Folktale Directors - Create Your Own Skit
Grades 1–2

Objectives:

1. Students will portray a character from a story using their body (i.e., pantomime) and voice (i.e., projection, tone, diction, rate, pitch).
2. Students will use body and voice to communicate character traits and emotions in a guided drama experience.
3. Students will collaborate with actors to bring their short scene or monologue to life.
4. Students will evaluate and critique ideas and concepts interactively through listening and speaking.
5. Students will demonstrate artistic discipline to sustain their character choices throughout the entire performance.

Materials:

- Copies or summaries of the following folktales:
    - *The Three Little Pigs*
    - *The Three Billy Goats Gruff*
    - *Goldilocks and the Three Bears*
- Chart paper or notebook paper
- Pencils
- Simple costume pieces or props (optional):
    - scarves
    - animal ears
    - baskets
    - paper masks
- Open classroom space for rehearsal and performance

Directions:

- Begin by telling students they will soon attend the Gaillard Center performance of *Billy Goats Gruff and Other Tales.*
- Explain: “In this performance, the performers will bring classic folktales to life using acting, movement, storytelling, and imagination. Today, you will become playwrights and actors by creating your own folktale skit.”
- Discuss:
    - What is a folktale?
    - What makes folktales fun to perform?
    - What characters do we often see in folktales?

- Explain that actors use the following to tell a story on stage:
    - Voice
    - Facial expressions
    - Movement
    - Gestures
    - Dialogue
- Take a moment to discuss each of the three folktales and their respective morals or lessons with students.
    - ***The Three Little Pigs***: Three pigs each build a house using straw, sticks, and bricks. When a wolf tries to blow the houses down, the pigs discover that careful planning and hard work matter.
        - Read
        - Watch/listen
    - ***The Three Billy Goats Gruff***: Three goats want to cross a bridge to reach greener grass on the other side. Under the bridge lives a grumpy troll who threatens to eat anyone who tries to cross.
        - Read
        - Watch/listen
    - ***Goldilocks and the Three Bears***: A curious girl named Goldilocks wanders into the home of three bears. Inside the house she explores bowls of porridge, chairs, and beds. Goldilocks learns that some things can be too big, too small, too hot, or too cold before finally finding things that feel "just right."
        - Read
        - Watch/listen

Activity directions:

Step 1 – Choose a folktale

- Divide students into small groups (3–5 students).
- Each group chooses one folktale:
    - *The Three Little Pigs*
    - *The Three Billy Goats Gruff*
    - *Goldilocks and the Three Bears*
- Groups briefly review the story together.
- Ask:
    - Who are the characters?
    - What problem happens in the story?
    - How does the story end?

Step 2 - Create your skit

- Explain: “Your group will create a short skit inspired by your folktale.”
- Each skit should include:
    - A beginning
    - A middle
    - An end
- Encourage students to include:
    - Character voices
    - Movement
    - Facial expressions
    - Simple props or costumes
    - Repeated phrases from the folktales. For example:
        - “I’ll huff and I’ll puff…”
        - “Too ___, too ____, just right.”
        - “Who’s that trip-trapping over my bridge?”
- Groups work together to:
    - Assign roles
    - Create dialogue
    - Practice movements
    - Rehearse scenes
- Teachers circulate to support collaboration and creativity.

Step 3 - Perform the skits

- Groups perform their folktale skits for the class.
- Audience members watch for:
    - Clear storytelling
    - Character expression
    - Creative movement
    - Teamwork
- After each performance ask:
    - What was the same and different about the skit versus the original folktale?

Conclusion

- Share with students, “Today, you transformed folktales into live theater performances, just like the performers in *Billy Goats Gruff and Other Tales*.”
- When you come to the Gaillard Center for the performance, notice:
    - how folktales are adapted for the stage
    - how actors use movement and voice

    - how costumes, props, and expression help tell a story

SC College & Career Ready Standards:

- **T.P IL.3.1** - I can portray a character within the context of a story using my body (i.e. pantomime) and voice (i.e. projection, tone, diction, rate, pitch).
- **T.P NL.3** - I can use body and voice to communicate character traits and emotions in a guided drama experience.
- **T.CR IH.1.3** - I can collaborate with actors to bring my short scene or monologue to life.
- **T.P AH.3.2** - I can demonstrate artistic discipline to sustain my character choices throughout the entire performance.
- **ELA.C.9** - Evaluate and critique ideas and concepts interactively through listening and speaking.
- **ELA.AOR.1** - Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.