

Suggestions for Staging

► How to Stage the Play

A stage plan is shown below to give you an idea for staging the play “Little Red Riding Hood” and the *General Stage Directions* that follow are based on this plan. These directions can be easily adapted to suit the space and facilities available to you. If there is no stage at your school, you can chalk a stage area on your classroom floor.

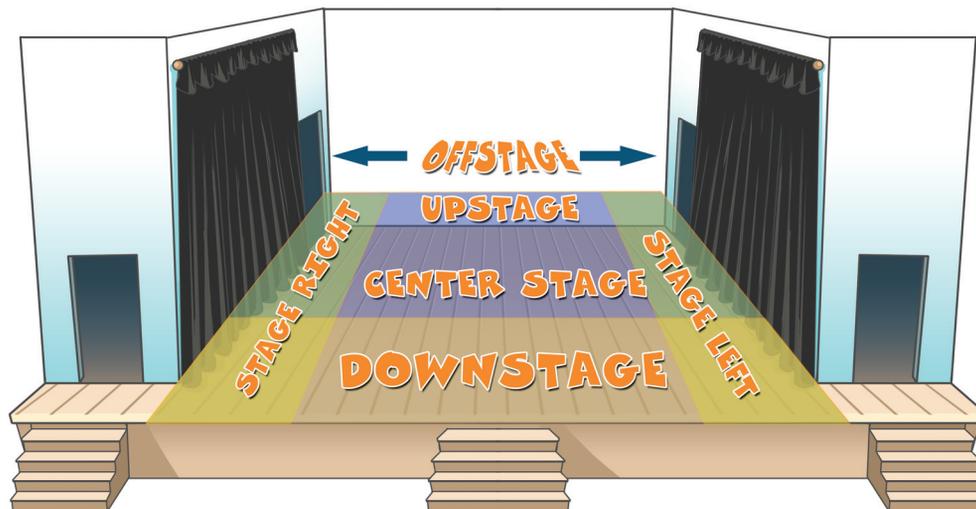
We have also included some suggestions for *Scenery*, *Set Arrangement* and *Props* which should be simple enough to find or make. It would be a good idea to involve the students in designing/making/finding sets and props, either as a whole class activity, or as a task for any students who do not wish to perform in the play.

Once you have an idea of how you want to stage the play, start assigning roles. The number of roles in this play can be adapted to fit the number of students you have available or who are willing to perform. For example, the role of the narrator could be performed by one student or split into parts to be performed by several students.

It is advisable to assign the narration to the older students in the class, and the non-speaking parts to younger or shyer students. The narrator(s) may stand to the right or left of the stage so as not to be in the way of the action, and may be dressed as woodland animals to add to the atmosphere on stage.

Additionally, students who like to sing may perform in the choir. Depending on the number of students you have available, the choir can be separate from the cast, or, if necessary, members of the cast such as woodland animals can serve as the choir.

As well as working on sets and props, students who do not wish to perform may work backstage on sound, lighting, makeup and prompting or as stagehands. In this way they will feel like an important part of the production, even if they are not acting on stage.



A very important part of any production is the rehearsal period, so you should start rehearsing the play well in advance. After completing all the lessons in “Little Red Riding Hood,” students should have a clear idea of the story and will be ready to start working on the production.

Included in this book are some *Drama Activities* which can be used at the beginning of each rehearsal to relax and motivate students and give them a greater understanding of the skills which are used in acting. Students can use our audio recording to practise their lines at home. In class, details such as the way actors move, speak, enter or exit, etc, should be discussed at the beginning of each rehearsal. Then the actors can rehearse and get feedback from you on their performance.

Finally, before the performance it is essential to have one full dress and technical rehearsal with lighting, sound, etc, so that everybody knows exactly what to do in the actual performance.

► Scenery

Scenes 1&3: Dark green fabric to form a backdrop. There should be free-standing trees so that the wolf can hide behind them. Trees can be painted onto paper and pinned to the backdrop. The free-standing trees can be made from cardboard placed into a stand or made from coat-stands. The branches can be made from wire or cardboard wrapped with brown crepe paper or cloth, and paper leaves can be painted green and pinned on. Put all around the stage plastic or paper flowers made by the students themselves, which Red Riding Hood and the Wolf can pick up during these scenes.

