



Wolf on Trial Trial Resource Pack



EVIDENCE SEAL

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Teacher Information and Preparation

Dear Teachers,

We hope you are looking forward to the forthcoming 'Wolf on Trial' Creative Literacy Programme.

Within this resource pack you will find lots of information regarding the content of the film, the author and story on which this is based. The pack also contains a variety of activities, designed to encourage your students to explore key themes and characters. We have also included lesson plans for the workshop which should give you an insight into the work our facilitators would be doing if we were delivering the performance and workshops live. This may inspire some ideas for delivering drama in the classroom. The programme has been designed to include all types of learning as creatively as possible and in a safe learning environment. All tasks/exercises can be adapted to suit the needs of your group.

Firstly, you may want to **share or print the letter on the next page** to send to your home learners / read out to the children currently in school. This invites them to court and introduces the idea of them being 'in role' as the jury.

The film lasts approximately 27 minutes without pausing for activities. Stopping to complete the necessary tasks however should take most children about 1 hour in total.

Children will be instructed to **have paper and something to write with** as they watch and will also be asked to pause the screen whilst they complete tasks.

During the film the children are asked to **come up with 3 questions** they would like to ask the Wolf. We could encourage you to ask the children to do this and then if you can **pick your 'top 3'** from your class and **email them to us** at northeast@bigfootartseducation.co.uk then we will email a response to your class directly from Alexander T Wolf. In addition, if you would like to send us copies of your students work, we would be delighted to receive their posters, pictures, and stories, and will endeavor to post a selection of work on our website and social media pages.

You may want to **send this resource pack out in its entirety or pick certain tasks** that you would like children to complete.

'Wolf on Trial' is based on 'The True Story of the 3 Little Pigs' by Jon Scieszka so this could be **read prior to watching the film or afterwards**. Or you may want to explore some of his other stories?

We look forward to working with you and appreciate your support at this challenging time.

Rachel Adamson-Brown
Writer and Director

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Judge Chief's Court

Monday 22 February 2021

Ladies and Gentlemen,

You are ordered to attend jury duty at the Court of Judge Chief for the trial of Alexander T Wolf. Here you will listen to The Third Little Pig as he tells you his side of the story as well as hearing from other witnesses. You will also be shown evidence and watch CCTV footage. This is a VERY important job and MUST be taken extremely seriously. It will be up to you to decide whether the Wolf is guilty or not guilty.

We look forward to seeing you there.

