

WOLVES ^{NOT} WILL ^{BE} WOLVES

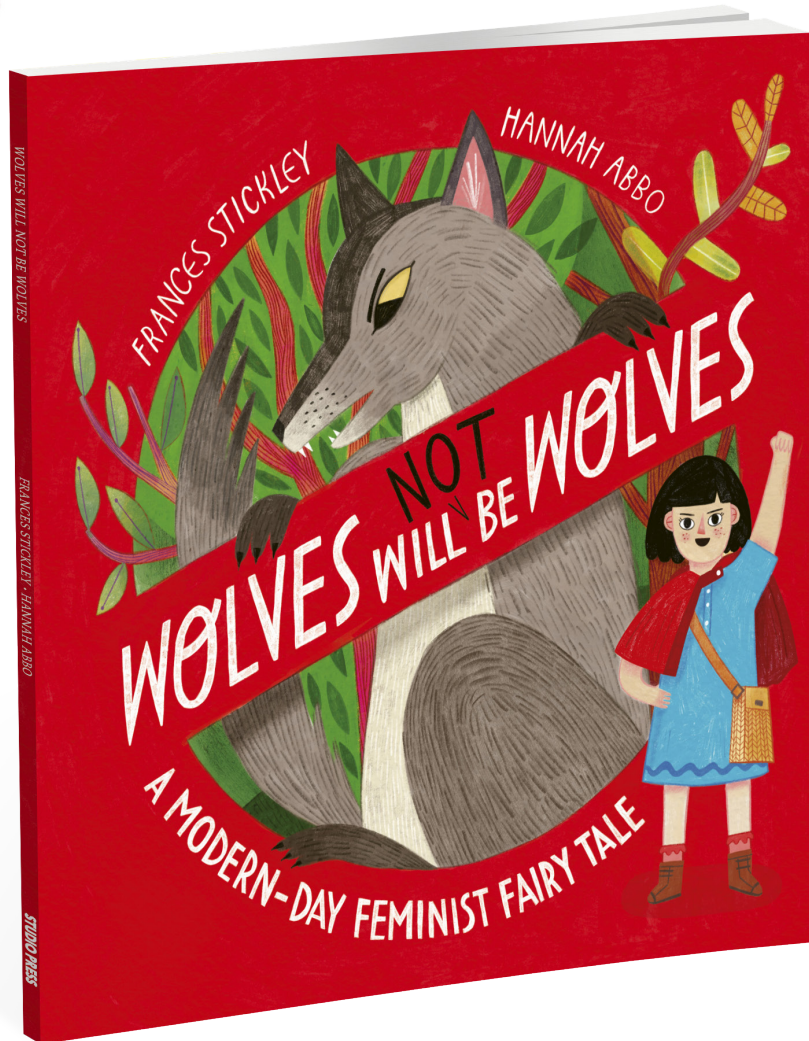
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ACTIVITIES FOR KSI / KS2
TEACHERS AND LIBRARIANS

EXPLORE THEMES OF:

- Victim-shaming: Ideas of blame
- Apportioning responsibility: Ideas of fault
- The concept of power
- Rules as tools of oppression
- Gendered expectations
- Toxic masculinity: Boys will be boys

For Ages 5+



FOREGROUNDING:

An appropriate context for this book might be during learning on Traditional Tales and creative writing units with a strong cross-curricular relationship to PSED, PSHE (KS1), Citizenship and RSE (KS2).

Fractured fairytales in particular at Key Stage 2 would open up opportunities for a lot of the content in this pack.

PSHE ACTIVITY: WHOSE FAULT IS IT?

Use social scripts that look at simple, age-appropriate situations and ask the children to discuss 'who is responsible'?

For example:

- Tom leaves his favourite toy out on the table.
- Anna puts her favourite toy in her drawer.
- Sam takes Tom's toy to keep for himself.

Who is to blame for the toy going missing?

Potential debrief: Children might typically suggest that Tom is at fault for not being careful with his things. Indeed, in a situation where toys get lost or broken without someone else's willful involvement, it would make sense to encourage Tom to change his behaviour. But here, Sam is the one at fault.

Tom should be able to leave his toy on full view because Sam knows right from wrong. Only Sam is responsible for **his** actions.

PSHE ACTIVITY: WHOSE FAULT IS IT? CONTINUED...