Scene 2: The interior of Grandma’s house is painted onto paper and stuck onto the backdrop. There is a free-standing cardboard or polystyrene wall serving as a door on stage left. Grandma’s bed is on centre stage and can be either a portable deckchair, or made of 4 chairs put together in a row and covered with sheets, a pillow and a blanket. A toy mouse is on the floor, on the right of the bed.

► Set Arrangement



Scenes 1 & 3 (In the forest)



Scene 2 (Inside Grandma's house)

► Script and General Stage Directions

Actors: Red Riding Hood (RRH)
Mother
Grandma
Wolf

Narrator(s): 1 or as many Ss as necessary
dressed as woodland animals,
i.e. mice, foxes, rabbits, birds etc.

Scene 1 (In the forest)

Curtains open. Daytime. RRH and her mother are on stage left. RRH is holding a basket and her mother is holding a cake wrapped up in a kitchen towel.

As she speaks, her mother puts the cake into the basket. She looks at RRH very seriously. Mother leaves stage left and RRH waves and starts to walk towards stage right. The wolf enters stage right and tip-toes to hide behind the trees on centre stage. He looks out towards the audience as the narrator talks about him.

The wolf comes out of the trees and talks to the audience. He rubs his stomach as he speaks. RRH doesn't see him, as she's still walking around the stage.

Then he comes out of his hiding place and speaks to RRH. He pretends to be friendly.

RRH stops and smiles. Then she points stage right. The wolf looks where she points.

The wolf looks at the audience and scratches his chin. Then he smiles slyly.

Narrator: This is little Red Riding Hood.
She lives beside a big, dark wood.

Her mummy brings a cake one day.

Mother: Grandma's very sick today.
Please take it to her now. Be good—
and don't stop in the big, dark wood!

Narrator: A wolf lives in the big, dark wood.
The wolf is bad. He isn't good.

Wolf: I'm looking for some tasty food.
I want to eat Red Riding Hood!
Here she comes! Let me see ...
Yummy, yummy! Time for tea!

Hello Red Riding Hood, my dear!
Can I ask what you're doing here?

RRH: I'm going to see my poor grandma.
She lives over there. It isn't far!

Narrator: Now, the big bad wolf has got an idea.

He comes up to RRH and puts his hand on her shoulder, directing her away from grandma's house.

When RRH starts to pick flowers and puts them in her basket, the wolf watches for a second then runs stage right to grandma's house. Curtains close.

Song: Red Riding Hood

Scene 2 (Inside Grandma's house)

Curtains open to show the inside of Grandma's house. On stage left, we can see a free-standing frame, serving as a front door. The wolf enters running from stage left.

Wolf: Pick some flowers for her, my dear!
Take your time, it's a lovely day!

Narrator: Then he quickly runs away.



Red Riding Hood, Red Riding Hood—
a little girl who's very good!

Chorus: Red coat, red shoes,
and a little red hood.
This is the story
of Red Riding Hood!

Grandma's very sick today.
Red Riding Hood is on her way!

Repeat chorus

The Big Bad Wolf is watching her.
He's got big teeth and lots of fur!

Repeat chorus

She stops to pick some lovely flowers,
and stays in the wood for hours and hours!

Repeat chorus



Narrator: The wolf runs
to Grandma's house in the wood.

The wolf pretends to knock on the door and is talking in a high voice, trying to sound like RRH.

Grandma, lying in her bed on centre stage, looks shocked, takes off her nightcap and puts her hand over her mouth. Then she gets out of bed and goes behind it, pretending to hide underneath it. As she does so, she leaves her nightcap on her bed.

The wolf goes through the door, pretending to open it, and walks in. He looks around the room.

He speaks to the audience and rubs his hands. His voice becomes very nasty at the end of the speech.