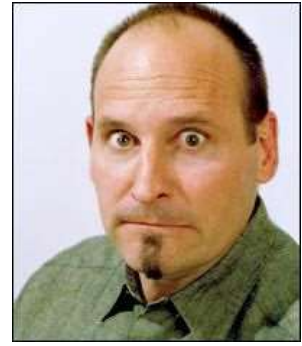
Regards

Judge Chief

Judge Chief

Author's Fact File

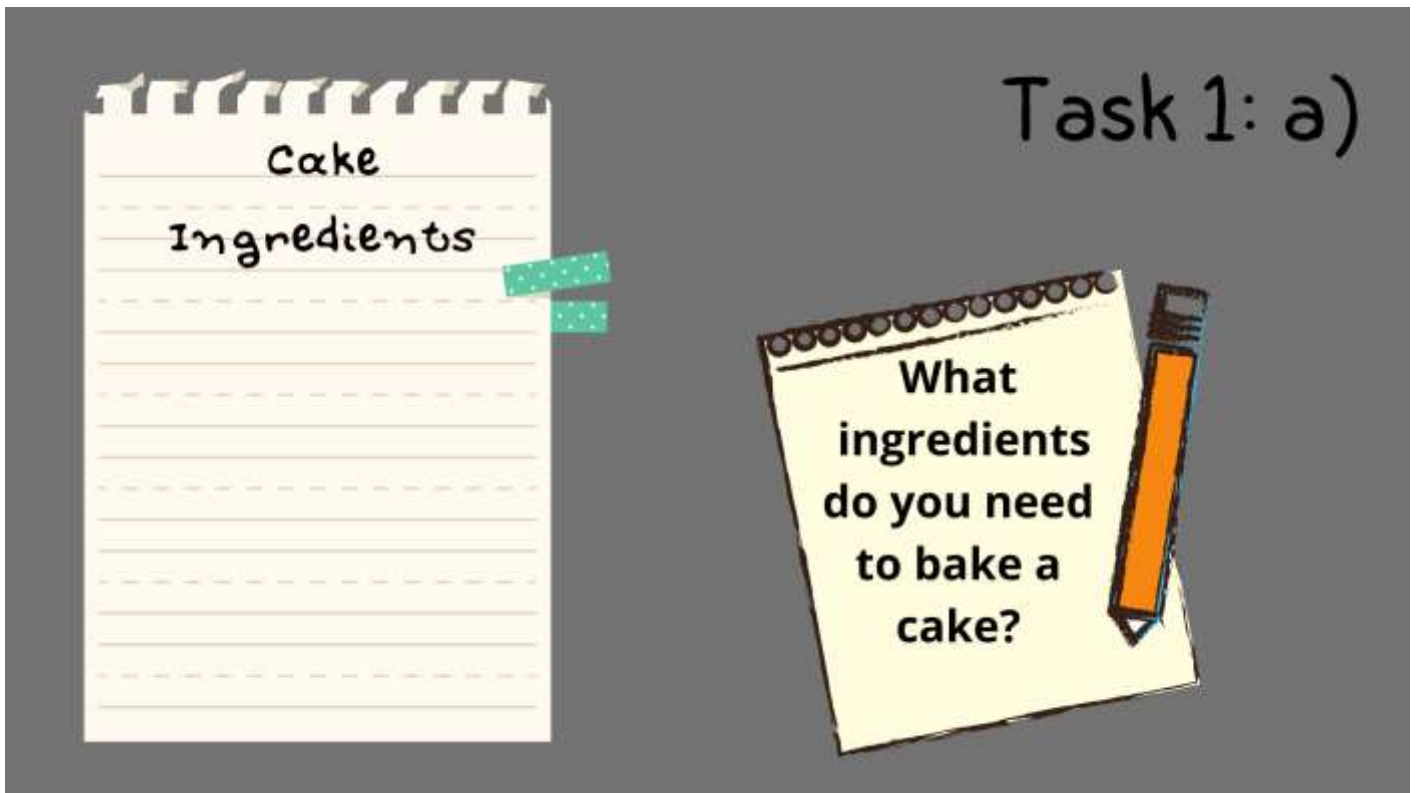
About Jon Scieszka



- Jon Scieszka is an American children's writer, best known for picture books created with the illustrator Lane Smith
- He was born on 8th September, 1954
- Scieszka was born in Flint, Michigan, and was the second oldest among six sons
- He attended Columbia University where he studied fictional writing
- He had a variety of jobs before he became a writer. He taught at a primary school, wrote for magazines and painted apartments.
- In his autobiography, *Knucklehead: Tall Tales and Almost True Stories of Growing Up*, he writes that his inspiration for much of his work comes from the "strange things" that happened to him while growing up with his brothers.
- Scieszka has a wife and two children and currently lives in Park Slope, Brooklyn
- According to Scieszka, he writes books because he "loves to make kids laugh."
- He is also the author of the Time Warp Trio history series, that was made into a television show
- In 2008 Scieszka was named the nation's first National Ambassador for People's Literature by the Librarian of Congress
- Scieszka has written or helped to write over 50 books
- He has won 32 awards for his books
- The founder of Guys Read – a web-based literacy programme for boys whose mission is "to help boys become self-motivated, lifelong readers"
- Scieszka wrote *The True Story of the Three Little Pigs* in 1989

Activities Re-cap

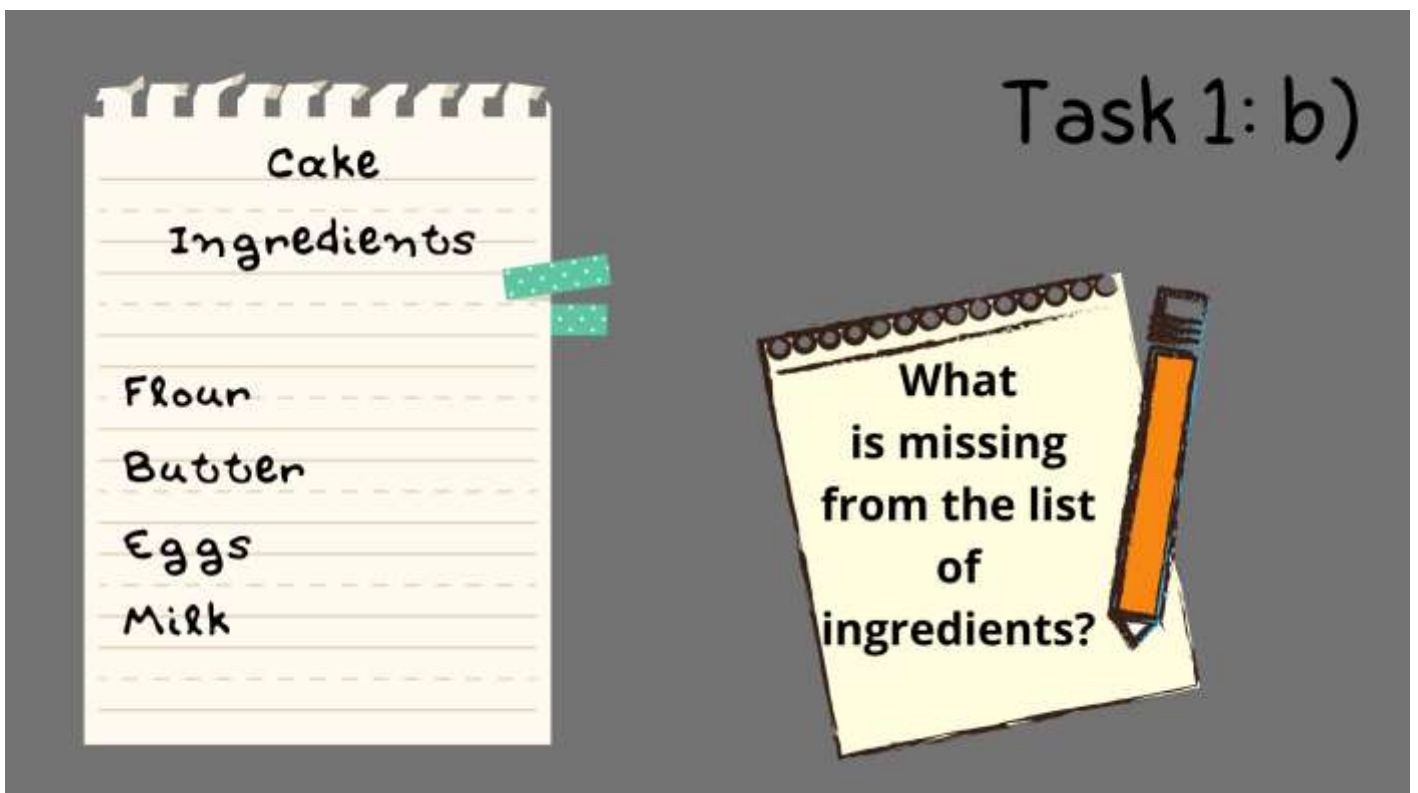
During the film children will be asked to complete the following tasks



