



## VERSION 1 DISCUSSION QUESTIONS

**1. Characters are the people or animals that we meet in a story. Who are the characters in the version of “The Three Little Pigs” that we saw in the performance?**

- The three Pigs (who live in houses made from straw, sticks, and bricks).
- The Big Bad Wolf (who tries to blow down the Pigs’ houses so he can eat them).
- The Chef (who cooks the first two Pigs after the Wolf huffs and puffs).

**2. The *conflict* in a story is the problem that the characters have to solve. What’s the conflict in “The Three Little Pigs”?**

The three Pigs want to live at peace in their houses. The Big Bad Wolf, however, wants to blow down the houses and eat the Pigs!

**3. There are some differences between the version of “The Three Little Pigs” that we saw in the performance and the “normal” version of the story that you’ve heard before. What parts of the story in the performance were the same as the “normal” version? What parts were different?**

*If younger students need a quick refresher on the classic story, show them the three-minute video found at <https://www.youtube.com/watch?v=CtP83CWOMwc>.*

### **Similarities**

- Both the *Stories Alive!* version and the classic version of the story have three Pigs who want to live in peace, and a Wolf who wants to eat them.
- The Pigs live in houses made of straw, sticks, and bricks. A Wolf huffs and puffs to blow down their houses.
- The Wolf tries to come down the chimney of the brick house when he discovers his breath isn’t strong enough to knock it down, but the third Pig lights a fire in the fireplace to chase the Wolf away.

### **Differences**

- In the *Stories Alive!* version, the three Pigs receive gifts from their father (candy, beauty accessories, or money) to get started in their adult lives. In the classic version, however, the Pigs are on their own — there are no gifts from dad, and they apparently build houses with their own resources.
- The first two Pigs get cooked into hot dogs or canned ham by the Chef, instead of running to the brick house as in the classic version.
- The Wolf burns her tail off when she comes down the chimney, so the third Pig gets to have Roast Wolf Tail for dinner. In the classic version, the Wolf runs away after landing in the fireplace (presumably with her tail attached).

**4. The *protagonist* is the hero, or good guy, in a story. The *antagonist* is the villain, or bad guy. Who’s the protagonist in “Jack and the Beanstalk”? Who’s the antagonist?**

The protagonist is Jack. The antagonist is the Giant.

**5. In “Jack and the Beanstalk,” our cheers helped decide how the story ended. Who did you want to get a happy ending: Jack (the protagonist) or the Giant (the antagonist)? Why?**

Allow students to share their thoughts freely.

**6. Stories usually have a *beginning*, where we meet the characters and discover the conflict; a *middle*, where the characters try to solve their problem; and an *end*, where we find out if the way the characters tried to solve their problem worked. What happens in the beginning, middle, and end of “Jack and the Beanstalk”?**

- At the *beginning*, we meet Jack and learn about an evil Giant who lives in a castle at the top of a magic beanstalk. Jack’s problem (the conflict) is that he must escape from the Giant without being eaten. *If Jack’s team cheers louder during the performance, Jack also meets a Fairy who tells him that he can restore his family’s fortunes. He must reclaim three treasures that the Giant stole from Jack’s father.*
- The *middle* is where Jack mops the castle and tries to hide from the Giant so that the Giant can’t catch him. *If the Giant’s team cheers louder during the performance, Jack is locked in a cage when the Giant discovers his hiding place.*
- At the *end*, Jack escapes from the castle, but he’s pursued by the Giant! *If the cheerleaders for Jack’s team win the competition, Jack defeats the Giant and lives happily ever after. If the cheerleaders for the Giant’s team win, however, the Giant eats Jack for dinner.*

**7. At the end of the performance, George told a true story about being bullied when he was in school. *Bullying* means hurting another person’s body or feelings on purpose when they didn’t do anything to you. What are some ways that a bully might hurt someone’s body or feelings?**

- Examples of hurting someone’s body include punching, pushing, kicking, pinching, and slapping.
- Examples of hurting someone’s feelings include calling names, making threats, excluding one person from a group, insulting someone, and spreading rumors (whether they’re true or not).

**8. George suggested that one good way to stop a bully from picking on you is to tell an adult. What are some other ways you might stop a bully?**

Tactics include telling the bully to stop, walking away from her, and hanging out with people who care about you. (Bullies are less likely to target students who are part of a group). Help your students understand that attacking the bully in return (either physically or verbally) is called *revenge*, and it’s a bad idea. Two wrongs don’t make a right. If you try to get back at a bully, you’ll probably get in trouble, too.

