

Little Red Riding Hood

A story from Europe

Recommended Key Stage: KS1 and 2

Synopsis: While on her way to visit her sick Granny who lives in the woods, Red Riding Hood meets a shady character in the form of a Big Bad Wolf. The wolf encourages her to pick flowers for her Granny while he disappears off to gobble poor old Granny up! Along comes Little Red riding Hood and soon becomes the second course. As the wolf is relaxing in bursts a woodcutter who rescues Granny and Little Red Riding Hood!

Part 1: Share the Story

Watch the video **Stories from the Woodshed: Little Red Riding Hood** or listen to one of the audio versions.

Part 2: Discuss the story

Use the questions below to begin a discussion about the story

KS1 questions	KS2 questions
• What did you think of the story? • Have you heard the story before? Was this retelling the same as the one you know? How was it different? • Should Little Red Riding Hood have talked to the wolf? <i>It may be appropriate to raise the issues of not talking to strangers and always making sure a parent or carer knows where you are.</i>	• If you met Little Red Riding Hood before this story what do you think she would say about her trip to see Grandma? • What advice do you think Little Red riding Hood would give to you after the events of this story? • What advice could you give to Little Red Riding Hood? <i>It may be appropriate to raise the issues of not talking to strangers and always making sure a parent or carer knows where you are.</i>

Part 3: Play the Story

KS1 activities	KS2 activities
Story Walk - Students stand in their own space around the room. They have each become Little Red Riding Hood in their own story worlds. - Read out Resource A line by line. As you read, the students use the space to mime the story	Character Presentations - Students choose to become one of the 5 characters - Mother, Little Red Riding Hood, the Wolf, Grandmother or the Woodcutter - Imagine they have been asked to talk to a group of people – a family, a class or in a school assembly - about their experience. What would they say? Would they use this as a time to warn people about talking to wolves when out for a stroll or would they use it as an amusing anecdote? - Practise your speech and then deliver it to another person or group. How did they react? Was it a funny anecdote or did you scare them with your tale of the woods?
What's the Time, Mr Wolf? - One player is chosen to be Mr Wolf and they stand with their back to the other players at the opposite end of the playing space. - All the players (except for Mr Wolf) chant "What's the time, Mr Wolf?", and Mr Wolf answers in one of the two ways: - Mr Wolf may call a clock time (e.g. "3 o'clock"). The players then take that many steps towards Mr. Wolf, counting them aloud as they go ("One, two, three"). Then they ask the question again. - Mr Wolf may call "Dinner time!" Then Mr Wolf will turn around and chase the other players. If Mr Wolf tags a player, that player becomes the new Mr Wolf.	
Phone Call - In pairs, one student is a character from the story. The other student is a friend or relative. - The story character is going to phone their friend/relative to tell them all about what has happened to them. The friend/relative can ask questions, just as in a normal conversation. Possible questions or question starters could include: - What happened today? - What went through your mind when you....? - Why did you....? - How did you feel when....? - Is there anything you would do differently? - Is there anything you would like to say to....? - What is your ambition for the future? - The story character can make things up when they are unsure. e.g.: - Friend: Mr. Wolf – what were you thinking when you first saw Little Red Riding Hood in the forest? - Wolf: "To begin with I thought: what a lovely red coat, it helps her to stand out nicely in the shadows. But then my tummy rumbled and I thought she would do nicely as a mid-morning snack"	

Part 4: Story Stimulus

KS1 Activities	KS2 Activities
Character Descriptions • In the retelling Nell Phoenix describes the wolf without telling us what it is (around the 2 minute mark). She uses lots of clear description so we can picture what the wolf looks like. Use her description and the images in your head to draw a picture of the Big Bad Wolf. • Label the different features of the wolf, such as its 'lolling pink tongue.' What else could you label? Its shaggy fur, the long tail? What about the size of its paws or the length of its claws? How descriptive can you make your labels? • Are there other characters from the story you could draw and label	Character Descriptions • In the retelling Nell Phoenix describes the wolf without telling us what it is (around the 2 minute mark). She uses lots of clear description so we can picture what the wolf looks like. • Pick one of the other characters in the story and imagine them as a silhouette - a dark shadowy shape. • What features would you be able to see if the character is in silhouette? • Write a description, such as the following: There, in amongst the trees, was a shadowy shape with a tall straight back, a thick shaggy beard, two long muscly arms, and a sharp flashing blade. She could hear it grunting every time the blade whirred down through the air. • Share descriptions. The rest of the class can guess which character has been described.
	Diaries As Little Red Riding Hood, write a diary entry for her trip to see Grandma. What might she include? - How might she write about finding the wolf in Grandma's bed and her rescue by the woodcutter? - Would she include what she has learnt from the whole experience
New Endings In groups, pairs or independently, create a new ending – or a new version – of the story. Here are some suggestions for ingredients that could be interwoven into possible versions: - The Wolf wins - Granny is only pretending to be unwell - Everyone makes friends - The Woodcutter goes over to the Wolf's side - The Mother has an important role to play at the end - Red Riding Hood gets help from another animal in the forest	

Part 5: Taking it Further

Other stories by **Brothers Grimm**:

The Wolf and the Seven Little Kids

The Elves and the Shoemaker

The Twelve Brothers

Hansel and Gretel

Wider Curriculum Links

KS1 PSHE

- about rules and age restrictions that keep us safe
- to recognise risk in simple everyday situations and what action to take to minimise harm
- about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)
- ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
- about the people whose job it is to help keep us safe

KS2 PSHE

- reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
- how to predict, assess and manage risk in different situations
- about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe
- strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

Learning Resources

Little Red Riding Hood

Resource A: Story Walk Prompts

You are Little Red Riding Hood. Your mum has just suggested you visit your sick grandma and take her some treats so pick up a basket and look round the kitchen and in the cupboards.

Put some different items in your basket – a long baguette of bread, a jar of jam, a packet of biscuits, three apples, two bananas, a bunch of grapes and a bottle of Lucozade.

Set off, along the path to Grandma's house. You might want to skip along in the lovely sunshine. You could hop or jump along the path.

You've come to the deep dark woods. You stop and look about you. It's darker than you remember; the path is much twistier than you remember. Your heart is beating fast.

Oh no! Up ahead you can just see a dark, shadowy shape! Trace the outline of its great hairy ears, its big bright eyes, its sharp teeth and a lolling pink tongue. You can hear its belly rumbling. ARRRGH! It's the Big Bad Wolf!

You manage to gulp down your fear and when it suggests picking flowers you nod eagerly and go off the path to get away from the wolf.

Pick lots of lovely flowers but keep glancing round to see if you can spot the wolf.

Creep back to the path and carry on to Grandma's house slowly. Keep an eye out for that pesky wolf.

At Grandma's house knock 3 times on the door and go in.

It's dark inside and you can see Grandma in bed.

Go towards the bed but STOP! Something's not right...

Trace the outline of the enormous ears on your own head.

Show the large eyes.

Trace the shape and size of the large sharp teeth.

Scream! It's the wolf! Turn and begin to run but stop, the wolf has caught you.

Turn to look at its scary face.

Gulp! You've been eaten – curl up on the floor as small as you can go. Wring your hands together – Is someone going to rescue you?

There's Grandma! Crawl over to her, inside the wolf's belly and give her a big hug.

Light! Light is coming into a hole in the wolf's belly. Lift up your arms and climb out of the hole.

Ugh! You are all sticky and slimy. Rub your clothes off. Brush gunk out of your hair.

Give Grandma a hug and shake hands with the woodcutter.

Together carry the wolf out of the house.

Finish with a tea party using all the delicious food you brought with you.