



STUDY GUIDE FOR

Little Red Riding Hood

Adapted by Kevin M Reese

TO THE TEACHER

The following study guide has been provided to help your class benefit the most from experiencing a live theatrical event. The activities described herein are only suggestions. Please feel free to pick and choose the things that will most benefit your students in the time you have available. It is our hope that the performance your students attend is not only entertaining, but is a valuable educational experience as well.

You will find that some of the activities contained in this guide are geared for younger, some for older students--but there is something for everyone. Please feel free to reproduce and distribute any of the enclosed pages and activities for use by your students.

Theatre Etiquette

- 1> Attending a theatrical performance is a social event. Just as the way you act (and behave) in church is different than the way you act on the playground, there is certain behavior that is appropriate in a live theatre. Discuss with your students the types of behavior that is appropriate when they are members of an audience.

- 2> Explain that they need to act differently when they're watching a live play than if they're watching a movie in a theatre. Live actors can hear their laughter and applause as well as their talking to their neighbor or rustling papers. And their responses-- appropriate or not-- really do affect the actors' performance. The end line is: How would they want to be treated if THEY were up on the stage.

- 2> Audience Participation. Normally, audience members should never talk during the play--and especially not talk directly to the actors (it distracts other audience member and may even make the actors forget their lines). But the plays by Wichita Children's Theatre are unique in that we offer the audience special opportunities to participate in the production. They will probably not be asked to come onstage, but there are various times throughout the production where the actors will ask them questions. At those times we encourage the audience to answer them wholeheartedly (but not in an overly loud yell). Over the years, this has become one of the hallmarks of WCT productions.

- 4> **Excerpted from the playwright's notes to the actors in the script:**

The style used in this children's play is a cross between Robin Williams and Captain Kangaroo. This play deals with traditional children's literature (well-known fairy tales). Its mission is not to affect social change or impart morals (except those that are inherent to the fairy tale's story line), it is purely for entertainment. Hopefully, the children will be so turned on by what they see that they will look forward to seeing another play--even a more serious or sophisticated one.

Most of the audience participation is scripted. Feel free to take license with it. No one can predict what a given group of children will come up with if you "give them the reins." There's a fine line between "just enough" and "too much" audience participation. If you solicit response from the kids too much, it will destroy the pace of the show. The audience participation is to mask scene changes, keep the kid's attention during transitions, and to check on retention. The script is to give you an idea of what direction to take them. It's like a map: It shows you where we want to take them, but exactly how you get there is up to you.

English

1. Vocabulary. Here are some of the words and phrases the students will encounter during the show:

imagination	ferocious	take for granted	over-protective	calamine lotion
serious	poison ivy	husky voice	misguide	fate
berserk	quirk	hustle	bustle	rat race
adore	clarify	severe	impose	bequeath
rascal	protector	stop and smell the roses		

After the show, ask students if they noticed the words and how they were used. Discussion will provide review.

2. Read several versions of LITTLE RED RIDING HOOD. Share its history as a fairy tale. Discuss why there are many different versions of the same story. Compare and contrast.

AFTER THE SHOW:

1. After students have read a different version of LITTLE RED RIDING HOOD, discuss how making the character of the wolf silly changed the tale.

2. Together as a class, or individually, change another character in the play. Perhaps make Grandma a karate expert, or the Woodsman a clown hired for Grandma's birthday party, with only balloons to fight a vicious wolf. Tell the story or act it out.

3. Take another tale and decide which character to make silly. Use students' favorites like GOLDILOCKS & THE THREE BEARS or BEAUTY AND THE BEAST. What would the Beast be like as a silly fool? Would Beauty still fall in love with him? Write or act out together as a group.

4. Have the students write or discuss an experience they have had where they thought someone might bully them, tried to talk them into something they knew was wrong, or any of the many ways children might be victimized. Have the students act out or write about one of the following situations (or suggest your own):

- A. You see a friend throwing rocks at another kid. What do you do?
- B. You and a friend are at the mall. Your friend suggests that you two should try shoplifting a toy. What do you do?
- C. You saw a friend play a mean trick on another kid, but when s/he almost got caught, you're the one who got blamed. What do you say to your friend when everyone has gone?
- D. You and a friend are walking home from school and you find a wallet that is full of LOTS of money. What do you do with it?
- E. You and your best friend are playing on the playground and you notice a strange man watching you. He starts walking toward the playground. What do you do?