Task 1: a)

Cake
Ingredients

What ingredients do you need to bake a cake?




Task 1: b)

Cake
Ingredients

Flour
Butter
Eggs
Milk


What is missing from the list of ingredients?

Do you think the wolf looks friendly or threatening?
How would you feel if Alexander T Wolf was at your door?



Task 2

Take a closer look at these photographs



Task 3

What does Guilty and Not Guilty mean?



Task 4

Table of Evidence

What?	Guilty / Not Guilty?	Why?
Cup	Not Guilty	He needed it to borrow sugar

You can list exhibits, things you hear and CCTV footage

Task 5

1. What type of cake were you going to bake?

2.

3.

Think of 3 questions for the Wolf

Task 6



Task 7

The Verdict



Match the Pig

Draw a line from the pig to the correct house



Match the words to the Character

Draw a line from the correct character to what they say



I don't think I've heard such a harrowing tale since The Three Billy Goats Gruff



Well he said he wanted a cup of sugar but he must think I was born yesterday!



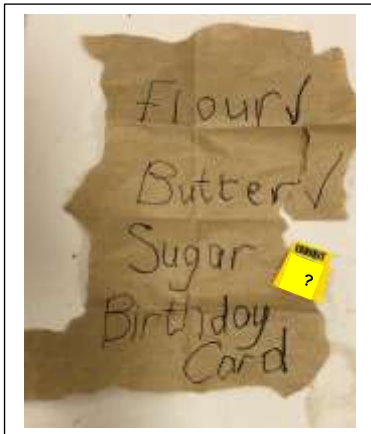
I swear to tell the truth, the whole truth and nothing but the truth so help me Fairy Godmother



I did think the wolf was like any normal wolf, you know, bright eyed, bushy tailed?

Match the Evidence

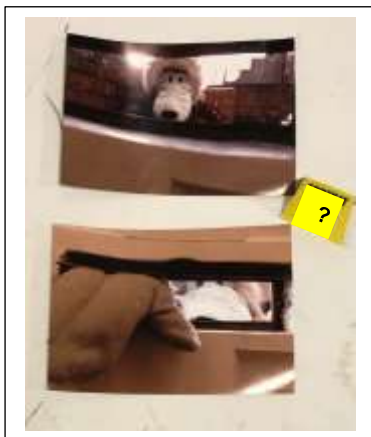
Draw a line from the evidence to the correct Exhibit



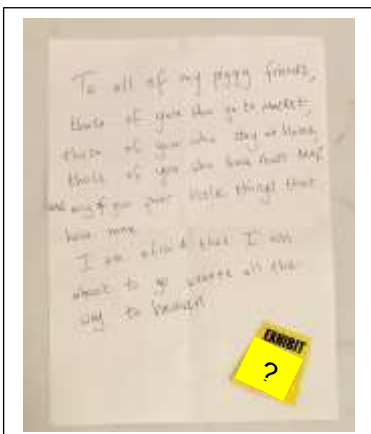
**Exhibit
C**



**Exhibit
D**



**Exhibit
B**



**Exhibit
A**



Judge Chief's Court Room

What do these words mean...?

Jury

Judge

Accused

Witness

Evidence

Innocent

Bake Grandma a Birthday Cake

You will need an adult with you!

Ingredients:

Sugar
Butter
4 Eggs
Self Raising Flour
Baking Powder
Milk
Icing Sugar
Vanilla Extract
Jam

- Heat oven to 190C/fan 170C/gas 5. Butter two 20cm sandwich tins and line with non-stick baking paper.
- In a **large bowl**, **beat** 200g caster sugar, 200g softened butter, 4 beaten eggs, 200g self-raising flour, 1 tsp baking powder and 2 tbsp milk together until you have a smooth, soft batter.
- Divide the mixture between the tins, smooth the surface with a **spatula** or the back of a spoon.
- Bake for about 20 mins until golden and the cake springs back when pressed.
- Turn onto a **cooling rack** and leave to cool completely.
- To make the filling, beat the 100g softened butter until smooth and creamy, then gradually beat in 140g sifted icing sugar and a drop of vanilla extract (if you're using it).
- **Spread** the buttercream over the bottom of one of the sponges. Top it with 170g strawberry jam and sandwich the second sponge on top.
- Dust with a little icing sugar before serving. Keep in an **airtight container** and eat within 2 days.



