



**OKLAHOMA**  
**CHILDREN'S THEATRE**  
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# Teacher and Parent Activity Guide

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## Red vs. The Wolf

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Children's Center for the Arts



### DEAR PARENTS AND TEACHERS,

The following resource guide is designed to enrich your play-going experience by integrating core learning subjects, drama, and imaginative play using simple activities inspired by the show. The activities in this guide support our state educational standards (PASS objectives) in multiple areas, as well as national theatre arts standards. These activities are designed to develop critical and creative thinking. Please use them as they are, or feel free to change them to better fit your students and make the most of your theatre experience. Oklahoma Children's Theatre is proud to present *The Teddy Bear's Picnic*. Thank you and enjoy the show!

### TABLE OF CONTENTS:

Synopsis and Themes	2
Pre-Performance Activities, Etiquette	3-4
Post-Performance Activities	5-6
Discussion Questions	6
Activity Sheets	7-10
OCT Info	11
Feedback Form	12

### THEMES

- Kindness
- Gratitude
- Greed/generosity
- Honesty
- Being understood

### RED VS. THE WOLF

*Red vs. The Wolf* re-tells the story of Little Red Riding Hood, but from the Wolf's point of view. The Wolf is upset because he is known the world over as a bad guy, but really he is kind, sensitive, thoughtful, and cultural. After refreshing the audience's memory regarding the "traditional" rendition of the story, the Wolf tells it like it really happened. He exposes Red, and reveals his plan with Grandma to teach Red a badly needed lesson. Hopefully, the audience will see his side of the story, realize there are two sides to everything, and learn a lesson in humility and understanding.

## SETTING THE STAGE: Pre-Show Activities

### Science—Habitat

#### Who lives in the forest?

In *Red vs. The Wolf*, there are many animal characters that are friends of the Wolf. Talk with your students about what makes up a forest (trees, plants, animals, etc.). Ask your students to brainstorm animals that they think live in a forest habitat. Then, after the production, students can review their brainstorm to see if the animals in the play made their list.

For older students, you may discuss the difference between a forest and rainforest, include a lesson on food chains/webs, talk about why forests are important to human life, or look at a map to locate the nearest, biggest, or most endangered forest.

Animals that appear in this play include:  
Wolf, deer, skunk, butterfly, and rabbit

### Pantomime Practice—Act it out!

#### Review Little Red Riding Hood

In this play, the characters tell the traditional story, then the Wolf makes everyone go back and tell it like it “really” happened. Tell or review the original story of Little Red Riding Hood with your class.

For this activity, explain to the children that “pantomime” is a way of acting things out and pretending using only your face and body—no props or words allowed. Next, with students standing by their desks or in a designated playing space, re-tell the story of Little Red, encouraging your students to pantomime the characters’ actions in the story. Be careful to tell the story slowly, adding action words and giving children time to think of ways to act out the activities. Pay special attention to the parts of the story that can involve emotions. Encourage children to creatively act out moments when characters are frightened, happy, surprised, or relieved.

Children might choose to play one character and only pantomime their character’s actions, or all children can play all of the parts and act out all of the actions. Always encourage children to make BIG movements!

## AUDIENCE MANNERS MATTER!

Audience manners are vital to a live theatre production. Before seeing the show, please review and discuss these helpful reminders with your students.

#### — **Don’t be late to the theatre.**

It is best to arrive at least fifteen minutes early for a theatre production. Plan enough time ahead for box office lines and getting settled in your seats. Visit the restrooms before the performance.

#### — **Help the actors focus by giving them your quiet attention.**

Silence all cell phones and electronics before the show begins, and don’t talk in the theatre once the play has started. Unless prompted by the actors, all audience members should stay in their seats for the play.

#### — **Respect the director, designers, and playwright.**

All types of photography and video are prohibited for safety and copyright reasons. Never touch the scenery items or props that belong to the actors. Children should never climb on the scenery or stage.

#### — **Emergencies.**

If you have an emergency and need to leave the theatre during the performance, try your best to leave during a scene change or just after the end of a song. A good rule is to leave and re-enter the theatre only when the audience is clapping.

#### — **Show your support!**

Positive audience sounds are encouraged! Applause and laughter at the appropriate times are appreciated by the actors.

