by her mother not to talk to strangers.
- , She stops to talk to some of her friends in the forest and the wolf overhears their conversation.
- , The door to Granny's cottage is ajar when she arrives and the cottage is in darkness.
- , The Wolf swallows Red Riding Hood in one piece (this is so she isn't chewed to death and can be spoken to later in the exercise).
- , The Woodcutter shakes the Wolf (he too isn't able to die as he will be spoken to later in the exercise) and Red Riding Hood falls out, shortly followed by Granny.
- , The Wolf is taken to prison or to the zoo, depending on how you feel about his behaviour.

Talking to Little Red Riding Hood - Hot seating the teacher in role

Tell the children that it is a couple of days after the incident and Little Red Riding Hood is feeling very nervous about what happened. Ask the children if they will talk to her about what happened and try to make her feel better. They may start by asking questions about the incident, and then go on to reassure her and boost her confidence. Before the hot seating begins, allow the children in groups or pairs to think of some questions to ask.

What can the children say to reassure Little Red Riding Hood? How should they approach her? What tone of voice should they use? It may be an idea to put some questions on the board for the children's reference. Can they persuade Little Red Riding Hood to go for a walk in the forest where the incident happened? Can she be persuaded to go and see some of her friends?

Roll on the Wall

Draw the figure of Little Red Riding Hood on a large piece of paper (A2 or bigger) and write on the sheet **words by the head of what the character thinks**

words by the heart of what the character feels

words by the mouth of what the character says

words by the legs/hands of what the character does

The children can also write around the picture information they have gathered so far from the story.



How does the Wolf feel?

The children have spent time looking at Little Red Riding Hood and how she feels about the incident, but now it is time to look at the Wolf's side of the story.

The children will now tell the Wolf what they think of his behaviour. Again using the teacher in role, tell the children to line up in two parallel lines facing each other with enough space between the two lines for the Wolf to walk through. As the Wolf walks through this tunnel, the children may speak their feelings of the Wolf's behaviour. Give some examples so to avoid any inappropriate comments or behaviour.

You should feel very bad about what you did.

Why would you want to hurt another living creature?

How long do you think you will be in prison for?

You should be locked up forever.

The Wolf is not allowed to reply to any of the statements or questions, and must walk slowly through the tunnel.

The Wolf's Thoughts

The children will now think about what and how the Wolf is feeling as he walks towards his prison cell or cage in the zoo. Again, the children can line up in two parallel lines forming a tunnel for the Wolf to walk through, or they can form a circle around the Wolf to represent the cell he is in. The teacher is again in role during this exercise.

Some questions/thoughts to consider:

I'm very sorry for what I've done

How will my family survive without me?

I'm in so much trouble

I hope I'm not in here for too long

I hope the Judge and Jury are nice to me



Creating the Courtroom Drama

This exercise will allow the children to role play and consider the justice system. Now that the children have a greater awareness of the story and the thoughts of Little Red Riding Hood and the Wolf, each child can now take on one of the following roles:

- , Little Red Riding Hood
- , The Wolf
- , Granny
- , The Woodcutter
- , The Wolf's Family (Wife and two children)
- , The Defence Lawyer
- , The Prosecution
- , Members of the Jury

The teacher would take on the role as the Judge to ensure a fair trial and to make sure that the children are really thinking about their actions in these roles.

The prosecution and defence must write a short account of what happened, trying to persuade the Jury that the Wolf is guilty/innocent, and be prepared to ask questions to each witness about the incident or the Wolf's character.

Each witness must think about the possible questions they may be asked by the defence/prosecution and try to have answers ready when asked.

The drama will begin with the Judge opening the case and asking for the opening speeches of the Prosecution and Defence Lawyers.

The defence may then call all the witnesses it wishes, with the prosecution allowed to cross-examine the defence's witnesses.

The Prosecution may then call any additional witnesses not called by the defence, for questioning, and the defence may then cross-examine the prosecution's witnesses.

Once all of the witnesses have been called, the prosecution then gives their closing speech, where they must try to convince the Jury of the Wolf's guilt. The defence then gives their closing speech, where they can either try and convince the Jury of the Wolf's innocence, or suggest that he had good reason to do it (such as a starving family, no money etc).