Judge Chief uses her name to describe herself...

She says she is –

Clever, Honourable, Intelligent, Excellent, Fantastic

Can you create an acrostic poem using the letters from your name?

Write your name down the side in the boxes and see if you can think of words that describe you that begin with those letters. If your name is longer just do it on the back of this sheet!

.....

.....

.....

.....

.....

.....

.....

Court Room Artist



Courtroom Sketch Artists have to quickly capture a moment on paper, trying to make the people look as realistic as possible. Sketches are often sold to television stations and newspapers as they are not allowed in the courtroom.

Imagine you are a Courtroom Sketch Artist –
Try copying this image



In some countries (including the United Kingdom) courtroom artists are not permitted to sketch proceedings while in court and must create sketches from memory or notes after leaving the courtroom.

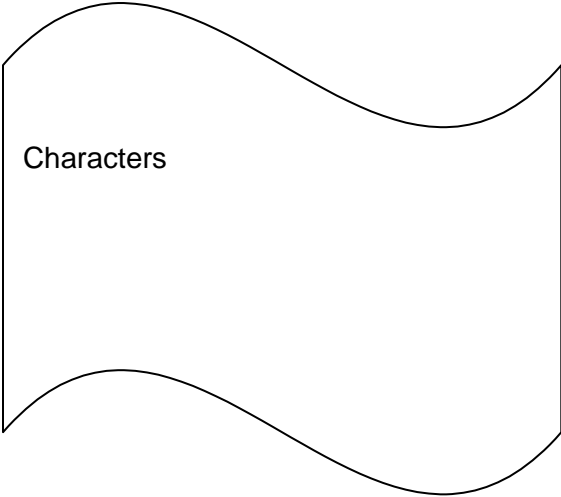


Now try and memorise this image then cover it and see how well you can sketch it

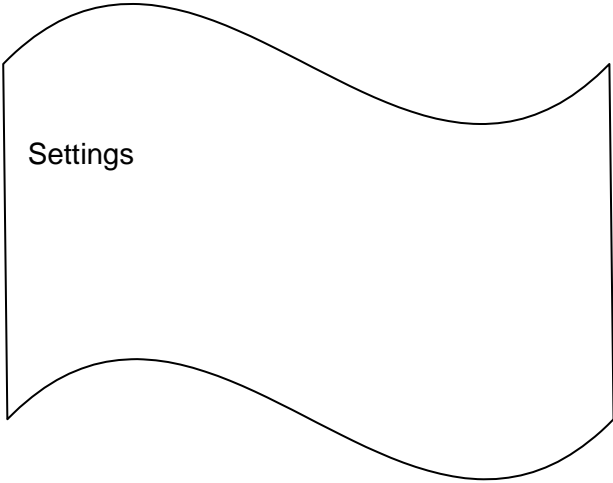


Can you retell the Wolf's version of the story?

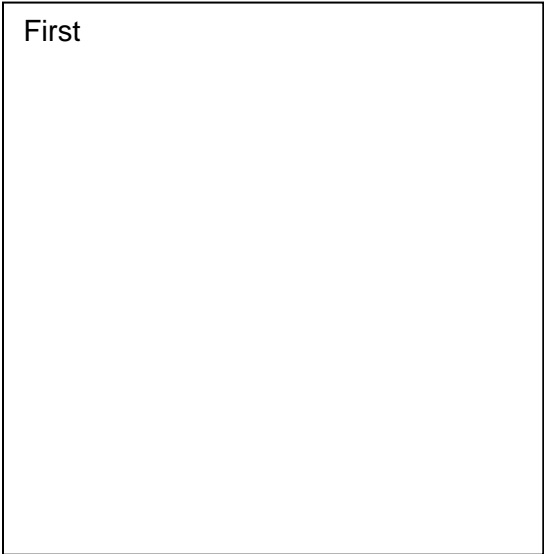
Characters



Settings



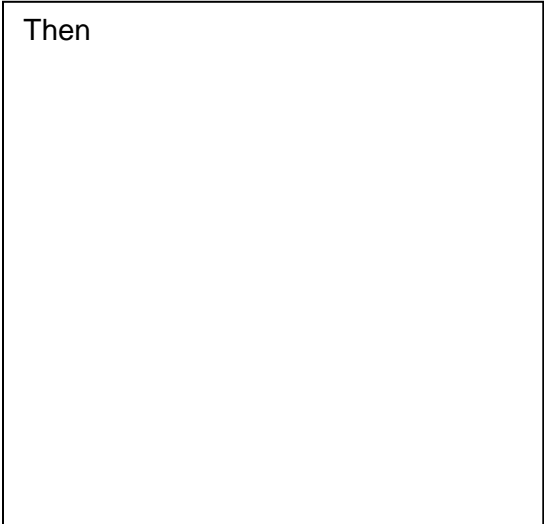
First



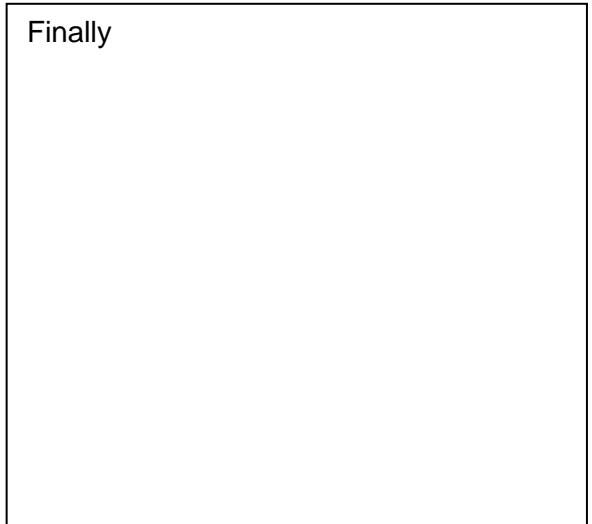
Next



Then



Finally



WANTED!