The wolf finds grandma's nightcap on the bed and puts it on. He jumps into bed and pulls the covers up to his chin. RRH knocks on the door and comes in.

She comes up to the bed and puts the basket down on the floor.

The wolf pats the bed next to him to invite RRH to sit down. Then he looks at the audience as he says the last line, and smiles slyly.

Wolf: Knock, knock! It's me!
Red Riding Hood!

Grandma: Oh dear!
That's the wolf's big, ugly head!
Where can I hide?
Oh ...! Under my bed!

Narrator: The wolf walks into Grandma's house.
But all he sees is a little mouse!

Wolf: There's no tasty food
here in this room!
But, Red Riding Hood
is coming soon!

Narrator: He puts a nightcap on his head
and quickly jumps
into Grandma's bed!
And now Red Riding Hood is here.

RRH: Hello!
How are you, Grandma dear?

Wolf: Come here, my dear, and sit by me!
Heehee! It's nearly time for tea!

RRH looks at the wolf's ears, points at them, and her eyes get wide with amazement.

The wolf holds his ear and wiggles it.

RRH looks into the wolf's eyes and she sits back a bit, still amazed.

The wolf sits forward to maintain the distance and stares into RRH's eyes.

RRH notices the wolf's mouth. She gets off the bed as she stares at his teeth.

The wolf pulls back the covers ready to chase RRH. She lets out a scream and turns to the door. Grandma's head pops out from behind the bed. She is terrified.

The wolf jumps out of bed so fast that he trips and falls. RRH sees that the wolf is unconscious and looks around for Grandma.

Grandma comes out from behind the bed. She grabs RRH's hand and they both walk quickly towards the door. Curtains close.

RRH: Grandma, what big ears you've got!

Wolf: That's because I want to hear a lot!

RRH: And Grandma, what big eyes you've got!

Wolf: That's because I want to see a lot!

RRH: But Grandma, what big teeth you've got!

Wolf: That's because I want to eat a lot!

Narrator: The big, bad wolf jumps out of bed. But he falls and bumps his ugly head!

Grandma: I'm here my dear. Let's run away! The wolf can't have his food today!



Song: Run, run, run!

The wolf is lying in Grandma's bed.
He's got a nightcap on his head!

Chorus: Run, run, run, Red Riding Hood!
Run with Grandma through the wood!

What big ears you've got, Grandma!
You can hear everything, near and far!

Repeat chorus

What big eyes you've got, Grandma!
You can see everything, near and far!

Repeat chorus

What big teeth you've got, Grandma!
You can eat everything, near and far!

Repeat chorus



Narrator: So Grandma and Red Riding Hood
run very fast
through the big, dark wood.
Mummy's waiting at the gate.

Mummy: Red Riding Hood, you're very late!

RRH: I'm sorry, Mummy. I'm really sorry!
I won't do it again, don't worry!

Narrator: And Mr Wolf still lives in the wood.
But the bump on his head
has made him good!

Scene 3 (The Forest)

Curtains open. As the narrator speaks, Grandma and RRH weave their way back through the trees of the forest from stage left to right. Mummy is waiting at stage left, where the house is supposed to be.

Mummy stands with her hands on her hips and wags a finger at RRH.

RRH stands looking down at the floor in shame.

As the narrator speaks we can see the wolf skipping through the trees picking flowers and smelling them. He is still wearing grandma's nightcap.

Song: Be Very Good!

Boys and girls,
 be very good.
 Don't go alone
 in the big, dark wood!

Chorus: Listen to your
 mum and dad.
 Listen to them.
 Don't be bad!

Don't stop to talk
 or say hello
 to anybody
 you don't know!

Repeat chorus

► Props

The **basket** and the **toy mouse** can be brought in by a student or the teacher. The **cake** can be made from tissue paper decorated to look like a cake or a real one can be used, wrapped in clear film, and then in cloth.

Props	SCENE 1	SCENE 2	SCENE 3
basket	✓	✓	
cake wrapped in cloth	✓	✓	
flowers	✓	✓	✓

► Costumes

Depending on the funds available for the production of the play, you can either use ready-made costumes or make your own using ordinary clothes with minimum alteration. Detailed instructions are given below.

