

Long Island Children's Museum Activity Packet



Red Riding Hood

By Mike Kenny, Music and Lyrics by Julian Butler

With permission from Plays for Young Audiences

Partnership of Seattle Children's Theater and Children's Theater Company - Minneapolis

Performances:

Saturday, April 1, 2017 at 11:30 a.m. and 2 p.m.

Sunday, April 2, 2017 at 2 and 5 p.m. (Sensory-friendly Performances)

Sunday, April 9 through Wednesday, April 12, 2016 at 11:30 a.m. and 2 p.m.



Know Before You Go

The Theater...

Long Island Children’s Museum Theater is the only theater on Long Island presenting performances specifically for family audiences on a year-round basis. It has presented vibrant and engaging performances for families since the Museum opened in 1993 and plays a central role in the range of educational experiences provided to visitors. In 2008, the LICM Theater expanded its role and began producing professional level family theater shows. Scripts are selected that encourage audience interaction and create personal experiences that we hope children will take with them throughout their lives.

Click Further: Familiarize yourself with our theater before you come by watching [this review](#) of one of our past performances. The performance featured in this clip is by Mike Kenny, the same playwright of *Red Riding Hood*.

Question Quest! What do you do when you see something on stage that you like? Do you clap? Cheer? Smile?

The Show...

Join us at a sleepover at grandmother’s house with two sisters, Bridget and Stephanie, who are having trouble falling asleep. To pass the time, they begin acting out their favorite story using things they find around their room, including old clothes from a mysterious wardrobe. Before they know it, they are transported into their own world of make-believe, as the line between what is real and what is imagined blurs. Tag along on this imaginative journey through the deep dark woods, as these two sisters take on the roles of Red Riding Hood, Grandma, the Woodman and, of course, the Wolf!

This one-hour musical adaptation of Red Riding Hood uses a small cast of energetic actors to take you on a wondrous and charming adventure that explores the relationship between siblings, imaginative storytelling and the power of play.

Click Further: Get ready for this musical by listening to a [song](#) called “Little Red Riding Hood” by Debbie and Friends. Be sure to put on your dancing shoes and boogie along! Then, come and hear how our music sounds in comparison to this animated interpretation of the tale.

Question Quest! Do you ever have trouble falling asleep? What is something you do to help you fall asleep? What can you find in your closet or wardrobe?

The Cast and Crew...



Meghan Ames
Bridget

Meghan Ames– Bridget

Liz Jeffery– Stephanie

Austin M. Costello– Stage Manager, Puppetry Director,
Stephen (*December 31st performances*)

James Packard– Director, Lighting Designer

Samantha Impellizeri– Theater Program Coordinator



Liz Jeffery
Stephanie

What is a Fairy Tale?

A fairy tale is a story about magical and imaginary beings and lands. While their exact origins are unknown, it is understood that these short stories were shared by word of mouth for thousands of years without being written down. As they travelled from person to person, town to town and country to country, different versions evolved as individual storytellers added their own twists and takes.

Click Further: View an [animated video](#) version of some popular fairy tales, including Red Riding Hood.

Question Quest! Which fairy tales have you heard before? What is your favorite fairy tale to listen to or read? What about the story makes it your favorite?

Activity Time: Tell It Like It Is

Activity Goal:

- Explore oral storytelling skills by focusing on a fixed subject.

Materials:

- Paper
- Miscellaneous art materials (crayons, pencils, markers, etc.)

Procedure:

1. Use the art materials to create a picture of something related to Red Riding Hood.
Some suggestions of pictures are...
 - a. A walk in the woods
 - b. Grandma's house
 - c. Meeting the wolf
2. Tell a story about what is happening in the picture. A caregiver can help a child structure the story by asking questions, such as:
 - a. Who or what is in the picture?
 - b. What problem are the characters facing?
 - c. What are the characters in the picture feeling?
 - d. What do they do to solve that problem?
 - e. What happened first?
 - f. What happened next?
 - g. What happened last?



Says Who?



Perrault

The 17th century French author Charles Perrault is credited with laying the foundations of an entire literary genre – the fairy tale. Though he wrote many books, he will be forever remembered for “Tales and Stories of the Past with Morals: The Tales of Mother Goose.” It was in this 1697 collection of fairy tales that the stories such as *Cinderella*, *Sleeping Beauty* and *Little Red Riding Hood* would appear in print for the first time.

