



NEW MEXICO YOUNG ACTORS

Present

The Three Bully Goats Griff

Adapted and dramatized by Patrick Rainville Dorn

TEACHER STUDY GUIDE

Dear Teachers,

Welcome to New Mexico Young Actors production of ***The Three Bully Goats Griff***. We are offering this study guide to help you prepare your classes for our upcoming production at your school. Included in this guide are a **synopsis** of our story, a **list of characters** you'll meet in the play, a **vocabulary list** and **lesson ideas**, as well as some **audience protocol** reminders. We always enjoy hearing from you and your students and look forward to receiving any pictures, stories, or comments about the production after our visit. Thank you for your support of New Mexico Young Actors!

THE THREE BULLY GOATS GRIFF SYNOPSIS

Two trolls – **Gertrude** and **Sherman** – live under a bridge and control the traffic above. The two trolls quarrel and have a falling out after **Billy**, the smallest of three billy goat siblings, decides to become a “bully goat.” As if paying a toll to get across the bridge wasn’t bad enough, now anyone who dares to trip-trap over the bridge gets knocked off by Billy. **Willy**, his peace-loving medium-size sister, tries to talk him out of it, but alas, she ends up over the edge herself. **Fred**, the biggest of the three goats, just wants to eat grass on the other side and even unwittingly helps Billy just so he can eat sooner. At first it seems funny, but the unfairness of Billy’s bullying becomes more and more apparent as one innocent victim after another gets pushed off the bridge. Finally, pasture planner **Dee Veloper**, political candidate **Polly Titian**, prima ballerina **Ismelda Slipper** and mail person **Carrie Post** work together with the other victims to teach Billy a lesson.

CAST OF CHARACTERS

Sherman: Mild-mannered troll

Gertrude: Ill-mannered troll

Billy Griff: Small, but cunning goat

Wilhelmina “Willy” Griff: Medium-sized, kind-hearted goat

Fred Griff: Large, but not terribly bright goat

Dee Veloper: Pushy pasture planner

Polly Titian: Few ballots short - looking for some votes

Ismelda Slipper: Ballerina who needs a lift

Carrie Post: Mail carrier on an impossible quest

LESSON IDEAS

Preparing Your Class for a Live Theater Experience

1. *How many of you have experienced a live theater performance? What did you see?*
2. *What are some of the differences between seeing a play and watching television or going to a movie?*

- Theater features live onstage actors. They have spent many weeks rehearsing for the performance.
- The audience is a very important part of the performance. Appreciation for the performers is shown by close attention, participation, and applause at the proper times. The success of the production often depends on the audience.
- It is easy to identify with live actors. You can see how they use their bodies and voices to convey different emotions.
- Actors wear costumes and make-up to help create the impression of the characters they portray.
- There is much more to most live performances than actors. Special sets, effects, lighting, music, costumes, and of course, the audience add to the total experience.

Theater Etiquette

Discuss the role of the audience and proper theater etiquette.

- Arrive on time so that you do not miss anything and so that you will not disturb the rest of the audience while trying to get comfortable in your seat.
- It is easier for you (and the rest of the audience) to see and hear the performance if you stay seated and listen very carefully.
- There is no intermission during the performance, which is 60 minutes in length. Be sure to use the restroom before the performance begins.
- Although you may wish to say something to the actors, you need to hold your thoughts, as you will disturb their concentration.
- Sing or participate *if* and *only if* you are invited to do so. Your participation is often very important.
- Listen to how the music sets the mood and affects your own feelings.

- Show the cast and crew your appreciation for their hard work with applause after a song, dance, or joke.

Theatrical Terms to Know:

Actor	Overture
Acts/Scenes	Play
Balcony	Playwright
Box Office	Producer
Curtain Call	Program
Costumes	Props
Director	Scenery/Set
Lobby	Stage
Musical Theater	Stagehand
Orchestra	Usher
Pit	

Classroom Discussion and Extension Activities (Pre- or Post-Performance)

Content Vocabulary

The following are some words you will hear spoken in *The Three Billy Goats Gruff*:

Comeuppance	Restoration
Constituent	Smorgasbord
Deplorable	Suburbs
Election	Task force
Government	Taxes
Lame duck	Zeitgeist
Posterity	
Representative democracy	

Reading/Writing

- Read aloud one of the many available versions of *The Billy Goats Gruff* to your class (see list of suggested titles below).
- Write a description of one of the characters and share it with a partner. After sharing, students can question each other about the ideas presented. This can be done with a drawing for lower levels.
- Write an Epilogue: Predict what happened next in the story. Write an article in which you tell the readers what happened after the character, Billy, is knocked off the bridge. What happened to the other characters in the story? Be as specific as possible and keep with the spirit of the original story.

Other Curricular Connections

- Draw a picture of a favorite scene or character.
- Draw an advertisement or program cover for the play.
- Ask the students to identify musical instruments that they heard in the play. Discuss other instruments that could have been added for greater effect. How did the music express the action or emotion of the story (tempo, volume, range of notes, etc.)?
- Recreate a scene from the play in your classroom. Assign students to play various characters and have them work together to create short scenes from the play.
- Discuss real life situations that reflect the moral in *The Three Billy Goats Gruff*.
 - a) Ask the children what stories they can come up with that illustrate how important it is to be kind and respectful in all situations. Discuss how being a bully not only harms other people, but can eventually harm the bully emotionally and spiritually as well.
 - b) *The Three Billy Goats Gruff* presents a strong anti-bullying message. Discuss how Billy became a bully. What attracted him to becoming a bully? Did he learn any valuable lessons while picking on other people? What kind of conclusion did he reach by the end of the story?
 - c) Billy makes poor choices regardless of the advice of those closest to him. What could have enabled Billy to make better choices? Challenge the students to consider how they take advice from others, especially parents, teachers, older siblings, and friends.

INTERNET & OTHER RESOURCES

WEBSITES

A readers' theater version of the original story:

<https://www.wcdpl.org/sites/default/files/attachments/The%20Three%20Billy%20Goats%20Gruff%20Readers%20Theatre.pdf>

A video recording of *The Three Billy Goats Gruff* read by Gary Oldman:

<https://youtu.be/B0TleshtX5I>

RE-TELLINGS AND VERSIONS OF *THE THREE BILLY GOATS GRUFF*

The Three Billy Goats Gruff by Mac Barnett

The Three Billy Goats Buenos by Susan Middleton Elya

The Three Billy Goats Gruff by Jerry Pinkney

The Three Billy Goats Gruff: The Full Story by Richard Jackson

Three Cool Kids by Rebecca Emberley

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