

Trinity Stars Stage 2 – Activity plan – Little Red Riding Hood

Stage: 2

Language aims:

- ▶ To tell the story of Little Red Riding Hood through a song or chant

Performance aims:

- ▶ Group enactment of a sequence of events
- ▶ Improvisation
- ▶ Expressive movement and mime
- ▶ Creating mood and atmosphere

A note about timing:

With any improvisation activities, it is hard to be exact about timing as the children may get very involved and want to continue for longer, or may not respond as you expected. However as a rough guideline, you could spend approximately 15 minutes on each activity. With very young learners it is better to do a little and often.

When rehearsing for a performance, spend at least one lesson making sure everyone knows where to move and when.

For Trinity Stars Stage 2, performances should last from 10-20 minutes.

Materials needed:

- ▶ Pictures or flash cards of the wild animals you wish to teach

Activity

Introducing the characters

1. Ask the children who they know from the story. They will probably say Little Red Riding Hood, the Big Bad Wolf, Grandma and the father. (In some versions he is a woodcutter). For our lesson, we can add more characters, thus involving more children. For example:
 - ▶ Birds
 - ▶ Trees
 - ▶ Flowers
 - ▶ Little Red Riding Hood
 - ▶ Mother
 - ▶ Grandmother
 - ▶ Woodcutter/Father
 - ▶ Wolf
2. In one class, you might decide to have several children all playing the same role together. For example, you could have three Little Red Riding Hoods. They can speak in chorus or take turns.

Online resources: [Little Red Riding Hood song](#)

Improvisation

1. Talk about these things with the children:
 - ▶ How do birds fly? What sounds do they make?
 - ▶ Think of different birds that the children know; what noise do owls make? What about crows?
 - ▶ If trees could walk, how do you think they would move?
 - ▶ What about flowers? If flowers could talk, how would they speak? For example, would roses sound the same as sunflowers?
2. Give the children pictures of different trees, flowers, birds and creatures and let them play around with ways of moving.

Expressing emotion with movement

1. Is the wolf in the story good or bad? How can the children make bad faces? How does a bad wolf walk?
2. How do we walk when we are happy? What about when we are frightened? When we are scared, we sometimes try to make our bodies smaller and curl up. When we are happy, our gestures are more open and expansive.
3. How do our voices change when we are frightened? The children may have noticed that our voices become more high-pitched when we are scared or nervous.
4. Play around with saying a simple phrase in different ways; with low voices, high voices, fast and slow.

Drawing feelings

Print the worksheet or give out blank paper and ask the children to draw faces expressing different feelings. You could call out 'Draw a happy face'. Once they have done this you could then ask them to draw a sad face and so on.

Online resources: [Feelings worksheet](#)

Little Red Riding Hood's basket

1. Put a basket or a box on a desk. Place several pictures or toys around it; some items which would be appropriate for Little Red Riding Hood to take to her grandmother and some which would not. For example; flowers, apples, bread, cakes, water, toy cars, dolls, rollerskates. With the children, decide what they think should go in the basket and add new items if need be.
2. One by one the children take an item, step up to the basket and place it in, whilst saying [or singing]. 'This is for Grandma.' or 'This is an apple for Grandma.'
3. How would Little Red Riding Hood go through the wood? Skipping? Dancing? Running? You can make a path in the classroom by sticking paper tape to the floor.

Performance

1. Use this script as it is or as a basis for your own ideas.
2. Incorporate musical interludes if you would like to use music in your performance.
3. The script and directions can be found on the next page.

Project ideas

Below are some ideas for projects that could be used with this activity plan:

- ▶ Take photos of the children as they pretend to be different animals. Print the photos and help the children to write the names of the animals by the pictures.
- ▶ Let the children draw pictures of their favourite animals. They can make card picture frames and decorate them with dried leaves or grass. Help them to label the frame with the names of the animals or to write, for example 'My favourite animals are tigers.'
- ▶ Photocopy colouring pictures of wild animals. There are lots of colouring pages on the web. For example type 'colouring page tigers' into a search engine. Let the children colour them and glue them onto card. Then they cut the pages into four (or more) pieces. Now they have their own, home-made jigsaw puzzles. Put them into paper bags or boxes and help the children to label the package with the name of the animal.
- ▶ Write the animals words on the board and circle the first letter of each. Give the children cuttings of magazine or comic headings. Can they find the same letter in any of the words there? They can cut them out and stick the letter by the appropriate animal.

Little Red Riding Hood performance

Parts: Little Red Riding Hood, Flowers/Trees, Wolf, Father (or Woodcutter), Grandma

Flowers/Trees: *Little Red Riding Hood is walking in the wood. She's going to see her Grandma. Little Red Riding Hood.*

The child or children who are playing the part of Little Red Riding Hood skip, dance or walk happily as if through a wood. They can carry baskets.

Little Red Riding Hood: *The flowers and the trees are dancing in the breeze. They're very pretty, the flowers and the trees.*

The children who are playing the part of the flowers and trees dance and move happily as Little Red Riding Hood continues to walk along the path in the woods. LRRH could be walking around in a large circle or up and down the classroom.

Flowers and Trees: *Little Red Riding Hood is knocking on the door.*

Little Red Riding Hood: *Where are you, Grandma? I'm Little Red Riding Hood*

Little Red Riding Hood knocks on a door. This can be an imaginary door, or you could make a small one from a large piece of stiff card. As she knocks, the children could all make knocking gestures or you could add percussion here and have a child banging on a drum.

Flowers and Trees: *The Big Bad Wolf is opening the door! Oh no, oh no! The Big Bad Wolf!*

The child or children taking the role of the wolf mimes opening a door. For this verse, encourage the children to change their voices to add fear and suspense.

Flowers and Trees: *Look at his eyes! Look at his ears! Look at his big bad teeth!*

As the children chant this they could speak more slowly and make their voices sound high-pitched and frightened. Red Riding Hood should react appropriately, looking scared.

Flowers, Trees and LRRH: *Where's Grandma, where's Grandma? Oh no, no! Where's Grandma, where's Grandma? We don't know!*

All the children could look around and from side to side, as if searching for Grandma. Again, they can express fear through the tone of their voices.

Little Red Riding Hood runs away.

Flowers and Trees: *Run, run, very fast Little Red Riding Hood!*

Now Little Red Riding Hood runs away from the wolf. The trees and flowers could help her here and prevent the wolf from catching her.

Little Red Riding Hood: *Daddy's got the wolf! Daddy's got the wolf! Go away, go away, Big Bad Wolf! Dad (or the woodcutter) to the rescue!*

The child or children playing the part of the father capture the wolf and hold him around his tummy so that he can't get away. This part will need careful staging so that the children don't become too boisterous! Then the wolf should walk away, looking ashamed.

Flowers and Trees: *Little Red Riding Hood is dancing in the wood with the trees, the flowers and Grandma and Daddy in the wood!*

Now everybody dances. Of course you can include the child or children playing the wolf in this final verse. Then the children stop, hold hands and take a bow.