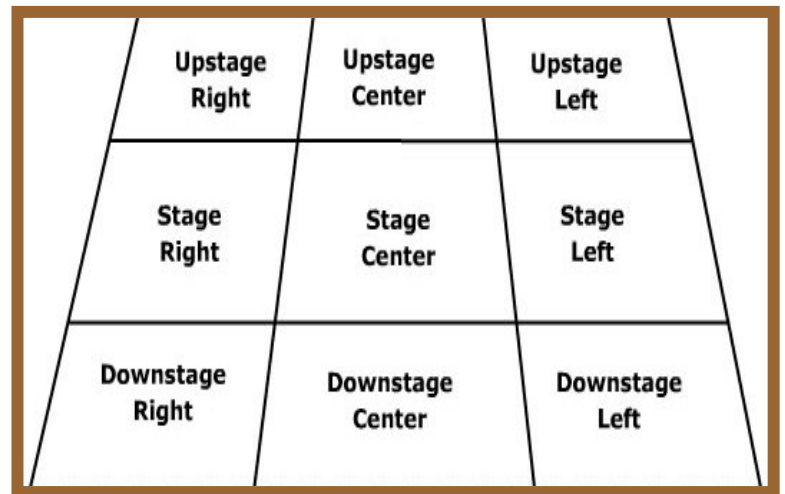
## SPATIAL PERSPECTIVE: STAGE DIRECTIONS

### Four Corners Game with Stage Directions

Actors and directors use these stage areas when preparing for a play. The most important thing to remember about stage directions is that stage right and stage left are determined from the *actors* perspective on stage, not from the audience's view. With your students standing in an area as the "actors," practice orientation words by asking them to move near, far, right, and left. Once they're familiar with their space, start adding in stage directions like stage right and stage left.

### Try It!

When all nine stage directions are clear, students can play this version of four corners: Have one student sit center stage, close their eyes, and count to ten. All other students run to one of the remaining eight spaces. When the student sitting center stage gets to ten, they call out one of the stage directions. All students standing in this location are out, and have a seat in the center stage square. The game continues until all but one student are sitting center stage.



## THEATRE TERMS

Review some of these words with your students. See page 8 of this resource guide for an activity sheet using these words.

**Backstage**—Places in the theatre where the actors can go to prepare and relax.

**Blocking**—Arranging the actors' entrances, exits, and moves on stage.

**Casting**—Choosing the actors to play parts.

**Company**—The cast, crew, and staff of a play.

**Cue**—A signal for action, or the line spoken just before yours.

**Downstage**—Area of the stage that is closest to the audience.

**House**—The part of the theatre where the audience sits.

**Microphone**—Changes sounds, or helps the actors to speak and sing louder.

**Offstage**—Part of the stage that is hidden from the audience.

**Props**—Small pieces of furniture and items that actors can hold in their hands.

**Runners**—Curtains that part in the center and are opened and closed by pulling a rope.

**Upstage**—Area of the stage that is farthest away from the audience.

**Wardrobe**—The costume department.

**Wings**—Offstage areas to the left and right of the stage.

**Dressers**—Crew people who help with costumes.

**Proscenium arch**—The "picture frame" that separates the stage and the audience.

## ACTIVITIES AND LESSON IDEAS

SCIENCE**Observing Changes—Pretty Flowers for Grandma**

Try this fun activity with your class, to observe the flow of water in plants.

You'll need white carnations, (or Queen Anne's lace, or celery stalks) and two cups or vases for each student, water, and food coloring of different colors. Cut each flower stem or celery stalk about two inches from the bottom. Help your students create a solution by mixing several drops of food coloring into cups or vases filled with water. Insert flowers, and wait a few hours (or the next day), then have your class discuss or record changes that can be observed. For extra fun, before placing in the colored water carefully slice each stem or stalk lengthwise three or four inches. Set two cups or vases close together, and place each half of the stem in a different color of water. You may need to secure them with paper clips or clothes pins. This should result in some colorful bouquets! Discuss with your students the importance of observation in the scientific process.

LANGUAGE**Oral Presentation—Two Truths and a Lie**

Little Red Riding Hood tells her grandma all kinds of lies about picking the fruit, baking the cookies, and thinking to bring flowers all by herself. Try this game with your class.