The Jury is then asked to reach its verdict. They must try for a unanimous vote (all agree either guilty or not guilty). If they cannot reach a unanimous vote, the Judge must tell them to go for a majority vote.

Once the verdict has been reached, the Judge will either pass sentence for a vote of guilty, or allow the Wolf to go free for a vote of not guilty.

After the exercise, discuss with the children how they now feel about the Wolf, whether it is different to how they felt before, or whether their feelings have remained the same. Ask the Jury why they reached the verdict they did, encouraging them to think critically about their decision

Still Pictures

This is a physical exercise which encourages children to think about the progression of the story through still pictures (pictures that do not speak!)

Ask the children to think about the key moments in the story and to make a list of these for their reference. They could begin by filling in a storyboard of the events.

Allow the children to work in small groups of about 3-4. Tell the groups that all children must be involved in each picture, and they can be used for the setting of the scene if it is just Little Red Riding Hood and the Wolf in the picture (they could make the house, be trees etc). The pictures could show some of the following:

- , Little Red Riding Hood packing the basket
- , Setting off through the forest and who she meets before the Wolf
- , Meeting the Wolf
- , Arriving at Granny's house
- , Seeing the Wolf in Granny's bed
- , The Wolf chasing and eating Little Red Riding Hood
- , The Woodcutter's arrival
- , The Wolf being taken away by the Police/Zoo
- , The Wolf in prison being visited by family

Ask each group to write down a caption for each of their chosen pictures. The groups will then show all of their pictures in the correct order to the rest of the group, who then has to guess which picture it is they are showing.

As an extension to this exercise, the groups could show their pictures in a random order and have the rest of the group guess which order the pictures belong in. The children can find out more about what is happening in the pictures by asking characters questions.

Although the children may know what is about to come next in the story, each of the characters may not. Here are some questions which children may like to ask:



The Big Bad Wolf Disguised As Grandma
by Howard Miller

AB 70418

- , What can you see?
- , How do you feel at this moment in the story?
- , What do you think will happen next?
- , What are you saying at this moment?

Masks

A mask is an artefact normally worn on the face, typically for protection, concealment, performance, or amusement. Masks have been used since antiquity for both ceremonial and practical purposes. They are usually, but not always, worn on the face, although they may also be positioned for effect elsewhere in relation to the wearer's own head.

Masks in Contemporary Theatre

Masks, as well as puppets, were often incorporated into the theatre work of European avant-garde artists from the turn of the nineteenth century. Alfred Jarry, Pablo Picasso and other artists of the Bauhaus School, as well as surrealists and Dadaists, experimented with theatre forms and masks in their work.

The modern effort to restore the mask to the stage derives from Edward Gordon Craig (1872-1966) who in *A Note on Masks* (1910) proposed the virtues of using masks over the naturalism of the actor. Craig was highly influential, and his ideas were taken up by Brecht, Cocteau, Genet - and later by Jerzy Grotowski and others who "attempted to restore a ritualistic if not actually religious significance to theatre".

The first real sustained and developed use of masks in contemporary theatre can be traced back to the work of the San Francisco Mime Troupe, founded in 1959, and to Peter Schumann and his Bread and Puppet Theatre, which was established in New York in the early 1960's. Schumann combined aspects of European festival masks with a highly distinctive American sensibility, and his strongly humanitarian and anti-war polemic has continued to exert an influence on the use of masks in theatre, especially on street-theatre. Other US and Canadian companies, inspired by Bread and Puppet, developed including In the Heart of the Beast Puppet and Mask Theatre of Minneapolis; Arm-of-the Sea Theatre from New York State; Snake Theatre from California; and Shadowland Theatre of Toronto. These companies, and others, have a strong social agenda, and combine masks, music and puppetry to create a visual theatrical form.