Can you design a **WANTED** poster to help the police find the Wolf?

Think about what information you will need -

What does he look like? What was he wearing?

Where was he last seen?

Draw a picture and instruct people about what they should do if they see him?



What is an Alibi?

An **alibi** is a story provided by someone in court to help prove that he or she was with the Accused at the time the alleged crime was committed.

Can you create a character that could provide The Wolf with an Alibi?

Create a character profile for them -

Name:

Age:.....

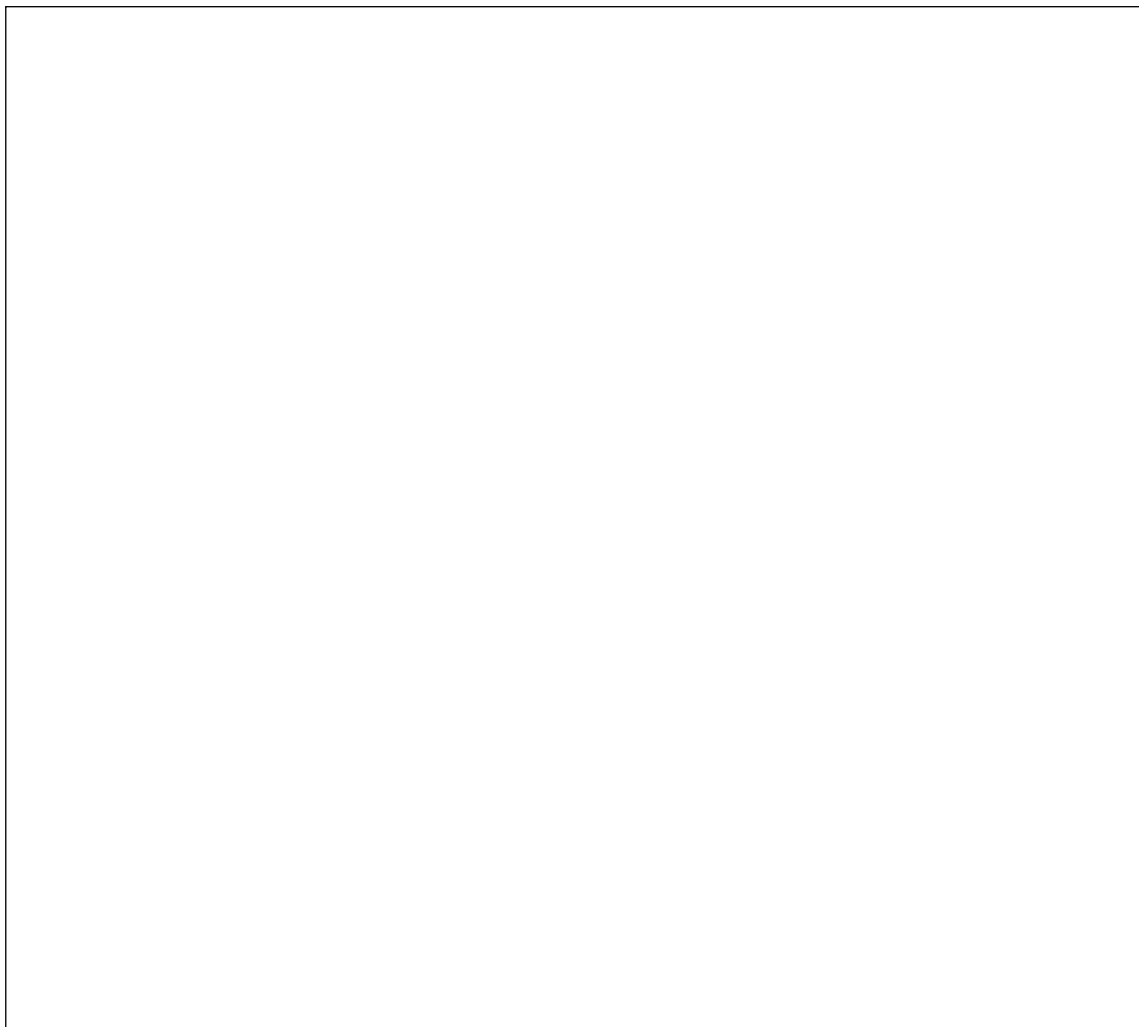
Job:

How do they know the Wolf?.....

What were they doing with the Wolf on 19 January?

.....
.....
.....

What do they look like? (Draw a picture)



News!

Imagine you are the first journalist on the scene of either The House of Straw, Sticks or Bricks. It is your job to report this top news story.

