



## Red Riding Hood

- Purpose:** Used in teaching two special needs classes (junior primary and senior primary)
- Note:** The children's different needs must (obviously) be considered when working out how to apply the structures and activities below. What worked for my classes might not work in others.
- Goals:** Multiple. Teaching through rhythm and song; teaching rhythm through song, rhyme and instrument use (percussion); developing memory (learning through listening, call and response singing); using existing literary knowledge as a foundation for doing something different; allowing creativity through acting; teaching structured movement through group dance/actions; teaching body awareness/personal space through dance (need to allow everyone room to move!); building self-confidence through using puppets; ... other?
- Time frame:** I used this over four weeks of classes (one class of 45 minutes a week)

**General comments:** Well-known games, adapted to the current theme work well in my classes. The students are already familiar with the games' structures, so it is an effective way to reinforce or introduce movements, gestures, facial expressions, rhythmic patterns etc to the children. Plans were often adapted during the course of the lesson as the need arose!

### OVERALL PLAN

- Weeks 1 & 2:** Learn the song and actions, give each of the students a chance to play different roles and practise different aspects of the percussion (vocal, manual, instrumental).
- Week 3:** Start focussing on more polished presentation as the students become comfortable with the different performance elements (singing, acting, moving as an ensemble). Assess which roles the students are most confident playing. Let them know that parts will be set for next week. Time permitted 2 "casts" only in my case. Practise bowing!
- Week 4:** The performance. The audience was no different this week than from any other week (myself and the teacher assistant), but the students give the presentation as though it were at their end-of-year concert. I always give the students an opportunity to introduce their performances – there is never shortage of volunteers. It is a good opportunity to practise speaking slowly and clearly, looking up and speaking out.
- Props:** The simpler, the better (especially when swapping between students). I used the following:  
*RRH's mum:* an apron and a small basket. We also used a wooden cake from the classroom.  
*RRH:* I had an old red poncho raincoat with a hood. You could find an old red T-shirt at an op shop and improvise a red towel hood.  
*Granny:* A head scarf and big nightie. We also used a crocheted rug from the classroom.  
*Woodcutter:* A baseball hat and waistcoat. I also had a moustachioed puppet which we used.  
*Wolf:* I had one wolf puppet and a furry vest. As several students wanted to be the wolf, we had a whole wolf pack, with a leader. Extra dress-ups came from the class dress-up basket. In the end, we had one "Jacket wolf" (with the vest), "Furry wolf" (with a large furry piece of cloth), "Puppet wolf" and "Disco wolf" (with a shimmery gold piece of cloth).  
*Wolf masks:* made by the students in their Art class.



## WEEK 1

1.	Welcome		
2.	Game	What's the time, Mr Wolf?	
3.	Song	Red Riding Hood – First verse and chorus	Pre-frame, elicit existing knowledge Call-response
4.	Rhythm/actions	Chorus – actions	Get SS into lines Teach actions
5.	Story	Red Riding Hood	Act out story Identify characters – simple costumes Eg: ... (Remember "Disco" wolf, hairy wolf, puppet wolf And puppets – if you have them
6.	Farewell		

## WEEK 2

1.	Welcome		
2.	Movement	Based around the RRH characters	Creeping wolves Chopping woodcutter Sleeping granny Skipping RRH
3.	Game	Like "Giant's footsteps", only with wolves	Quietly creeping wolves
4.	Rhythm	Vocal percussion, clapping/clicking (during verse)	Sh, sh-sh, sh, sh-sh Divide into groups, allocate sounds, build up as a canon
5.	Song	Red Riding Hood – All verses and chorus (pictures as prompts)	Act out. Share around main parts. Need "chorus" and "wolves"
6.	Farewell		



### WEEK 3

1.	Welcome		
2.	Rhythm	Vocal percussion – during verse	Recap from last week Give SS percussion roles where they are strongest All can clap - syncopated
3.	Game	“RRH says” (ie. Simon says)	Adapt to actions from the song and movements of characters
4.	Song	Red Riding Hood – use picture prompts	Recap what SS remember Practise as a chant, then do song
5.	Movement	Acting out song	SS take turns to play main roles Art activity – SS made wolf masks Practise bowing: - line up - hold hands 1,2,3,down,2,3,up,2,3,down,2,3,up. Look up and smile towards the back of the room!
6.	Farewell		

### WEEK 4 – Performance day

1.	Welcome		
2.	Game	Fruit Salad	RRH characters – RRH, wolf, granny, woodcutter
3.	Performance	Group 1	
		Group 2	
4.	Feedback	What was fun? What was challenging? What would you do again? What would help with the challenging things?	Try to allow 10 minutes for student feedback at the end.
5.	Farewell		



**Red Riding Hood** – Jennie Irving, March 2015

Once was a girl who was very good.  
Do you know her name? Red Riding Hood!  
Granny was sick, so mamma baked some  
Tasty treats for Red to take.  
Then Mamma said, “(Red), you know the way!  
Don’t stop in the woods to play! Oh, no!

*Chorus*

Ooh, ah Red Riding Hood!  
Don’t you stop in the deep, dark wood.  
You never know who’s lurking there.  
It might be a wolf! Look out! Beware!

Red set off and skipped along,  
Singing a happy little song.  
She didn’t see (ooh!) she didn’t hear  
Big bad wolfie lurking near!  
Don’t stop little Red! Please be wise!  
Or you’ll get a big surprise. Oh yeah!

*Chorus*

Big bad wolfie ran ahead.  
Gobbled up Granny in her bed.  
Put on a nightie, began to snore.  
Then came knocking at the door.  
Stop, stop little Red! Open your eyes!  
Can’t you see the wolf’s disguise? Oh no!

*Chorus*

Red thought Granny looked suspicious.  
Granny thought Red looked *mmm* - delicious!  
Opened her jaws up very wide,  
Just as a woodcutter burst inside.  
One chop! The wolf fell to the ground.  
Granny jumped out safe and sound. Oh yeah!

*Chorus* x2 (First quietly, then crescendo. Finish with a howl!)