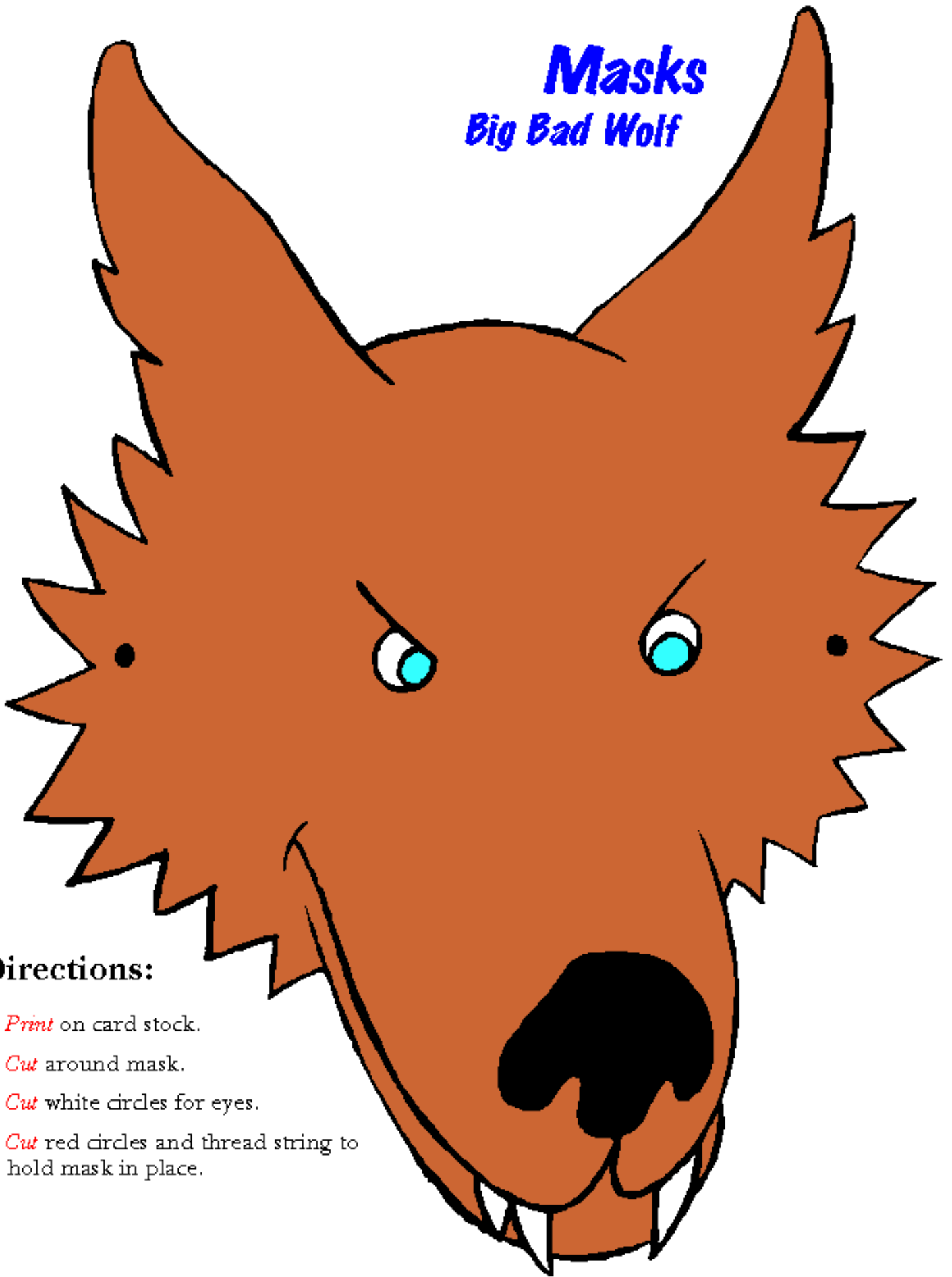


In Europe Schumann's influence combined with the early avant-garde artists to encourage groups like Moving Picture Mime Show and Welfare State (both in the UK). The practice of performing with masks is also studied by many performers, often derived from the Commedia dell'Arte traditions. The work of Jacques Lecoq has been particularly important in the revival of interest in this discipline.

We have included templates for masks of Little Red Riding Hood and the Wolf. The children may like to wear them during the courtroom drama, or they might make a nice wall display.