Social Studies

1. The Woodcutter does a good deed by checking in on Little Red's Grandmother. Discuss what constitutes a "good deed." Share examples--student's own or ones they find about other children. Have students discuss each true-life good deed and give class awards for child heroes. Discuss what makes someone a hero (especially our "everyday heroes"). Suggest reading child hero stories. Ask your librarian to display such books while you're doing these activities.
2. Design a certificate for good deeds. Award it weekly, or monthly to a student, a parent, or teacher who your school (or class) thinks went above and beyond the call of duty.
3. Have the class fix a "basket of goodies" for someone. This could be an actual basket with food for the needy in your community, a thank you note for someone who did a good deed, or a card or drawing for a loved one--just to say "I love you." Have the class decide what person or organization to give the "goodies" to and plan what to include in the "basket."
4. Have the students send letters, cards, or drawings to their favorite character in the play. The actors always enjoy such letters and will send a reply if a return address is given. Because of the volume of letters, responses are made to classes--not to individual students--so please make sure the teacher's name is part of the return address. Send the letters/cards/drawings to:

**Wichita Children's Theatre
Professional Touring Company
201 Lulu
Wichita, KS 67211-1712**

Arts and Crafts

1. Make a map. Have the students draw a map that includes: Little Red's house, Granny's house, the Wolf's house, the main path, various other paths, and the poison ivy patch. Perhaps they could include: The Three Bears' house, Cinderella's house, the gingerbread house from Hansel and Gretel, etc.
2. Draw a picture of Little Red's basket of goodies or make one out of modeling clay or construction paper. Besides the "cookies and brownies and pastries and pie", what would YOU put in there? Fruit, sandwiches, popcorn, steak, chicken, or candy? How about a flashlight, map, teddy bear, or radio?
3. Color the Wolf in the coloring page located elsewhere in this guide.

VALUES CLARIFICATION

One of the central conflicts of LITTLE RED RIDING HOOD is children's perception versus adult's perception. Little Red didn't know to be wary of the wolf. A child's perception of danger is different from an adult's. What is important in a child's eyes (animals, flowers, being liked, new adventures) is different from adults deem important (safety, caution, awareness, diligence, obedience, health). The story warns that it is dangerous for children to give in to their innocent desires, and if one does, life will teach them a lesson--often at the child's expense.

Children today face dangers as real as the wolves of yesteryear. It's estimated that every 79 seconds a violent act takes place in or around our schools each month. Every year nearly three million crimes are committed on or near school property--16,000 per school day! About 270,000 guns show up at our schools daily. Estimates say $\frac{1}{3}$ - $\frac{1}{2}$ of all American children are sexually abused in some way before they reach 18. LITTLE RED RIDING HOOD teaches character education: You can't tell a book by it's cover. But only through many examples and repetitions do children learn the traits they need to practice until they become second nature. The stories help both parents and teachers instill the desire to be good by holding up models of courage and virtue. Use plays, books, and fairy tales to stimulate a discussion of choices and consequences. After telling students the story and following the discussion, have the students act out different scenarios through role-playing. Allow problem solving for various challenges students face.

Some of the issues dealt with in the show:

- ▶ Don't talk to strangers.
- ▶ Obey your parents and other authority figures.
- ▶ If you're traveling tell someone what your exact route will be--and stick to it.
- ▶ If you have to travel by yourself, be careful.
- ▶ It's not nice to lie to or trick people.

FOR DISCUSSION:

Ask students to number from 1-11 on their papers. Ask them to write one answer for each number. Based on the story they have just read or heard, ask them:

- | | |
|--|---|
| 1> Who is most like you? | 7> Who would you like as a friend? |
| 2> Who do you like the most? | 8> Who gained the most? |
| 3> Who do you like the least? | 9> Who lost the most? |
| 4> Who is the most honest? | 10> Who is the most narrow-minded? |
| 5> Who do you think is the most dishonest? | 11> Was there a hero in the story? A villain? |
| 6> Who would you like to be like? | |

Discuss the reasons behind their choices. Summarize the session by reminding them that one of the purposes of theatre is to help clarify our values--how we feel about things, and how to share those feelings. Remind students that we all have our own values--some we share, some are very different. Remind them that it's not a good idea to argue with people's feelings.

Color the Wolf