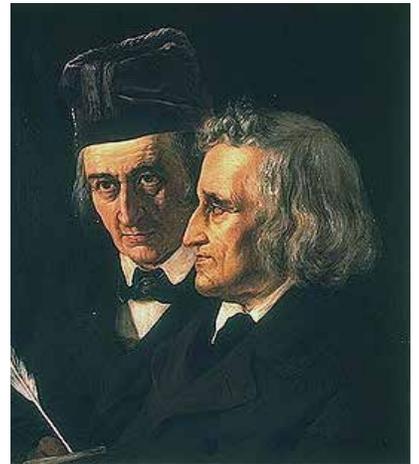
Perrault’s version of *Le Petit Chaperon Rouge* (or *Little Red Riding Hood*) would be the first to give the heroine’s cloak its infamous red hue, but that is where the majority of the familiarity ends for modern readers. Unlike the happy conclusion most children are told today, Perrault’s variation ends with the Wolf eating both the Grandmother and little girl without repercussion, emerging victorious.

Click Further: View [Little Red Riding Hood](#) by Charles Perrault. Keep in mind that this version of the tale is a bit scarier, so use caution when reading it with a younger child.

The Grimm Brothers

Brothers Jacob and Wilhelm Grimm were German cultural researchers, authors, and lexicographers that collected and published fairy tales. Unpredictable and cruel, the stories they collected represent how life in Europe was perceived in the early 1800s. Handed down from generation to generation through oral traditions, the Grimm brothers were inspired to record fairy tales to create a scholarly exposition of regional culture, finding in these stories examples of past religions, faiths, and fears.

From 1807 until their deaths (Wilhelm in 1859 and Jacob in 1863), the brothers added to the collection of these stories, often revising the prose and adding extensive detail. Many of the stories were grotesque and included sexual elements and dark themes. However, the stories were later revised to include Christian themes and to appeal to an audience of children. Originally published in 1812, “Children’s and Household Tales” went through many editions and volumes, with more than 211 tales in the 1857 edition. Such classic tales from the collection include *Snow White*, *Hansel and Gretel*, *Cinderella*, *Rapunzel*, *Rumpelstiltskin*, *Sleeping Beauty*, and, of course, *Little Red Riding Hood*. This collection of stories has become the brothers’ legacy, collectively known as “Grimms’ Fairy Tales.”



Click Further: Find a collection of [Grimms’ Fairy Tales](#) and [Little Red Riding Hood](#), also known as *Little Red Cap*, by Jacob and Wilhelm Grimm.

Question Quest! Who is your favorite author? Have you ever been an author by writing a story?

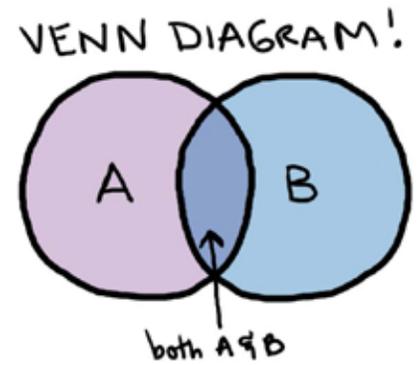
Activity Time: Different, but the Same

Activity Goal:

- Use analytical thinking to compare and contrast literary works.
- Practicing organizing data using a Venn Diagram.

Materials:

- Empty Venn Diagram, like the one pictured below
- Pen or other writing tool
- Alternate version of Red Riding Hood, such as:
 - a. *Lon Po Po* by Ed Young
 - b. *Pretty Salma: A Red Riding Hood Story from Africa* by Nikii Daly
 - c. *Petite Rouge: A Cajun Red Riding Hood* by Mark Artell, illustrated by Jim Harris



Procedure:

1. Read or watch another version of the story from around the globe, such as one of those listed above.
2. Compare and contrast it with the popular Grimm version by asking questions, such as:
 - a. How were the characters in the stories different? How were they the same?
 - b. How was their reason for leaving on their journeys different? How was it the same?
 - c. What was different about what the characters brought with them on their journey?
 - d. How were the endings of the stories different? How were they the same?
3. Record your observations on a Venn Diagram to compare and contrast.

In The Arts

Gustave Doré was a 19th century artist who primarily worked with wood engraving. He enjoyed making illustrations and engravings of fairy tales and his works featuring Red Riding Hood have become some of the most famous representations of her in history.