Masks

Big Bad Wolf



Directions:

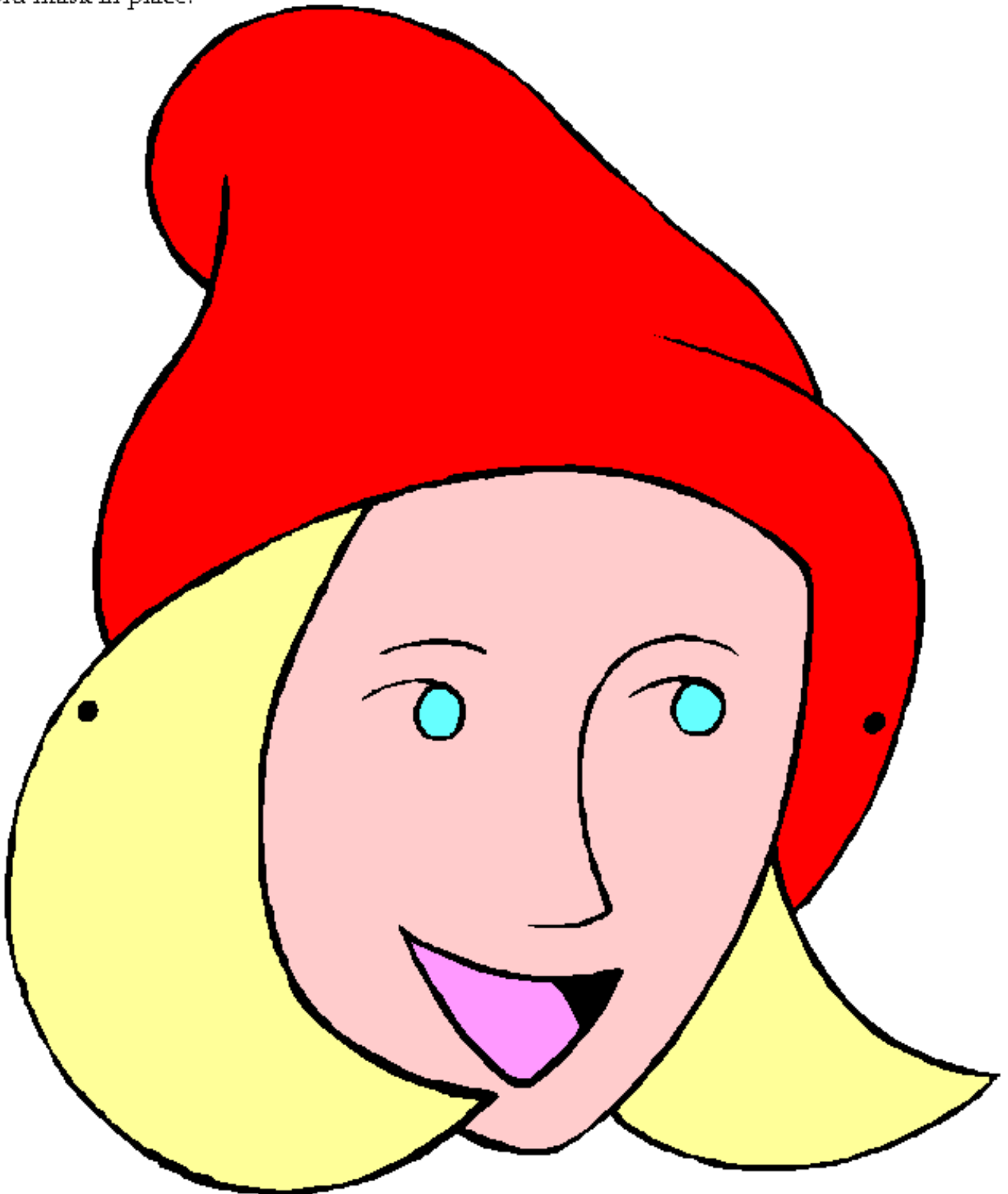
1. *Print* on card stock.
2. *Cut* around mask.
3. *Cut* white circles for eyes.
4. *Cut* red circles and thread string to hold mask in place.

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Masks

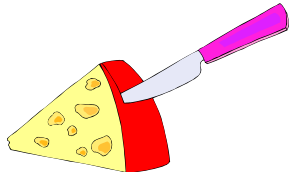
Little Red Riding Hood



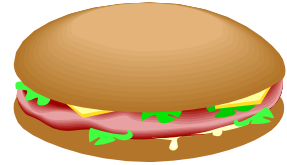
Design a basket to take to Grandma's

Draw a basket full of goodies for Little Red Riding Hood to take to her sick Grandma's. See if you can draw as many of the following foods as possible, and have a go at naming the foods as well.

