



STUDY GUIDE FOR

The Little Boy Who Cried Wolf

Adapted by Kevin M Reese

TO THE PARENT/TEACHER

This guide has been provided to help children benefit the most from experiencing a live theatrical event. The activities described herein are only suggestions. Please feel free to pick and choose the things that will most benefit your children in the time you have available. It is our hope that the performance is not only entertaining, but is a valuable educational experience as well.

You will find that some of the activities contained in this guide are geared for younger, some for older children-- but there is something for everyone. Please feel free to reproduce and distribute any of the enclosed pages and activities for your personal use.

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Theatre Etiquette

1. Attending a theatrical performance is a social event. Just as the way you act (and behave) in church or temple is different than the way you act on the playground, there is certain behavior that is appropriate in a live theatre. Discuss with your children the types of behavior that is appropriate when they are members of an audience.
2. Explain that they need to act differently when they're watching a live play than if they're watching a movie in a theatre. Live actors can hear the audience's laughter and applause as well as their talking to their neighbor or rustling papers. And their responses-- appropriate or not-- really do affect the actors' performance. The end line is: How would they want to be treated if THEY were up on the stage.
3. Write to the actors. After you see the show, have your students write a letter to their favorite character or draw a picture of their favorite character or scene and send it to the theatre. The actors would LOVE to hear from your students. The actors may even have time to send a reply of some sort to your class (because of the volume of mail they receive, individual replies are probably not possible).
4. Audience Participation. Normally, audience members should never talk during the play--and especially not talk directly to the actors (it distracts other audience member and may even make the actors forget their lines). But the plays by KMR Scripts are unique in that we offer the audience special opportunities to participate in the production. They will probably not be asked to come onstage, but there are various times throughout the production where the actors will ask them questions or ask them to use their imaginations and pretend they are animals, trees, or people. At those times we encourage the audience to participate and/or answer them wholeheartedly (but not in an overly loud yell). Over the years, this has become one of the hallmarks of KMR Scripts' productions.

Activities & Discussion

The Little Boy Who Cried Wolf

1. **STORY CIRCLE.** Have the children make up their own version of THE LITTLE BOY WHO CRIED WOLF. Have them sit in a circle. Pick one child to begin the story and go clock-wise around the circle, allowing everyone a chance to add to the story. You may have to limit each child's contribution to one story event (some children are avid storytellers!).
2. **STRANGER-DANGER.** Nicholas, the Little boy, was very wary of speaking to the Wolf when he first appeared. Explain to the kids what action they should take if they are approached by a stranger. Help them realize that there is no good reason for a strange grown-up to approach them to ask for their help— even if they say it's to help find their lost puppy. If a stranger is up to no good, they will do whatever it takes to trick the kid into trusting them. Kids should not let themselves be close enough to a stranger where they can be touched or grabbed. The best action is to just run away, making as much noise as possible to attract the attention of other people.
3. **REVIEW.** Have the students write a review of the play. What were their favorite parts? Their least favorite? Did anything happen that they didn't understand or seemed confusing? Did they like the music or did it "get in the way of the story?" What did they think of the costumes and scenery? Help them understand that their opinions are most certainly valid and will most likely differ from that of others (and that is OK). Being able to objectively discuss their opinions and others' is a skill that will benefit them the rest of their lives.
4. **Puns.** Nicholas' friends make fun of his name by using it in a pun. Nicholas B. Little = Nicholas be little. Puns are plays on words, often substituting one word with another. "To pun is to treat homonyms as synonyms." (Walter Redfern, Puns, 1974) An example of a pun is: "Look deep into our ryes." (slogan for a Bakery) The pun is "our ryes" is substituted for "our eyes." Can your students think of any other examples of PUNS?
5. **Teasing.** Kids often tease without thinking of the affect they have on the victim. They sometimes tease their best friends, thinking it is fun for all— but forget that not everyone may enjoy the teasing. Other kids act like bullies and tease just to be mean and/or exert power over their victim. Ask your kids how they felt when they were teased. Why do they think kids tease each other? What should they do if a friend's teasing gets out of hand? What should they do if a bully teases them?
6. **Crying "WOLF."** Nicholas gave so many false alarms that eventually nobody came when he yelled "wolf." This is where the expression "crying wolf" comes from. If you lie to people too many times, you are labeled as a liar and then no one will believe anything you say.
7. **Critical Thinking.** Ask the students questions about the story they saw on stage: Why do you think the Wolf succeeded in ruining Nicholas' reputation? Do you blame the townspeople for losing trust in Nicholas? How would you feel if nobody believed anything you said?

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