Click Further: Check out more of [Doré's work](#) and then come and see how our cast interprets this iconic character.

Question Quest! What is your favorite color? Why? How does that color make you feel? Which art material (paint, crayons, pencils, etc.) is your favorite to use? Why?

Activity Time: Picture This

Activity Goal:

- Use imagination and critical thinking to create a visual representation of text.

Materials:

- Written version(s) of Red Riding Hood
- Paper
- Various art materials (crayons, pencils, markers, etc.)

Procedure:

1. Read a version of the tale.
2. Draw what you think the characters look like. Be sure to include Red Riding Hood, Grandma, the Woodsman, and the Wolf.
3. Follow up by discussing and describing the drawings.
4. (Optional) Draw a different version of the characters for each version of the story that you read. How do the drawings change? How do they stay the same?



Little Red Riding Hood,
Gustave Doré (d. 1883)

Pretend Play Power!

As seen with the siblings in this show, children love to pretend-play, or make believe. Pretend play has very important functions for the development of children's minds. It has the power to help children understand the real world and cope with their emotions and experiences. Pretend play provides a safe space in which children can test their limits and explore potential experiences. Always allow your children to have control over pretend play as they have little control over the real big sometimes-scary world. Pretend play also allows the child to:

- Develop social skills, like sharing and taking turns
- Improve language development
- Use his or her imagination, an important building block for learning
- Enhance his or her self-esteem

Question Quest! What are some of the ways you like to play pretend? If you could be any animal, which animal would you like to be?



Activity Time: Imagine That!

Activity Goal:

- Use imagination to create a "basket of goodies" for "grandma".

Materials:

- Basket
- Miscellaneous household items

Procedure:

1. Look around your home and collect random items that represent what Red Riding Hood brings in her basket to Grandma's. For example, a rolled up magazine can be the thermos of tea, and a slipper can be a piece of pie. The more imaginative, the better!
2. Repeat this process with as many objects as possible.

During Your Visit

Show Time!

Before the Show:

- Please do not bring food or beverages into the Theater (bottled water is permitted).
- Please turn off or silence cell phones when entering the Theater. This makes the experience more enjoyable for everyone.

During the Show:

- LICM Theater is a place that encourages audience interaction in most of our shows. However, we ask that the audience remain seated until prompted by the actors to enter the stage area or respond to questions.
- Keep the aisles clear as per fire safety regulations and in case of emergency.
- We know that young children are curious and will want to ask you questions during the performance—feel free to talk quietly with your children.
- The use of recording and/or photographic equipment is strictly prohibited. You will have an opportunity to take photos of our performers and chat with them at the end of every show.

After the Show:

- Stay and visit with the performers!

Question Quest! What are some of the similarities between the original story and the action in the show? How was the show different to what you already know of the Red Riding Hood story? What was the funniest part of the show? How did the show make you feel? What do you think the performers did to prepare for the show? What question would you like to ask our actors?

Making Connections

When you come and see the show, be sure to stick around afterwards and check out all of the galleries in the museum. These are some specific ways you and your child can use the galleries to expand upon your trip to see *Red Riding Hood*.

Feasts for Beasts

Kid Quiz! What is a carnivore? What is an herbivore? What is an omnivore? Which one are you? How does what an animal eat affect the shape of its teeth? What different animals do you see in this exhibit? Which one is your favorite?

Activity Time: Picture This

Wolves are carnivores. Out of the six animals in the center of the gallery, find the two carnivores and feed them the proper diner food.

Communication Station

Kid Quiz! What are the ways you communicate with your family? What types of communication did you see in the show? What different types of communication can you use to send messages to people who are deaf or blind? Which method of communication do you like to use the best?

Activity Time: Picture This

Step behind the news desk and report a news story about what happened in the show. Be sure to include the Wolf's crimes and who saved the day!

Your House, My House

Please note that this exhibit is in residence October 8, 2016 – January 8, 2017

Kid Quiz! Why are homes built differently in different parts of the world? How is your home similar to the ones in the gallery? How is it different? What is your home made of? What resources for building a house could you find in a forest like the one in the story? What do you imagine Grandma's house from the story looks like?