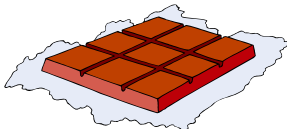
C _ e _ s _



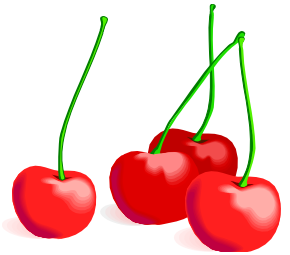
H _ m _ u r _ _ r



_ _ o c _ l _ t _



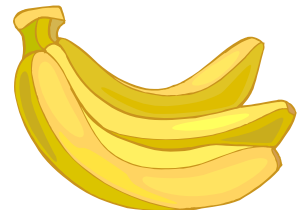
C _ _ r r _ e s



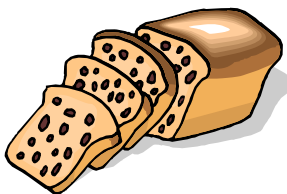
I _ e c r _ _ m



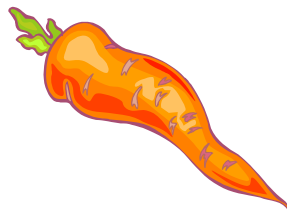
B _ n a _ _ s



B _ _ _ d



C _ r r _ _



Nature and the Environment

The story is set in the forest. There are many creatures that live in the forest, and the following sections look at the habitat of wolves, different types of trees and the Photosynthesis cycle which allows trees and humans to breathe. You may wish to use the following as science research projects for your class.

The Habitat of Wolves



The Gray Wolf was once abundant over much of North America and Europe and Asia. However, as a result of habitat depredations and hunting, it now inhabits a very limited portion of its former range. The species is generally listed as endangered or threatened, although it is listed as of least concern for extinction for some regions, including the Continental United States. The Gray Wolf forms an important part of the ecosystem as a keystone predator. The Gray Wolf's habitat spans temperate forests, mountains, tundra, taiga, and grasslands; and reflects its

adaptability as a species. In much of the world, though not in the north, it is listed as endangered. It is still hunted in many areas of the world for its perceived threat to livestock, as well as for sport.

Wolves can communicate visually through a wide variety of expressions and moods ranging from subtle signals, such as a slight shift in weight, to more obvious ones, such as rolling on their backs to indicate complete submission.

Dominance – A dominant wolf stands stiff legged and tall. The ears are erect and forward, and the hackles bristle slightly. Often the tail is held vertically and curled toward the back. This display asserts the wolf's rank to others in the pack. A dominant wolf may stare penetratingly at a submissive one, pin it to the ground, "ride up" on its shoulders, or even stand on its hind legs.

Submission (active) – During active submission, the entire body is lowered, and the lips and ears are drawn back. Sometimes active submission is accompanied by muzzle licking, or the rapid thrusting out of the tongue and lowering of the hindquarters. The tail is placed down, or halfway or fully between the legs, and the muzzle often points up to the more dominant animal. The back may be partially arched as the submissive wolf humbles itself to its superior; a more arched back and more tucked tail indicate a greater level of submission.

Submission (passive) – Passive submission is more intense than active submission. The wolf rolls on its back and exposes its vulnerable throat and underside. The paws are drawn into the body. This posture is often accompanied by whimpering.

Anger – An angry wolf's ears are erect, and its fur bristles. The lips may curl up or pull back, and the incisors are displayed. The wolf may also arch its back, lash out, or snarl.

Fear – A frightened wolf tries to make its body look small and therefore less conspicuous. The ears flatten against the head, and the tail may be tucked between the legs, as with a submissive wolf. There may also be whimpering or barks of fear, and the wolf may arch its back.

Defensive – A defensive wolf flattens its ears against its head.

Aggression – An aggressive wolf snarls and its fur bristles. The wolf may crouch, ready to attack if necessary.

Suspicion – Pulling back of the ears shows a wolf is suspicious. The wolf also narrows its eyes. The tail of a wolf that senses danger points straight out, parallel to the ground.