- Red Riding Hood:** A red dress and a red coat with a hood. You can also make a cloak and hood out of 2 squares of red cloth, one large and the smaller one gathered at the front edge. These are sewn together at the neck and the cloak can be tied on using red ribbon. She should also wear red shoes. A small white apron (optional).
- Mother:** A long dress with an apron. Flat shoes.
- Grandma:** A long nightdress, a nightcap and a shawl. A grey wig or S's own hair pulled back into a bun and powdered to make it look grey. Slippers.
- Wolf:** Grey leggings with a length of ribbon attached at the back as a tail, and a grey long-sleeved top. A headband can be decorated with long ears made from cardboard, and the top jaw of the wolf can be fixed to the front of the headband so that the mouth with the teeth showing stick out like the peak of a cap. Grey gloves and grey shoes. The eyes should be outlined with eyeliner to make them seem bigger than they really are.
- Mouse:** White leggings and a white, long-sleeved top. A long tail made from a piece of ribbon pinned to the back of the leggings. White shoes and socks. Mouse ears made from cardboard painted white on the outside and pink on the inside are attached to a headband and whiskers are drawn on the face using eyeliner.
- Fox:** Tan leggings and a tan, long-sleeved top. Tan shoes. A tan headband with small cardboard ears and a fox's long nose attached like the wolf's, but smaller and with small sharp teeth. Whiskers drawn on using eyeliner.
- Rabbit:** Brown leggings and a brown, long-sleeved top. A white cotton wool ball can be attached to the back of the leggings. Long rabbit ears attached to a headband and whiskers drawn on using eyeliner.
- Bird:** Black, long-sleeved top and yellow leggings. Headband with a cardboard beak attached like the peak of a cap. The wings can be made from black fabric attached to the sleeves and back.

► Drama Activities

1 First-time listening and reading

- Aims:** To familiarise students with the story they are going to perform.
- Preparation:** Read the story and decide which points it would be suitable to stop at and ask Ss to speculate on the story.
- Materials:** The audio CD and the Pupil's Book.
- Description:**
- 1 Introduce the story to the Ss by showing them the Pupil's Book cover and front page. Point to the characters and ask for Ss' speculations on both story and characters.
 - 2 Play the audio CD while Ss follow in their books. When you reach the first stopping point, ask Ss to close their books and tell you what they think is going to happen next. Accept all answers and then continue.
 - 3 After listening to the development of the story, stop again and ask Ss which of their suggestions were correct. Then play the recording until the next stopping point.

2 Mime the story

- Aims:** To help Ss focus on physical co-ordination, facial expression and entering and exiting the stage.
- Preparation:** Read the story and memorise the position and movements of the characters in each scene.
- Materials:** Audio CD and the Pupil's Book.
- Description:**
- 1 Allocate the roles of the story. Any Ss who are not willing to act can work as assistants with props and scenery.
 - 2 Read the story with the class. Each actor should read out their lines. As they do so, ask them to focus on what their characters are doing in that scene.
 - 3 Mark the entrance and exit points on your 'stage' (if this is done in the classroom, it could be the front part of the room) so that Ss know where to enter and exit.
 - 4 Play the recording of the story again. Ask the actors to mime each scene without speaking. Tell them to concentrate on the movements they should be performing.
 - 5 Give feedback to the actors on their performance.
 - 6 Repeat the mime as many times as necessary for the actors to learn the stage routine.

3 Listen for the cue

- Aims:** To help Ss learn their lines and identify when to say them.
- Preparation:** Make copies of the script pages in the Pupil's Books.
- Materials:** A copy of the script for every S.

- Description:**
- 1 Point out that knowing when to speak is important in a play and that in order to do that, they should identify the lines of the characters who speak before them, i.e. the cues.
 - 2 Allocate the roles and ask Ss to underline their lines and circle the lines before them. Ss that are not willing to act can work as prompters.
 - 3 Ask Ss to read out the play. Prompters can whisper the words to actors who get their lines confused.
 - 4 You can repeat the reading, focusing on intonation, pronunciation, clarity etc.