Activity Time: Picture This

Imagine how Grandma's house in the play looks like from the outside. Then, draw, build, or design it on a computer using the various creation stations within the gallery.



After Your Visit

Activity Time: What's Next?

Write a short story about what happens after the end of the play. Did the children's Grandmother get angry because they took the donuts? Do the children see their Grandmother differently now that she may have been the famous *Red Riding Hood*?

Activity Time: Word Play

In the show, Stephanie used the word *Waldeinsamkeit*. This is a German word that describes the feeling of being alone in the woods and being connected to nature. Stephanie has difficulty explaining the word to Bridget because it doesn't have a direct translation in English.

Do some research and make a list of other words from other languages that don't have English translations. For example, the Italian word "abbiocco" describes the drowsiness experienced after eating a big meal.

Now, try to make up your own words to help fill in those gaps in English!

Create a brand new word for each of the following:

- The feeling of wrapping yourself in warm laundry fresh from the dryer
- The scent of fresh flowers
- The act of wearing your clothes inside out

Activity Time: Reading and Recalling

After seeing the show, go back and re-read the story of *Red Riding Hood*. Make a note of all the things in the story that were referenced in the show. Were there any things in the story that were not in the show?

Activity Time: The Forest from the Trees

An environment is the surroundings or conditions in which a person, animal, or plant lives. In the show, the environment Grandma lives in is the woods. What can you find in the woods? In the show, what does Red Riding Hood see in the woods? What is in the environment you live in? In what ways is it similar to the woods? In what ways is it different?

Grab a grownup and go for a walk in your neighborhood and explore the environment you live in. Along the way, collect things that you see, such as leaves and flowers. But be sure to stick to places like public sidewalks or your backyard! Never enter private property without permission and don't cut any living plants. Once you get home, paste what you found on some paper to create a collage.

Activity Time: Go, Slow and Whoa Foods

In the story told in the show, Red Riding Hood brings a basket of food to her Grandma. Which foods did she bring in her basket? Were they healthy choices? Pack your own basket of healthy foods and take it for a picnic, anywhere from the park to your living room floor! While packing that basket, **think** about making healthy choices.

Activity Time: Safety First

In any version of the folktale from around the world, one moral is always the same – "stranger danger!" Explore the obvious lessons learned – never give your address to a stranger- and take it further. What is a stranger? Should you say hello to a stranger? How old is old enough to take a walk alone? Is there anything a stranger can say that will make you trust them?

In *Red Riding Hood* the Wolf tells one sibling that he knows her Grandmother. Try out this safety trick to your child: Agree on a secret password. If a stranger ever approaches the child and claims to know the child's parents, such as "Your Mom sent me to pick you up," the child can ask for the password. If the stranger does not know the password the child knows they should run away, call the police, or find help. It is important for children to understand that they can say "No" to any grownup that is a stranger.

Activity Time: Puppet Power

In the show, the children made puppets out of miscellaneous items from around their room. They then used these to help bring the story of *Red Riding Hood* to life. This type of puppetry is called Object Puppetry. What puppets did you see in the show? What were they made out of?



Now it's your turn! With the permission of a grownup, use items from around your home to create puppets and use them to tell your very own version of Red Riding Hood.

Hand shadow puppets were also featured in the show. Hand shadow puppetry, also called shadowgraphy, is the art of creating shadow puppets with your hands. This unique type of storytelling is the oldest type of puppetry in the world. Which shadow puppets did you see the children make in the show? How did the movement of their hands bring the shadows to life?

Now give it a try! All you need is a light source, such as a lamp or flashlight, and a screen, such as a bed sheet or a plain, lightly colored wall. Experiment with different hand positions and see what creatures you can create! Take your hand shadows to the next level by following along with this [tutorial video](#).

Activity Time: Imagine That! Part 2

Now that you've seen the show, revisit the *Imagine That* activity from earlier on in the packet. Grab that basket of miscellaneous items that you selected and pretend to be the characters you saw in *Red Riding Hood*. Take a journey through the woods, whether it be across your backyard or across the living room floor. Don't worry about sticking to the story too much- keep the play open and child led!

Tell Us What You Thought!

We would love to hear from you. Share your feedback regarding your experience at the LICM Theater by emailing us at theater@licm.org.

We appreciate the support of the following:



Council on
the Arts

NORDSTROM

Sensory Friendly performance made possible with the support of Autism Speaks.