Tension – An aroused wolf's tail points straight out, and the wolf may crouch as if ready to spring.

Happiness – As dogs do, a wolf may wag its tail if in a joyful mood. The tongue may loll out of the mouth.

Hunting – A wolf that is hunting is tensed, and therefore the tail is horizontal and straight.

Playfulness – A playful wolf holds its tail high and wags it. The wolf may frolic and dance around, or bow by placing the front of its body down to the ground, while holding the rear high, sometimes wagged. This resembles the playful behaviour of domestic dogs.

Howling

Howling helps pack members keep in touch, allowing them to communicate effectively in thickly forested areas or over great distances. Howling also helps to call pack members to a specific location. Howling can also serve as a declaration of territory, as shown in a dominant wolf's tendency to respond to a human imitation of a "rival" wolf in an area the wolf considers its own. This behaviour is stimulated when a pack has something to protect, such as a fresh kill. As a rule of thumb, large packs will more readily draw attention to themselves than will smaller packs. Adjacent packs may respond to each others' howls, which can mean trouble for the smaller of the two.

Wolves therefore tend to howl with great care.

Wolves will also howl for communal reasons. Some scientists speculate that such group sessions strengthen the wolves' social bonds and camaraderie - similar to community singing among humans. During such choral sessions, wolves will howl at different tones and varying pitches, making it difficult to estimate the number of wolves involved. This confusion of numbers makes a listening rival pack wary of what action to take.



For example, confrontation could be disastrous if the rival pack gravely underestimates the howling pack's numbers. A wolf's howl may be heard from up to ten miles away, depending on weather conditions.

Diet and Hunting



Packs of wolves cooperatively hunt any large herbivores in their range. Pack hunting revolves around the chase, as wolves are able to run for long periods before relenting. It takes careful co-operation for a pack to take down large prey, and the rate of success for such chases is very low. Wolves, in the interest of saving energy, will only chase one potential prey for the first thousand or so metres before giving up and trying at a different time against a different prey. Therefore, like most other pack species, wolves must hunt continually to sustain

themselves. Solitary wolves depend more on smaller animals, which they capture by pouncing and pinning them, with their front paws, to the ground—this technique is also common among other canids such as foxes and coyotes.

Wolves' diet includes, but is not limited to, deer, caribou, moose, yak, and other large ungulates. The American Bison is probably the largest animal wolves prey on; bison weighing more than a ton have been taken down by a pack. They also prey on rodents, small animals, and other canids like foxes and coyotes in a limited manner.

When pursuing large prey, wolves generally attack from all angles, targeting the necks and sides of their prey. Wolf packs test large populations of prey species by initiating a chase, targeting less-fit prey; such animals typically include the elderly, diseased, and young. Healthy animals may also succumb through circumstance. However, most healthy, fit individuals will stand their ground against wolves, increasing the possibility of injury to the preying wolves; thus the weaker members of a species are easier and safer to hunt.

Like many other keystone predators, wolves are sensitive to fluctuations in the abundance of prey; they are likely to have minor changes in their populations as the abundance of their primary prey species gradually rises and drops over long periods of time. This balance between wolves and their prey prevents the mass starvation of both predator and prey.

Modern Perceptions of Wolves

Wolves today are not perceived as the friendliest of creatures. In fairytales they are always the typical baddies, as seen in *Little Red Riding Hood*. The wolf's negative portrayal can be seen in *The Three Little Pigs*, *Peter and the Wolf*, and most horror films where the notion of the Werewolf is used to terrify the viewer.

Of course, not all perceptions of the wolf in modern day literature or cinematography are negative. The wolves who take in Mowgli in the *Jungle Book* are caring towards the lost boy, who adopt him as their own. Although the character of Professor Lupin in the *Harry Potter* series is a werewolf, the character is a kind natured man who fights on the side of good.

The Wolf Quiz

Below is a short quiz for your class to test their knowledge on the information provided above.

- 1) Name three parts of the World where wolves can be found.
- 2) Name one habitat of the Grey Wolf.
- 3) Describe a happy wolf.
- 4) How do wolves communicate verbally?
- 5) How far away can a wolf's howl be heard?
- 6) Name four animals that wolves prey on.
- 7) What is the largest animal the wolf will prey on?
- 8) Name two other fairytales which have wolves in.
- 9) Name one film where wolves are shown as nice creatures.
- 10) What is the name for a group of wolves?