Design the front cover of the newspaper using the template below. You will need to think about the following:

- The name of the Newspaper
- A headline for the story (this is like a title)
- Any quotes used from characters in the story?
- What pictures are included?

The template consists of several distinct sections for design:

- A wide, empty rectangular box at the top, intended for the newspaper's name.
- A large empty square box on the left side, intended for a main image or illustration.
- A series of horizontal lines to the right of the square box, intended for a headline or sub-headline.
- A series of horizontal lines below the square box, intended for the main body of the news story.
- A large empty rectangular box on the right side, intended for a secondary image or graphic.
- A series of horizontal lines to the left of the right-side box, intended for a quote or a secondary headline.
- A large empty square box at the bottom left, intended for another image or illustration.
- A series of horizontal lines to the right of the bottom square box, intended for a final headline or sub-headline.

Piggy Drama

Write a script to show a conversation between the First, Second and Third little pig. Think about how their personalities might be different. Who is the most clever? Who will be the shyest? Who will be the strongest?

You could try starting your discussion with the 3 pigs talking about the Wolf and beginning your scene with 'Have you heard the news....?'

Write up your discussion as a script deciding where this would take place and what the pigs would be doing.

Here is what a script looks like –

Judge: Name

Wolf: Oh what's the point? Nobody's ever bothered to listen to my side of the story, so why is today any different?

Judge: I said NAME!

Wolf: Wolf, Alexander T. Wolf

Judge: Address?

Wolf: The Scary Shack, Creepy Road, Fang Town. BAD 123

Judge: And who will be representing you today?

Wolf: Well we errr, my errr solicitor, we err, didn't exactly see eye to eye, so err, well you can't trust anyone round here. So you'll hear the REAL story today straight from the horse's, well err, the wolf's, mouth.

Judge: And do you plead guilty or not guilty to murdering two of the three little pigs? And plotting to kill the third?

Wolf: Hey, it's not my fault wolves eat cute little animals. That's just the way we are (To audience) If cheeseburgers were cute, folks would probably think you were big and bad too!

Try reading your script aloud and think about how you can change your voice to make it more interesting

Points of view

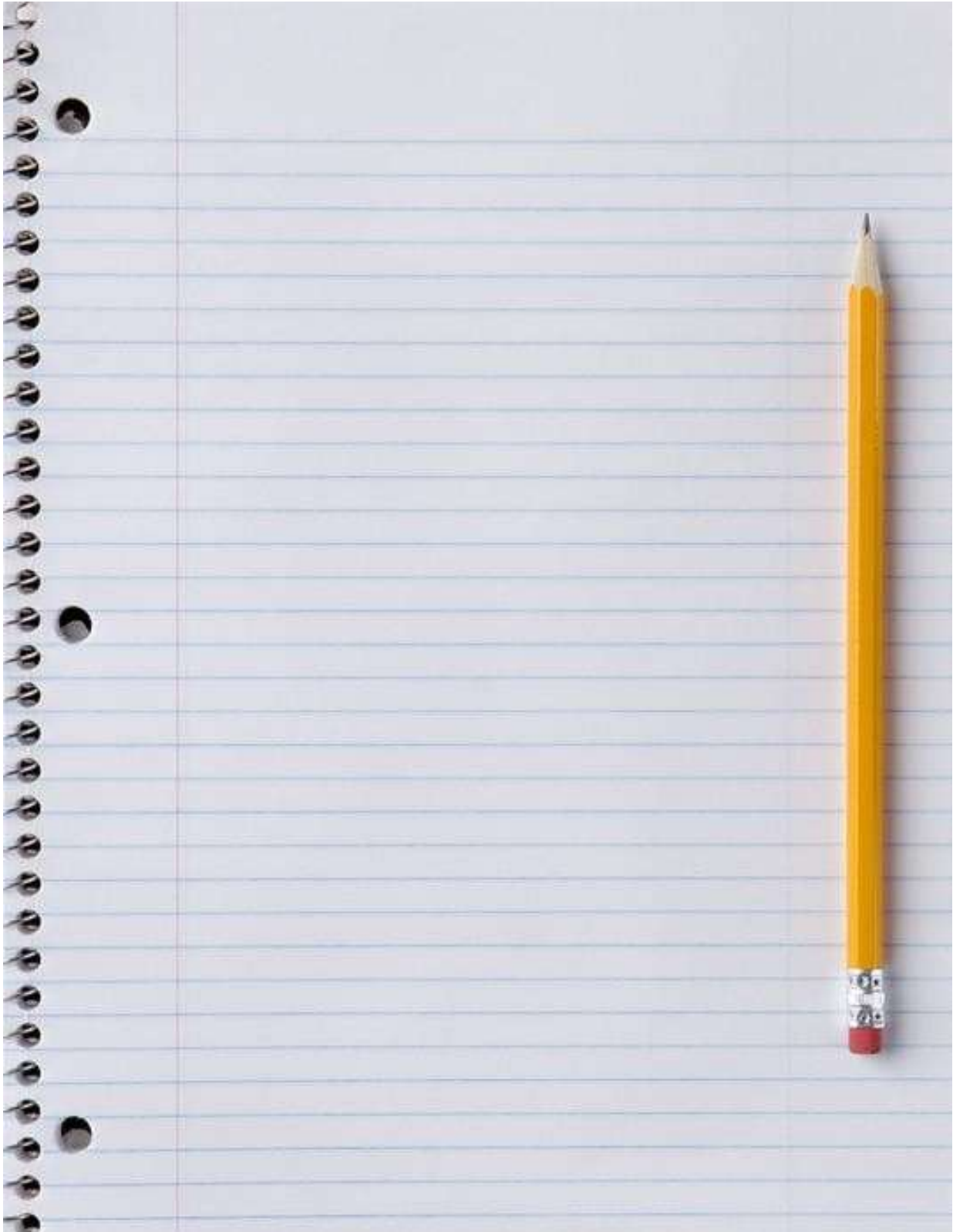
Can you think carefully about each character's point of view and write a persuasive argument as each character describing what happened?

