



THE MALIGNED WOLF

PROCEDURE:

Stories and discussion:

1. Read or tell the class the story of "Little Red Riding Hood".
2. Ask the class:
What happened?
How did you feel about Red Riding Hood?
How did you feel about the wolf?
3. Read or tell the class the story of "The Maligned Wolf."



OBJECTIVES:

The students will:

- Understand that there are two sides to every story
- Appreciate the importance of hearing both sides.

MATERIALS:

- A copy of "The Maligned Wolf"
 - A copy of "Little Red Riding Hood"
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**DISCUSSION
QUESTIONS:**

DISCUSSION QUESTIONS

How is this different from the story of Little Red Riding Hood?

How is it the same?

How did you feel about the wolf when you heard Little Red Riding Hood's story?

Now that you've heard the wolf's story, how do you feel about the wolf?

How did you feel about Little Red Riding Hood before you heard this story?

How do you feel about Little Red Riding Hood now?

**OTHER ITEMS /
HELPFUL HINTS:**

NOTES:**Small group work:**

Assign students to work with a partner or in a small group to think of another fairy tale in which one party seems totally right and the other totally wrong. Ask them to retell the story from the other party's viewpoint. They might choose the witch in Hansel and Gretel, the giant in Jack and the Bean-stalk, the wolf in the Three Little Pigs, etc.

Closure:

Tomorrow you will have a chance to tell us the story you worked on today. Sometimes we only hear one side of the story. In real life, as in fairy tales, we understand conflicts better if we hear both points of view.

THE MALIGNED WOLF

The forest was my home. I lived there, and I cared about it. I tried to keep it neat and clean.

Then one sunny day, while I was cleaning up some garbage a camper had left behind, I heard footsteps. I leaped behind a tree and saw a little girl coming down the trail carrying a basket. I was suspicious of this little girl right away because she was dressed funny - all in red, and her head covered up as if she didn't want people to know who she was. Naturally, I stopped to check her out. I asked who she was, where she was going, where she had come from, and all that. She gave me a song and dance about going to her grandmother's house with a basket of lunch. She appeared to be a basically honest person, but she was in my forest, and she certainly looked suspicious with that strange getup of hers. So I decided to teach her just how serious it is to prance through the forest unannounced and dressed funny.

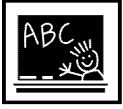
I let her go on her way, but I ran ahead to her grandmother's house. When I saw that nice old woman, I explained my problem and she agreed that her granddaughter needed to learn a lesson all right. The old woman agreed to stay out of sight until I called her. Actually, she hid under the bed.

When the girl arrived, I invited her into the bedroom where I was in the bed, dressed like the grandmother. The girl came in all rosy-cheeked and said something nasty about my big ears. I've been insulted before so I made the best of it by suggesting that my big ears would help me to hear better. Now, what I meant was that I liked her and wanted to pay close attention to what she was saying. But she made another insulting crack about my bulging eyes. Now you can see how I was beginning to feel about this girl who put on such a nice front, but was apparently a very nasty person. Still, I've made it a policy to turn the other cheek, so I told her that my big eyes helped me to see her better.

Now let's face it - no wolf could ever eat a little girl - everyone knows that - but that crazy girl started running around the house screaming - me chasing her to calm her down. I'd taken off the grandmother's clothes, but that only seemed to make it worse. All of a sudden the door came crashing open, and a big lumberjack is standing there with his ax. I looked at him, and all of the sudden it came clear that I was in trouble. There was an open window behind me and out I went.

I'd like to say that was the end of it. But that Grandmother character never did tell my side of the story. Before long the word got around that I was mean, nasty guy. Everybody started avoiding me. I don't know about that little girl with the funny red outfit, but I didn't live happily ever after.

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THE WOLF'S CHICKEN STEW

by Keiko Kasza

SYNOPSIS:

A hungry wolf has a craving for chicken stew. He sets out to find a chicken but when he spots one he decides he should fatten the chicken before he kills it. The wolf bakes for the chicken, dreaming about how good it will be when he fattens it up. Finally, when he thinks the chicken is sufficiently fat, he goes to capture the chicken at her house. He is surprised when she opens the door and welcomes him. Her chicks greet him with kisses, thanking him for all the food he has left at the house. The chicken makes dinner for the wolf and he leaves thinking about what he can make next for the chicks.

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OBJECTIVES:

The students will enhance understanding of making choices in conflict situations through interpretation and discussion of *The Wolf's Chicken Stew*.

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PROCEDURE:

1. Stop reading at the point of conflict and ask,

- What is the conflict?*
- How do you think it will be resolved?*
- How would you resolve it?*

2. Finish reading the story. Ask,

- How was the conflict resolved?*
- Was it like or unlike our suggestion?*
- Was it an effective, win-win resolution?*
- What would you have done differently?*

3. If the resolution present is really terrible, have the students write new endings and display them on the bulletin board. How conflicts are handled in books and how teachers in turn handle those books is a sensitive issue. There is a big difference between discussing alternative endings with kids and changing the end of a book yourself. The former is an exercise in creativity and critical thinking; the latter could be seen as censorship. If there are issues that disturb a teacher, it seems better to confront the issues with the children. For example, if a book is sexist, the teacher could have the

MATERIALS:

Copies of *The Wolf's Chicken Stew*

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