Looking at Habitats - a science project

You may wish to make the above topic of wolves a research project for the class; exploring their way of life, where they live and how they survive.

Alternatively, take the class outside into the school grounds (on the field, by the pond if you have one) and explore the different habitats of the wildlife around.

Tell the children to select one type of animal, be it a fish, a worm, a fly, or anything they can see in this environment. They must then explore the surroundings or habitat of this animal or insect, basing their research on the following things:

- Where does it live? Is it on land, in the water, in a hole, in a nest, or a combination of the above?
- What sort of food does it eat? Is it a carnivore or a herbivore? If it eats other animals, what are they? Does it only eat a certain type of leaf?
- How do they defend themselves against prey? What is their prey?
- Are they a predator? What other animals do they prey on?
- How do they reproduce? Do they lay eggs or not?
- Do they have a way of communicating with other members of their species?
- What is a species?
- How does it look? Can you draw a picture of what your chosen animal or insect looks like?

Looking at Trees

Little Red Riding Hood is set in the forest where there are lots of different types of trees. Below are some of the leaves of trees you may see around you. Why not have a go at filling in the gaps of the names of the tree, and seeing if you can find as many of these leaves on your school field.



B__ch



O_k

E_m



A__



H__seCh___n_t



C_d_r



S_l__r
B__c_

S_ca_or_

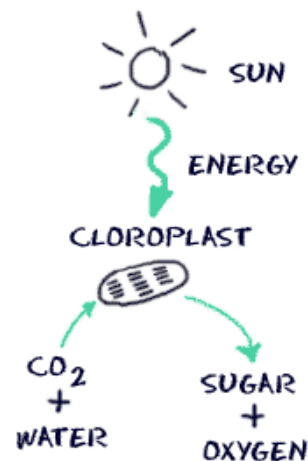


PHOTOSYNTHESIS

All animals need to breathe in order to survive. Humans breathe oxygen whereas plants need carbon dioxide to survive. The plants and trees produce oxygen in a cycle called Photosynthesis.

THE SUN AND LIGHT

Not all of the light from the **Sun** makes it to the surface of the Earth. Even the light that does make it here is reflected and spread out. The little light that does make it here is enough for the plants of the world to survive and go through the process of **photosynthesis**. Light is energy, electromagnetic energy. When that energy gets to a green plant, many reactions take place to store energy in the form of sugar molecules.



When light gets to a plant, the plant doesn't use all of it. It uses only certain colours to make photosynthesis happen. Plants mostly absorb **red** and **blue** wavelengths. When you see a colour, it is actually a colour that the object does NOT absorb. In the case of green plants, they do not absorb light.

THE CHLOROPLAST

Photosynthesis happens in the chloroplast. Within this cell **organelle** is the chlorophyll that captures the light from the Sun. The chloroplast are working night and day with different jobs. The molecules are moved and converted in the area called the **stroma**.

THE MOLECULES

Chlorophyll is the magic compound that can grab that sunlight and start the whole process. Chlorophyll is actually quite a varied compound. There are four types: a, b, c, and d. Chlorophyll can also be found in many microorganisms. However, as far as plants are concerned, the chlorophyll is found in the chloroplast. The other big molecules are water (H₂O), carbon dioxide (CO₂), oxygen (O₂) and glucose (C₆H₁₂O₆). Carbon dioxide and water combine with light to create oxygen and glucose. That glucose is used in various forms by every creature on the planet. Animal cells require oxygen to survive. Animal cells need an aerobic environment (one with oxygen).

LIGHT AND DARK REACTIONS



SOME REACTIONS ONLY
HAPPEN IN LIGHT WHILE
OTHERS CAN OCCUR IN DARK.

The whole process doesn't happen all at one time. The process of photosynthesis is divided into two main parts. The first part is called the **light dependent reaction**. This reaction happens when the light energy is captured and pushed into a chemical called ATP. The second part of the process happens when the ATP is used to make glucose (the **Calvin Cycle**). That second part is called the **light independent reaction**.