Event	Pig's point of view	Wolf's point of view
Example – Something they'd heard	<i>The Wolf kidnapped a pig once from the farm on the top of the hill</i>	<i>The pigs make up stories about wolves and tell the newspapers and the police so that we look bad and get into trouble</i>
A past event as neighbours		
Straw house falls and first pig dies		
Stick house falls and second pig dies		
Wolf visits the Brick house		
Wolf is arrested		

The Wolf writes a letter...

The Wolf is given the chance to write someone a letter whilst he is being held at Fang Town Police Station. Who would this be to and what would he say?

Imagine you are the Wolf. What will you write...?



What can you remember?

Try and answer the questions below about what you have already learnt about the author.

(Info provided on Page 5 / Answers on Page 29)

1. What is the name of the book that Wolf on Trial is based on?
2. The author's surname is Polish. Can you remember what it is?
3. What year was he born. Bonus point, how old is he now?
4. How many brothers did he have?
5. Where did he study Fictional Writing?
6. Can you name at least one other job he had before he was a writer?
7. What was the name of his autobiography?
8. What is an autobiography?
9. Where did he say his inspiration for writing came from?
10. How many children does he have?
11. According to the author: he writes books because he
 - a) loves to make kids laugh
 - b) gets bored a lot
 - c) lost his job as a painter
12. True or False? His Time Warp Trip series was made into a Radio show?
13. In what year was he named the nation's first National Ambassador for Young People's Literature?
14. Scieszka has written or helped to write over –
 - a) 5 books
 - b) 50 books
 - c) 500 books
15. How many awards has he won for his books?

KS1 Teachers: You may want to simplify some of these questions and answer them as a whole class rather than individually and/or pick just 3 questions you feel your class may be able to answer and ask them to draw a simple picture rather than write the answer.

KS1 Lesson Plan (60 minutes)

TIME	SECTION	CREATIVE ACTIVITIES
5 mins	Intro	In a circle – Facilitator introduction Discuss – what did we think of the performance? Who voted Guilty / Not Guilty? Why?
15 mins	Creating Characters	Put on our story suits (Facilitator leads the actions and sound effects) – Find it underneath your shoe. It's very small. Find a bicycle pump behind your ear and blow it up, then put it on. Do this first with the jacket then the trousers. Which character from the story are you? Make your body look like them. Whisper their words into your hands. Next, move around the space as that character. Followed by interacting with other characters. What might you say to them?
15 mins	999 Call	You are going to imagine you are the Third Little Pig making the 999 call to the Police when the wolf is outside their door. Teacher in role as Police Officer. Give child imitation phone (if one available) Teacher wears police hat. Police officer asks the Pig – Who is there, Where are they, What is happening? Ask them to describe what the wolf looks like. Next ask pairs to have a go in the middle of the circle. They too, can use the props. If time allows repeat exercise but have the Boots Shop Assistant making the 999 call. Discuss first - What might they have noticed that is important?
20 mins	Crime Scene Investigators	Children pack their bags before they go to the scene of the crime. What do they need with them? Teacher in role as Detective. Children follow their lead - When they get to the Third Little Pigs House of Bricks, what do they see? e.g claw marks, footprints, tissues... Next they go to the Police Station and report back their findings. Facilitator announces the bad news that the wolf has escaped! Discuss how he might have done this? Volunteers create a still image of the moment in the centre of the circle. Try various versions if time allows.
5 mins	Plenary	Ask for feedback from the group. Praise what they have achieved in the workshop. Discuss what we have enjoyed? Have they done anything new today that they hadn't done before?

KS2 Lesson Plan (60 minutes)

TIME	SECTION	CREATIVE ACTIVITIES
5 mins	Introduction	<p>In a circle – Facilitator introduction. Discuss what they thought of the performance. Did they vote Guilty / Not Guilty – why?</p> <p>We are going to do a Drama workshop. What does that mean?</p> <p>We are going to need to listen and follow instructions. Establish Silence Call – You say: Big Bad / They respond: Wolf</p>
10 mins	Characters from the Story	<p>Move around the space (Start off as stop / go / jump / clap) Ask children to be in 'neutral' – this means we are not interacting with anyone else.</p> <p>Ask them to remind you of the characters that featured in the story. Discuss words to describe that character then move around in role. Think about facial expression, the pace they move, posture etc. Try to use at least three of the following examples -</p> <p>Wolf One of the pigs Granny Judge PC Good-doer</p> <p>Ext- Add gestures, actions and dialogue to further develop. Designate a variety of roles to different children. Explore how these characters would interact.</p>
15 mins	Eye Witness Accounts	<p>Back in a circle. Discuss - what is a witness? Someone who saw something important to our story</p> <p>Who could be relevant witnesses for the events we heard about? They may be a neighbour, a shopkeeper...</p> <p>Think about what questions we might ask? What, where and when...</p> <p>Ask for volunteers to show example.</p> <p>In pairs – A is the Witness and B is a Police Officer. Gather back together and show some examples. If these witnesses were real would they support the Wolf being guilty or not guilty?</p>
15 mins	Still Images of Key Moments	<p>Ask 2 pairs to join together to make groups of 4. What is a freeze frame? Show me – eating your breakfast, at a football match, waiting for a bus in the rain.</p>