4 Chorus line

- Aims:**
- 1 To help Ss learn their lines by drilling them in chorus.
 - 2 To give Ss practice in accurate intonation.
 - 3 To lessen, through choral repetition, Ss' anxiety of acting in a foreign language.

Preparation: Make copies of the script pages in the Pupil's Books.

Materials: One copy of the script for every S.

- Description:**
- 1 Select one character for all Ss to play. Start reading out the play. Assume all other roles but the one chosen for the Ss to practise. Ss repeat the lines of the one character in chorus. Correct their intonation where necessary by providing a model.
 - 2 Read the play again, this time assigning the Ss a different role.
 - 3 Repeat stages 1 - 2 until all the roles have been practised.

Variation: Instead of reading the remaining roles yourself, you can play the recording and allow Ss to repeat their lines along with it.

5 Who's missing?

(Particularly appropriate if you are producing a play using Ss from various classes.)

Aims: To help all Ss to get to know each other.

Preparation: Select a commercial recording with instrumental music to play for Ss to move around to.

Materials: A recording with music of your choice.

- Description:**
- 1 Play some music and tell Ss to move around the room. After a while, stop the music and tell Ss to roll up into a ball and close their eyes.
 - 2 Choose one of the Ss, tap him/her on the shoulder and he/she tiptoes out of the room.
 - 3 Tell everyone to open their eyes. Now, ask them to guess who's missing. When they have guessed, they call out the missing S's name and he/she comes back into the room.
 - 4 Repeat steps 1 - 3 until all Ss have had a turn.



6 Pip, Squeak and Wilfred

- Aims:** To encourage Ss to be alert and ready to move.
- Preparation:** Make a list of activities you would like the Ss to do when they are 'out' of the game, e.g. sing a song or say the alphabet etc.
- Materials:** None.
- Description:**
- 1 Ss sit in a circle. Go around the circle and name the Ss, Pip, Squeak or Wilfred. Point out that they must remember who they are.
 - 2 Explain that when you call out one of the names, all the Pips, Squeaks or Wilfreds will have to run clockwise around the circle once and back to their original positions.
 - 3 Call out one name, e.g. 'Pip!' Ss run as told. The last S to sit is 'out'. To allow him/her to get back into the game, he/she must pay a forfeit, i.e. do an activity from the list you have prepared.

7 Mirrors

- Aims:** To encourage Ss' observation and concentration abilities.
- Preparation:** None.
- Materials:** None.
- Description:**
- 1 Ask Ss to sit or stand in pairs facing each other. Explain that one of them, S A, has to act as if he/she is looking in the mirror, and the other, S B, has to 'mirror' his/her exact movements.
 - 2 Ss start practising in pairs. After a few minutes, ask Ss to change roles and S B takes over the lead while S A 'mirrors' the movements. Point out that concentration is important and monitor the class, watching each pair.
 - 3 This activity can be turned into a game, where the best pair wins, by eliminating pairs if they don't mirror the exact movements of their partners.

8 I went shopping

- Aims:** To encourage Ss to memorise things.
- Preparation:** None.
- Materials:** None.
- Description:** Ask Ss to sit in a circle. Select a S to start by saying "In my shopping basket I have (e.g. an apple)." In turns, each S in the circle continues by adding an item to the list.



Word List

The words in colour are presented in the picture dictionary of the story.

ask	hello	room
away	here	run away
bad	hide	see
beautiful	hood	sick
bed	house	sit
beside	How are you?	some
big	idea	soon
bring a cake	jump into	sorry
bump	knock	still
cape	late	stop
come	let's	take
dark	little	tasty
day	look for	tea
dear	lovely day	teeth
ear	mouse	through
eat	mummy	time
eye	nearly	today
fall	nightcap	ugly
far	now	under
fast	over there	wait
food	pick flowers	walk into
gate	please	want
good	poor	wolf
grandma	put on	wood
head	quickly	worry
hear	red	yummy