Ask each student to think of two facts about themselves that other students won't know. It could be a favorite food or activity, a place they have lived, or a special talent. Next, have them come up with one thing about themselves that *isn't* true. Then, one at a time (or in small groups) have each student state their three "facts" and let the other students try to guess which one is the lie.

SOCIAL STUDIES**Creating Timelines**

Timelines document historical events—they can also document the events of a play.

Ask your students to each create their own timeline of everything they can remember from *Red vs. The Wolf*. Then, as a class, combine all of the timelines into one by making a bigger version on the chalkboard.

Next, students can create timelines of the major events of their lives, or a detailed timeline of the events of the previous day.

MATH**Making a Tally**

Pass out copies of a brief re-telling of Little Red Riding Hood to your students and ask them to tally some or all of the following list. Begin by circling each word or letter that they're searching for, then count up the circles.

- ◆ Words with double letters
- ◆ Words that have a certain letter or letter combination in them
- ◆ Vowels
- ◆ Number of times a word occurs in the story
- ◆ Animals, girls, and/or boys
- ◆ Nouns, verbs, or adjectives (for older students)
- ◆ Any other category you can think of!

## DISCUSSION AND WRITING/DRAWING PROMPTS

- ◆ What was your favorite moment of the play? Why?
- ◆ What do you think was the best part about your theatre trip?
- ◆ Little Red Riding Hood's mother tells her not to talk to strangers. What is "Stranger Danger?" Should Little Red have taken her mother's advice?
- ◆ At one point in the play, Wolf says, "I think they should call her Red Riding Brat!" Is it okay to say unkind things about a not-so-nice person? What would make someone want to do that?
- ◆ Why does the Wolf want everyone to understand that the story is not being retold correctly, that he isn't really the bad guy?
- ◆ At the end of the play, the woodcutter bursts in and assumes that Little Red is the one in trouble. What does it mean to "jump to conclusions?"
- ◆ Little Red Riding Hood says unkind things to many of the characters, especially Skunk and Wolf. Has that ever happened to you? What should you do if it happens again?

### SPATIAL AWARENESS

#### Going to Grandma's House—The Ways We Walk

Take an imaginary walk through the forest to grandma's house with your students by using this movement activity.

To begin, everyone finds their own space in the room (or outside in a play area). Lead the children by saying, "We're going to take a walk through the forest to grandma's house. There are many different ways of walking, how should we walk to grandma's?" Take suggestions one at a time from children, allow the child demonstrate, then try it as a group. This can go until they run out of ideas! After the game is over, talk with the group about body language and how the way a person moves shows their mood and personality. Here are some suggestions if the kids get stuck on ideas: walking, running (carefully), crawling, rolling, skipping, hopping, jumping, leaping, tip-toeing, spinning, walking backwards.

To expand this activity after your discussion, have the children walk around the room using body language to express different moods and emotions.

### SOCIAL CONCIIOUSNESS

#### Lending a Hand

In the play, Little Red (reluctantly) took food to her grandma. The Wolf enjoyed being kind and giving flowers to people. Encourage your students to think of someone who isn't feeling well or is in need of help. Ask each child to make a list (or draw a picture) of things they can do to help that special someone. It could be sweeping their porch, taking them some flowers, drawing them a picture, or making a get well soon card. Older kids can bake cookies or lend a hand by doing dishes or other household chores.

Challenge each student to do one item off their list. Wrap up by asking students to give oral or written reports on their experiences.





## Theatre Terms Scramble

Use the clues below to unscramble these theatre words.  
Answers can be found on page 4 under "Theatre Terms."