		<p>In groups create a still image of –</p> <p>The arrest The police station The Wolf trying to escape</p> <p>If time allows – show back</p> <p>Ext – Add movement Add sound / dialogue</p>
10 mins	Hot seating	<p>Imagine we are journalists trying to collect information to write an article about what has happened. Who might we like to question? Ask for a volunteer to sit in the hot seat and the rest of the children to create an audience.</p> <p>Direct the children as they ask the character questions. The child in the hot seat must stay in role as they answer.</p> <p>If time allows, question more than one character from the story.</p>
5 mins	Plenary	<p>Ask for feedback from the group. Praise what they have achieved in the workshop. Discuss what we have enjoyed? Have they done anything new today that they hadn't done before?</p>

Quiz Answers

1. The True Story of the 3 Little Pigs
2. Scieszka
3. 1954, he would be 66
4. Five
5. Columbia University
6. Teacher, wrote for magazines and painted apartments
7. Knucklehead
8. A book about the author
9. The "strange things" that happened to him while growing up with his brothers
10. Two
11. a) loves to make kids laugh
12. False. It was made into a television show
13. 2008
14. a) 50 books
15. 32

ABOUT BIGFOOT

Bigfoot is a thriving independent arts education company that delivers nationwide. We dedicate ourselves to providing schools and organisations with unique programmes that creatively enrich and extend the national curriculum. We believe that children and teachers become more inspired and motivated through creative expression which consequently helps to raise standards of learning and teaching within schools.

Our programmes are designed to help children and teachers learn in a fun and expressive way. We aim to develop speaking and listening skills, teamwork, cooperation and communication whilst giving young people confidence in their own ideas and abilities. We have developed schemes of work for most areas of the key stage one and two curriculum, whilst our secondary programmes help raise standards in GCSE & A Level Drama, Gifted and Talented provision, key skills development and enriching school citizenship programmes. Equally important is our ability to listen to schools and organisations specific needs in order to tailor-make bespoke programmes.

In addition to work within schools, Bigfoot boasts exciting performing arts summer schools, part time performing arts courses and specialist programmes. These projects help children realise their full potential as individuals, developing key life skills and performance skills through the use of 'devising' techniques, where participants contribute their own creative ideas and experiences to their work giving them ownership and helping them to focus on team work and problem solving.

Some of Bigfoot's core programmes include:

Bigfoot Creative Residency's- PPA Cover

Using specially trained drama, dance, music and art practitioners to work within your school covering PPA time, working with small groups, assisting your class teachers, running assemblies and directing productions! Creative techniques such as improvisation, storytelling, theatre exercises and devising techniques are employed to enrich and extend the curriculum.

Curriculum Enrichment Programmes

A range of school programmes which explore the curriculum imaginatively are available throughout the year. Programmes include Creative Literacy, Black History Month, Transition, Anti Bullying and Promoting Positive Relationships, Safer Internet, Healthy Living, British Values & UNCRC, Gender Stereotypes and Mental Health and Wellbeing.

Bigfoot Youth Theatre

Our community of youth theatres inspire creativity whilst encouraging the development of speaking, listening and responding, group discussion, interaction and drama.

PSHE & Citizenship Programmes for KS3, KS4 and Post 16

Providing young people with a creative forum where they can confront sensitive and controversial issues allowing them to develop a greater understanding of the world and community in which we live.

Creative Approach

Creative INSET programme for schools whereby teachers learn new ways to in which to engage with their students, by developing a creative approach' to teaching and learning inspired through drama.

Buzz Days (Supply Cover and Hook Days)

We are the 'go to' company for many Primary schools to cover their teacher absences, whether ad-hoc, planned or unplanned. Whatever the reason, teachers know that when our Bigfooters enter the classroom, something magical will start to happen!

Some schools use us to launch a curriculum topic at the start of term in order to get their children ‘buzzed up’ and ready to learn. Others contact us to book one off days that will cover a class teacher’s absence, and many use us at the end of term as a special treat to say a big ‘well done-go and have some creative fun!’ The bottom line is, you can book a Creative Buzz Day any time; think of it as Creativity on Tap!

Our facilitators

Bigfoot trains professional theatre practitioners as ‘educators’ who work with young people in a variety of different settings. We work with actors, directors, designers, dancers, choreographers, musicians, circus specialists, physical theatre practitioners, designers, and poets! All Bigfoot facilitators attend our compulsory three day training course once fully vetted and CRB checked. We monitor and assess our facilitators and evaluate all of our programmes thoroughly to ensure the highest quality of provision.

