

## The Little Bad Wolf

Teacher Notes

**The Little Bad Wolf** is a Fractured Fairytale exploring how strong friendships and self confidence promote resilience and counter bullying.

### STORY SYNOPSIS

**The Little Bad Wolf** takes place inside a vaudeville show performed by characters from different fairytales. The main attraction is blowing down the Three Little Pigs' houses, but when the Big Bad Wolf unexpectedly quits, the human presenters scramble to find a replacement. The Little Bad Wolf is small, skinny, and not bad at all. The Three Pigs tease him about his appearance. When Little Bad can't blow down the houses, the Pigs laugh, chant taunts, and jump all over him. The bullying escalates, ending with Little Bad trapped in a box and carried off to the backstage Storeroom.

In the Storeroom Little Bad meets Little Red Riding Hood, another victim of the Three Pigs' bullying. At first she is frightened and tries to fight him. Little Bad doesn't want to fight, he wins the trust of her pet basket and Little Red realises Little Bad is "*not like the other Wolf*" who ate her Grandma.

They share stories about being bullied by the Three Little Pigs. Little Red tells him that she has learnt not to believe what they say, and that her friends helped her feel more confident. Little Red teaches Little Bad to practice, and believe he can do it (self confidence) if he wants to blow down the houses. Little Red helps him identify something he likes to do that makes him feel good about himself – dancing! Little bad starts to dance, and begins to feel more confident, by the end of the dance he has learnt to huff and puff.

### AUDIENCE INTERACTION

Audience Interaction focuses on the "*Friendship Strength Test*", a small-scale high-striker.

**The students are asked key questions:**

*What makes a good friend?*

*What do you do if one of your friends is hurt or upset, or just feeling a bit down?*

*What if one of your friends is being bullied, how can you support them?*

One student is chosen to "*Test their Friendship Strength*", the higher they hit the counter the stronger friend they are. If time allows, the student is asked to choose one of their friends to help them, and together they do a "*Slow-Motion Action Replay*".

### CONCLUSION

The end of the performance is a replay of the opening scenes. This time, the Ringmaster introduces the Little Bad Wolf, emphasizing his skills in friendship and kindness as great strengths. Little Bad takes the stage, performs a beautiful dance then blows away the Three Little Pigs and their houses. As the characters are brought together for the curtain call, we are told that the Three Little Pigs were never great friends with the Little Bad Wolf, but they did stop bullying him. Until one day, the Third Little Pig asks Little Bad to be his friend, and Little Bad says "Yes!" because you can never have too many friends.

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### **IMPORTANT POINTS**

When discussing the performance here are some things to keep in mind:

- Little Bad Wolf is never bullied about being a Wolf, in this world all animals are equal and being a different species is ok. He is bullied first for his appearance (skinny, small), and secondly for not being able to blow down the houses.
- Little Red Riding Hood is frightened of Little Bad because another Wolf ate her Grandma and she fears he's going to eat her.
- The Big Bad Wolf in this performance did not eat Little Red's Grandma, this Big Bad is a vegan who hunts mushrooms – that's why he's green!

### **PRE-PERFORMANCE DISCUSSION POINTS**

A pre-performance discussion with students about what qualities make a good friend is recommended. Here are some suggestions:

#### **What are the qualities of a good friend and what is important in a friendship?**

Honest	Do what I say
A good listener	Have a toy or game I want to play with
Care about other people	Have lots of treats
Share	Always agree with what I say
Forgiving	Have a big TV
Understanding	Wear trendy clothes
Do the right thing	Tell me what to do
Interested in other people	Give me their things
Have other friends	Only talk to me
Be kind to me and others	Make me give them my things

#### **Who are our friends?**

Start with classroom relationships and build a web of friendship and cooperation for the whole school. Discuss how people work together to create a respectful, fair, and harmonious environment for everyone.

#### **Who are your friends in class?**

#### **Who are your friends in your year level?**

#### **Who are your friends in the playground?**

#### **Who are your friends in School? (Teachers, Principal, Aides, other Staff / Volunteers)**

#### **How do your School friends help you?**

*Learn to read and write? Play with you? Share with you? Help you when you're hurt or upset?*

#### **How do you help your friends at School?**

#### **What can you do to make your school friendlier for everyone?**

### POST PERFORMANCE DISCUSSION POINTS

Themes from The Little Bad Wolf can be used as a jumping off point for many different discussions.

#### How can you welcome a new student into your school?

In the performance, the Little Bad Wolf is a new character in the show. He doesn't know anyone, and he has to try and blow down the houses without practice and with lots of people watching. Starting at a new school is just like this, you feel like everyone is watching, and you're not sure what to do. If a new student joined your class, how could you make them feel welcome?

#### What's a "Strong Friend", and how do Strong Friends sort out their problems?

Even if you have really strong friendship, you can still have disagreements with each other.

How do you solve arguments and make sure they don't become bullying?