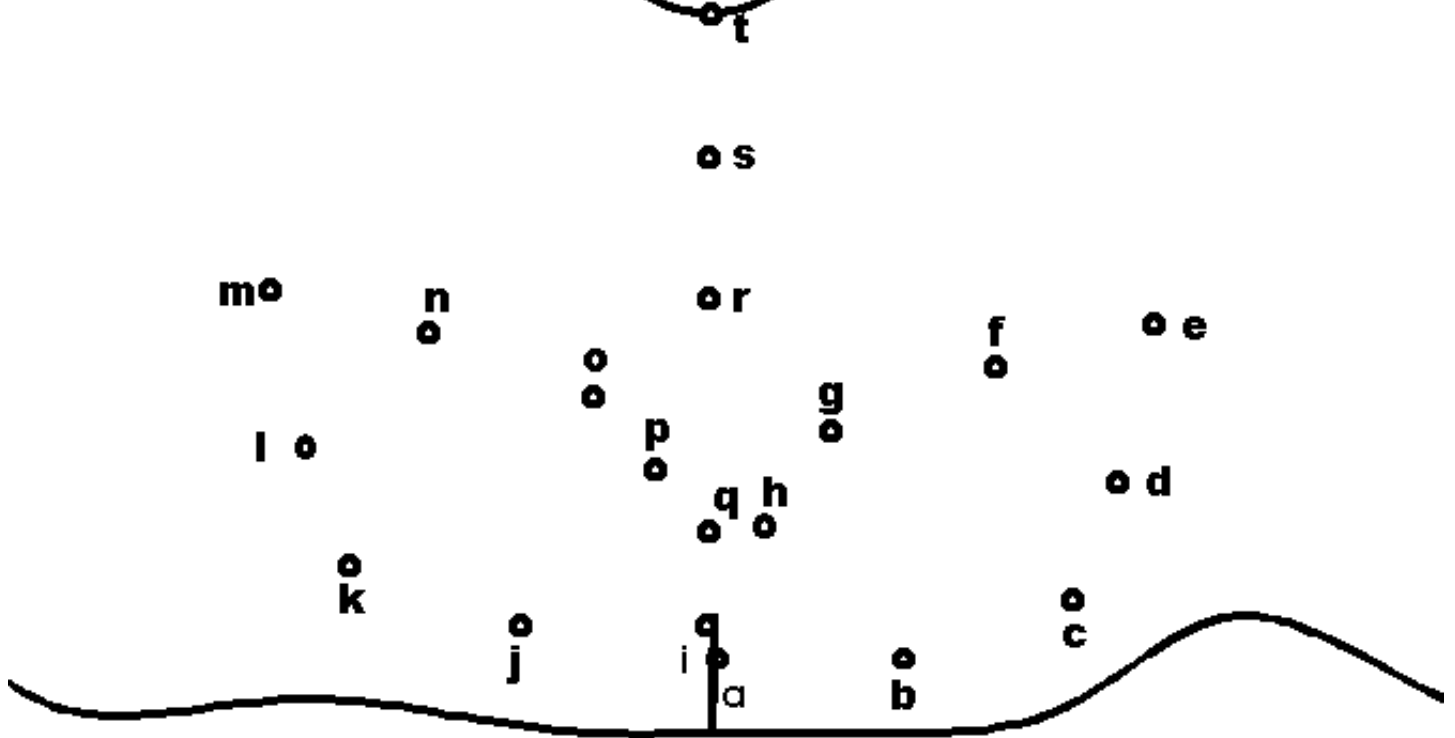
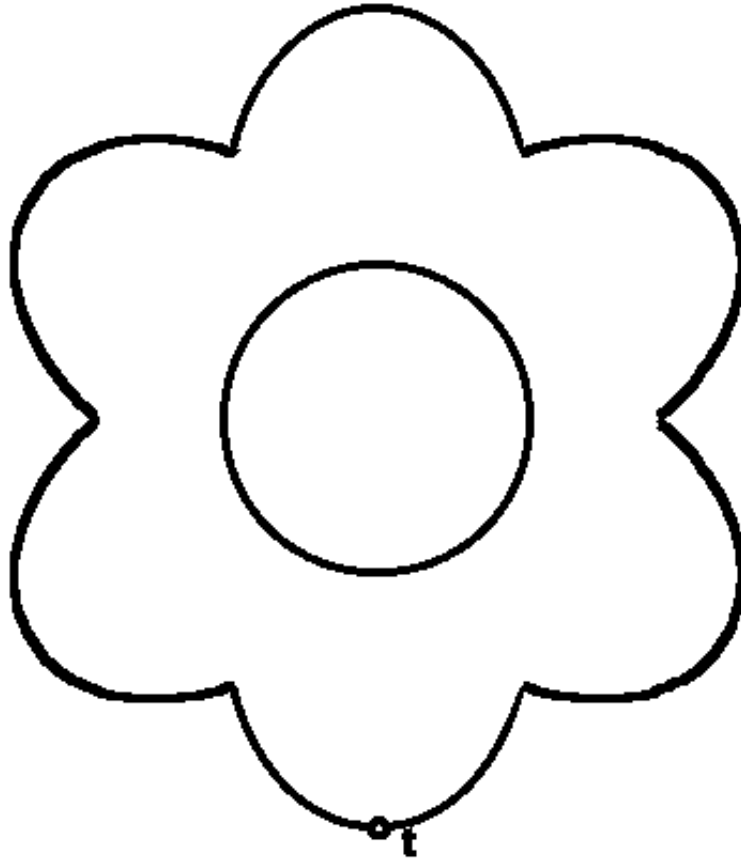
Arranging the actors' moves	GCOBLIKN	
Choosing the actors	ITSNGAC	
Production cast, crew, and staff	OCMPNAY	
The signal for an action	UEC	
Area of the stage nearest to the audience	DSOGATENW	
Part of the theatre where the audience sits	OHSEU	
Changes sounds or helps actors to be louder	OHNMPOIREC	
Part of the theatre that is hidden from the audience	EFFTSGOA	
Items that actors can hold in their hands	SPPRO	
The "picture frame" that separates the stage from the audience	SNRUMCIPEAHOCR	
Curtains that part at center stage and are pulled with a rope	ENRNUSR	
Part of the stage farthest away from the audience	GAUPSET	
Costume department	ODRBWAER	
Off stage areas on the left and right of the stage	NGWSI	
Person who helps with costume changes	SEDERRS	
Area where actors go when they are not in the scene	TAEBKSAGC	