What if Sam had said, “I’m going to take your toy if you don’t put it away?”

Who is to blame now when Sam takes Tom’s toy?

Discussion: Even if someone tells you that they’re going to do something that you believe is wrong, it is still their responsibility as to what they do. If someone says something like this, they are making a threat. A threat is a way that people try to share the responsibility for their bad choice, but it doesn’t change who is responsible for their actions.

Other points for discussion

- What if Tom had taken Sam’s toy first?
- What if Sam didn’t know right from wrong?
 - What if Sam were a baby?

Takeaway: If another person does a bad thing to you, they are responsible for **their** actions. It is not your fault no matter what else has happened. You are only responsible for what you do, you are not responsible for how other people react to that.

FOLLOWING THE RULES: POINTS FOR DISCUSSION

Rules can be tricky. As children, we're always encouraged to follow the rules. But some people make rules to **CONTROL** other people rather than to keep everybody safe.

No matter if you're a child or an adult, you can – and you should – ask if a rule is a good rule or a bad rule.

- Which rules are good?
- What do think it means to be good?

Being good often means being fair. We can feel the warmth inside ourselves when we know that we've done something good. But sometimes, being good is seen as the same as **doing what you're told**. But what if someone is telling us to do something that we feel is wrong? Is it **good** to follow that rule?

Rules are often there to keep us safe. Stay on the path would be a very important rule for Little Red if there were a rushing river on the other side! But what if the rules limit our freedom? Rapunzel followed a rule never to leave the tower, but was that to keep her safe? Or was it to keep her trapped?

FOLLOWING THE RULES: ACTIVITY

Can you think of 3 rules that are very important to you – rules that are fair **and** keep you safe?

1

2

3

FAIRYTALE FIX: ACTIVITY

Is it fair that the Big Bad Wolf isn't expected to follow any rules, when Little Red has lots to follow? After all, the Big Bad Wolf is the one making all the wrong choices.

Can you reshape these rules for Little Red so that they're Rules for the Big Bad Wolf, instead?

The first few have been filled in to get you started.

RULES FOR LITTLE RED	RULES FOR THE WOLF
Don't walk in the dark	Leave Little Red alone if she's out at night. Don't eat her.
Stay on the path in case you get lost	Leave Little Red alone if she's enjoying the woods. Don't eat her.
Don't speak to wolves	Be polite. Make small talk. Don't eat Little Red.
Don't walk alone	
Hide in your hood	
Ask the Bears to be your bodyguards	
Don't pick the flowers	

FAIRYTALE FIX CONTINUED

Can you think of 3 rules that are very important to you – rules that are fair **and** keep you safe?

Discussion:

You've probably discovered that all of the different rules for Little Red can be replaced with just one rule for the Big Bad Wolf (don't eat Little Red!), which just goes to show that it's up to the **person responsible for making a bad choice to change their behaviour**. After all, even if Little Red followed all of her rules, it wouldn't do a thing to change the wolf's behaviour!

- If Little Red decided not to follow any of the rules and she was gobbled up by the wolf, ***whose fault would it be?*** (refer back to page 3)

WHAT IS POWER?

Rules are often made by people that hold a lot of power, to keep people safe and tell them what to do. That might mean that they're the leader of a country, like a King or a Queen or a Prime Minister. It might mean that they're very important in different places such as churches or in the police force, or it might just mean the grown-ups in your family. We trust these people to keep us safe and that's why we follow their rules.

You might think that a good rule is one that everybody follows. But historically, this hasn't always been true. Sometimes, it takes one very special brave person to challenge a bad rule and break it for good.

TEACHER DISCUSSION: Using figures such as Rosa Parks, Emmeline Pankhurst and Harriet Tubman as a springboard, discuss different heroes who have challenged the status quo. There might be more local examples or heroes especially relevant to your community.

HOW TO CHALLENGE A RULE

Because rules are so often made by people in power, it can be frightening to ask if it's a rule you should follow. But there are ways to challenge rules that you don't agree with **in a safe way**.

- Speak to a grown-up that you trust
 - Write a letter to the appropriate people
 - Join a march or a safe protest with a trusted adult
 - Join up with a group of others who feel the same way
- Challenge with **kindness** (you might, for instance, challenge rules around limiting safe passage for refugees by linking with a charity that provides clothes and food to refugees).
- Be an ally. If there are people hurt by the rule, show them that they have your support.
 - Never lose faith just because a rule is very popular if **you** believe it to be unfair.