Here are some points to discuss:

- **How do friendships work?**  
Recap the qualities of a good friend
- **What do friends do?**  
Come up with examples of how friends help each other, and what they do together
- **What if you don't agree with your friend?**  
Brainstorm scenarios where friends disagree. *Over a game, over a toy, sharing food, saying hurtful things, breaking something that doesn't belong to them, hitting their friend, etc.*  
Discuss the difference between an accident, and something deliberately to hurt or upset someone else. Discuss behaviours that are not acceptable.
- **How do you react when you've had an argument with your friend?**
  - Discuss different responses – *how do you feel; how does your friend feel?*
  - Discuss good and bad responses – *is it ok to stop talking to them? Is it ok to spread rumours about them? Is it ok to gang up on them?*
  - Discuss ways that friends can reconcile – *do you apologise, talk about how you feel, explain why you are upset, talk to a teacher / parent / trusted adult?*
- **Why are we not friends anymore?**
  - Brainstorm scenarios where two friends are doing something together, something goes wrong, and they fight. Identify what went wrong and why. Get students to come up with solutions, then change the scenarios so that two friends are doing something together, something goes wrong, and they work it out.
- **Why is my friend acting weird?**
  - Sometimes our friends behave a little differently. Maybe something has happened at home, sometimes they're not feeling well, and sometimes our friend is showing us that we need to take a step back. Discuss scenarios where friends might push each others buttons – *nagging, not listening, doing the same thing that our friend has said annoys them, interfering with their games or school work, distracting them, hurting them, not treating them with respect.*

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### **Bullying and Discrimination: What's the Difference, are they the same thing?**

Bullies intentionally try to hurt other people because they feel they have power over them. This might be someone older or younger, taller or shorter, someone of the same gender or a different gender, someone skinny, or someone overweight. It doesn't matter – **bullies pick on people they want to make feel powerless.**

Bullying can be part of Discrimination, these bullies pick on people because of who they are, and want to make them feel bad about it. They might bully someone for being a different race, speaking a different language, being a different gender, being gay, having a disability, being really smart, or having a learning disability.

Bullies might use physical tactics – hitting, punching, pinching, shoving, tripping, or intimidation. They might call people names, give them put downs, or threaten to hurt them or steal their belongings. Bullies might spread rumors about people, exclude them from their friendship group, make prank calls, write graffiti about a person, or post embarrassing or mean posts on social media about someone.

### **See someone being bullied? How can you be a supportive bystander?**

Read through the information below, brainstorm your own ideas, and do some research into Human Rights. What are Human Rights? What are my rights, and what are the rights of others? What's the difference between rights and responsibilities?

Here's some advice from the Australian Commission Website ([humanrights.gov.au](http://humanrights.gov.au)):

*If you are being bullied or know or see someone being bullied... find out how to be a supportive bystander. A bystander is someone who sees or knows about bullying or other forms of violence that is happening to someone else. Bystanders can be either part of the bullying problem or an important part of the solution to stop bullying.*

### **Bystanders can act in different ways when they see or know about bullying:**

- *Some bystanders take the side of the bully by laughing at the victim, encouraging the bully or by passing on text messages or messages on social media sites like Facebook and YouTube*
- *Some bystanders will give silent approval or encourage the bully by looking on*
- *Some bystanders may watch or know about the bullying but don't do anything. They may not know what to do or are scared. This group of bystanders knows that bullying is not ok.*
- *Some bystanders will be supportive and take safe action to stop the bully, find help or support the victim*

### **Supportive bystanders**

*Just as we have human rights we also have responsibilities to respect and protect the rights of others. A supportive bystander will take action to support the rights of others.*

*A supportive bystander will use words and/or actions that can help someone who is being bullied. If bystanders are confident to take safe and effective action to support victims then there is a greater possibility that bullying can stop and the person who is bullied can recover.*

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*People respect those that stand up for others who are bullied but being a supportive bystander can be tough. Sometimes it is not easy to work out how to help safely because bullying happens in different ways and places such as online, at work or school.*

***There is no one size fits all approach to being a supportive bystander.***

*For supportive bystanders to take safe and effective action here are some suggestions:*

- *Make it clear to your friends that you won't be involved in bullying behavior*
- *Never stand by and watch or encourage bullying behavior*
- *Do not harass, tease or spread gossip about others, this includes on social networking sites like Facebook*
- *Never forward on or respond to messages or photos that may be offensive or upsetting*
- *Support the person who is being bullied to ask for help e.g. go with them to a place they can get help or provide them with information about where to go for help*
- *Report it to someone in authority or someone you trust e.g. at school to a teacher, or a school counsellor; at work to a manager; if the bullying is serious, report it to the police; if the bullying occurs on Facebook, report it to Facebook.*

## **ACTIVITY SUGGESTIONS**

### **Role-play "Strong Friends" scenarios with toys**

Role-play scenarios where two friends are doing something together, something goes wrong, and they fight. Identify what went wrong and why. Get students to come up with solutions, then change the scenarios so that two friends are doing something together, something goes wrong, and they work it out.

### **Make a "Friendship Strength Test" High-striker wall display**

Use colourful paper to design your own "Friendship Strength Test" for your classroom wall. Starting at the bottom, brainstorm the qualities of a Strong Friend, write them down until you reach the top!

### **Friendship Tokens**

Create a Strong Friend rewards system for your classroom, with special prizes at the end of the week, or term!

### **Make a profile of a good friend**

Lots of us have profiles on social media, we list what we like, where we go and what we do so that other people can get to know us. Brainstorm a name for a "Strong Friend" social media site, then work together to create the ideal profile of a Strong Friend.