## Hey There Little Red Riding Hood...

Help Little Red Riding Hood pack her basket of goodies for Grandma. Draw the yummy picnic foods that you like to eat. Little Red's basket had cookies, a sandwich, an apple, a pear, and a banana.



Connect the dots, then color the flower. Can you think of a character from the play who really liked giving flowers to others?



## TELL US WHAT YOU THINK!

We love to get pictures and letters from our young audience members telling us what they thought about the show. Send to: Oklahoma Children’s Theatre, 2501 N Blackwelder, Oklahoma City, OK 73106 or email them to lyn@oklahomachildrenstheatre.org

- How did the production elements—lights, costumes, set, sound—support or detract from the play? What would you have done differently? Why?
- Did you have a favorite scene or moment in the play? Which was it, and why?
- How did you feel when the play was over? How did you feel about the play a day later? A week later?
- Would you recommend the play to someone who hasn't seen it? Who would you recommend it to, and why?
- Draw us a picture of your favorite character or of your theatre trip!

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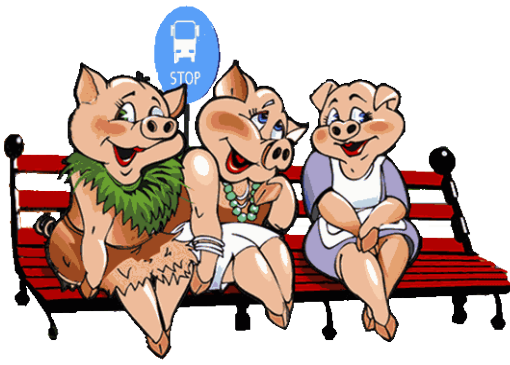
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# Resource Guide Feedback

*The following questions are for teachers, parents, and group leaders who make use of the Oklahoma Children's Theatre resource guides.*

*Thank you for taking time to help us improve our resources for students, teachers, and families.*

1. In what grade(s) are your students?
2. Which production did you see? When?
3. Is this your first Oklahoma Children's Theatre experience?
4. Was this the first time you used an OCT Study Guide?
5. Did you use the guide before or after your field trip?
6. Did you find the activities useful? If so, how?
7. Did you find the Study Guide easy to use? If so, how?
8. Did you reproduce any activity sheets for your students?
9. What other productions, stories, or plays would you like to see at OCT?
10. Additional information and/or comments:

Return completed forms by mail:

Oklahoma Children's Theatre, 2501 N Blackwelder, Oklahoma City, OK 73106

Or by fax: 405/606-7043