*Can you think of any other ways to challenge or change an unfair rule **in a safe way**?*

PSED/ PSHE ACTIVITY: CIRCLE TIME AND TALKING TABLE PROMPTS



- Have you ever been blamed for something that wasn't your fault? How did it make you feel?
- Have you ever felt a rule was unfair? What did you do?
 - What do you think makes a good rule?

What do you think it means "to feel free"?

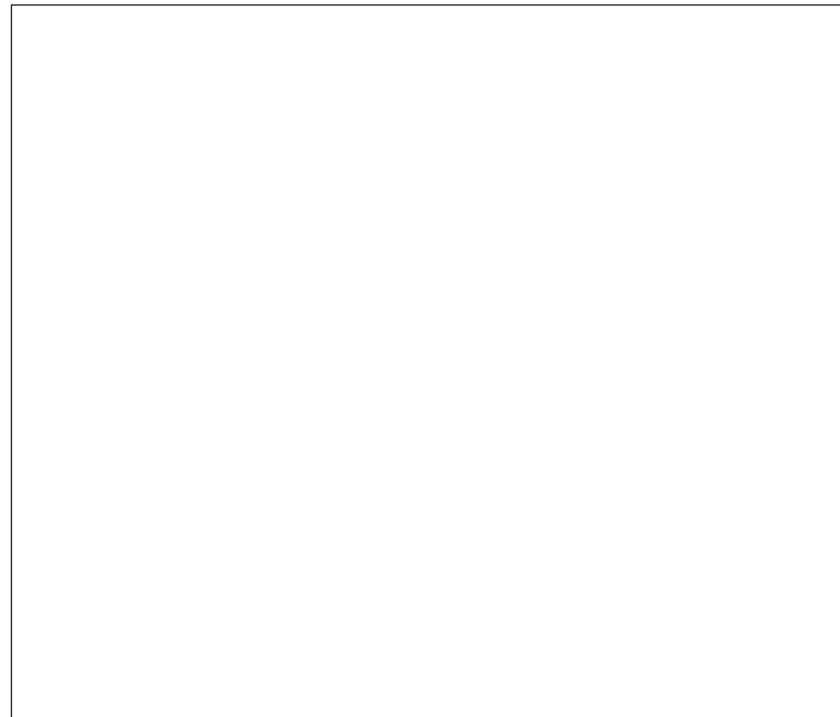


ACTIVITY: CREATE A WANTED POSTER FOR THE BIG BAD WOLF

WANTED

Don't forget to tell everyone exactly what he's done wrong and which rules he's broken.

You could even use the illustrations from *Wolves will (not) be Wolves* to inspire you!



BOYS WILL BE BOYS

Have you ever heard the phrase 'boys will be boys'? What do you think it means?

In the past, people had a very fixed idea about what a boy should be and what a girl should be. These ideas have sometimes proved very harmful for both boys and girls; it can be difficult growing up with people telling you how you should behave based on whether you're a boy or a girl.

- How does this phrase make you feel as a girl/boy?
- What kinds of adjectives have you heard to describe how 'boys will be boys'?

Let's have a go at rewriting this rule. Can you think of three adjectives to fit with the phrase 'boys will be boys' that better suit your personality? Or the personality of boys and men that you know? Maybe we can do the same with 'girls will be girls'?

Boys will be boys! Graceful, sensitive, funny.

Girls will be girls! Brave, assertive, messy!

Or better yet, 'People will be people. Kind, considerate and respectful.'

GENDER MASH-UP

A CREATIVE WRITING EXERCISE

- Make a list of adjectives that you've heard people use about boys.
- Now, make a list of adjectives that you've heard people use about girls.
 - Cut them up and mix them all around.
- Now randomly choose 5 or more of those words to create a profile for a new character as a springboard for an exciting story!

EMOTIONAL	STRONG	NURTURING	NAUGHTY	BRAVE

ACTIVITY: DESIGN A SIGN

There are some wonderful placards and signs in this book.

Can you design some signs for protest against the wolf? What rules do you think he should follow from now on?

You might want to think about Little Red, but you could also make a sign from another character's point of view. For example, the Three Little Pigs might be keen to encourage the wolf not to blow down houses anymore.