**9. George said that the person who told the principal that Raul bullied him is one of his heroes. How can you be a hero to someone in our class?**

If you see bullying happen, don’t just stand there! Get involved by telling the bully to stop, helping the victim walk away from the bully, telling an adult what happened, or making friends with the person who was picked on.

## ENRICHMENT ACTIVITIES

**1. Write a letter or draw a picture.**

We love mail! Assign your students to write letters (or draw pictures) about their experience with *Stories Alive!* Suggested topics include (a) your favorite part of the performance, (b) one thing you learned from the performance, or (c) what you’ll do if you see a classmate being bullied. We can’t respond to individual students, but we’ll reply to your class as a whole if we receive your letters within 30 days of your program. To ensure a response, please include your school’s address and tell us to whom the reply should be directed (for example, “Ms. Jones’ Second Grade Class”). Mail your letters to Drama by George, 1236 Lexington Road, Suite 102, Louisville, KY 40204-1164.

## 2. Write a fractured fairy tale.

A *fractured fairy tale* is a retelling of a classic story with an unexpected twist. (For example, maybe the Three Little Pigs have superpowers, or the Big Bad Wolf is actually a misunderstood “good guy.”) Ask your students to create their own retellings of “The Three Little Pigs.” Depending on their ages and ability levels, you might assign students to write individual stories, or it might work better to compose one narrative together as a class.

- Begin by reviewing the main plot points of the classic story. At the *beginning*, we meet the characters and find out what problem they need to solve (the conflict). In this case, the three Pigs want to live in peace, but the Wolf wants to blow down their houses and eat them.
- In the *middle*, the characters try to solve their problem. Often, they have to try more than one solution before they find one that works. In “The Three Little Pigs,” the Pigs try to protect themselves by hiding in their houses, but the Wolf huffs and puffs anyway. The Pigs flee to the brick house.
- At the *end*, we find out if the characters’ solution to their problem actually worked. In our story, the Wolf tries to slide down the chimney to eat the Pig in the brick house. But the third Pig is too smart for the Wolf: he lights a fire at the bottom of the chimney so that the Wolf burns his tail and runs away. The third Pig lives happily ever after.
- Brainstorm plot twists that students can make their story different from the classic version in a fun or unique way. Write the ideas on your whiteboard so that students can refer to them as they craft their own fractured fairy tales. Encourage the kids to follow the basic plot outline that you’ve just reviewed, but add one new idea to make their stories unique.
- Allow student volunteers to share their finished stories with the class.

## 3. Act out a scene about bullying.

On the whiteboard, make a list of (a) some of the ways that a bully can hurt a person’s body or feelings (*see question 7 above*) and (b) the ways that students can stop a bully (*see question 8 above*). Students will use these ideas to rehearse and perform short dramatic scenes about bullying.

- Divide your students into groups of two or three. Each group will choose one type of bullying and one way to stop a bully from the lists on the whiteboard. These choices will become the raw material for their scene.
- In groups of two, one student will be the bully while the other student is her victim (we prefer to use the term “good guy”). In groups of three, one student will be the bully, another will be the good guy, and the third will be a bystander/ hero who steps in to help the good guy.
- With younger students, don’t divide into groups. Instead, you can play the bully while you bring a student volunteer to the front to act as the good guy. Your scene may only be a few sentences long, but kids will still get to see bullying prevention in action. Act out scenes with different student volunteers and different bullying situations as time allows.
- If you’ve divided into groups, have the students rehearse short scenes in which (a) the bully does something to hurt the good guy’s body or feelings, (b) the good guy or bystander/ hero uses a wise bullying prevention strategy, and (c) the bully decides to leave the good guy alone as a result. *IMPORTANT: There should be no physical violence in these scenes! If a bully is planning to hurt someone’s body, he should make a threat instead.*
- Have students rehearse their scenes three times (because they’ll get better with repetition). They should be able to plan and practice a scene in 10-15 minutes. Ask for volunteers who would like to perform their scenes for the class.
- Remind your performers to speak up and face the audience. Especially with younger students, don’t be afraid to pause the scene and coach the actors during their performance if they get stuck.
- Give the students feedback based on whether the good guy or bystander/ hero found an effective way to stop the bully. Reward each group that performs with a round of applause.



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