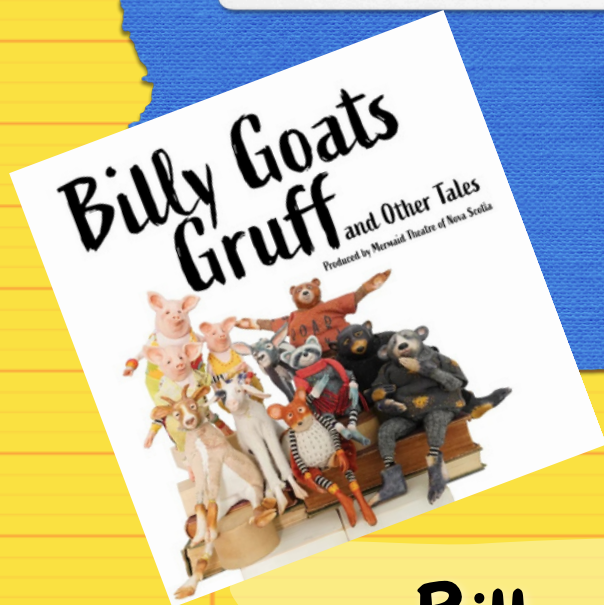




Bill Edwards

FOUNDATION FOR THE ARTS

Youth Educational Programs



TEACHER RESOURCE GUIDE

2025/26

Billy Goats Gruff and Other Tales

- ☒ **October 8, 2025**
- ☒ **Duke Energy Center for the
Arts - Mahaffey Theater**



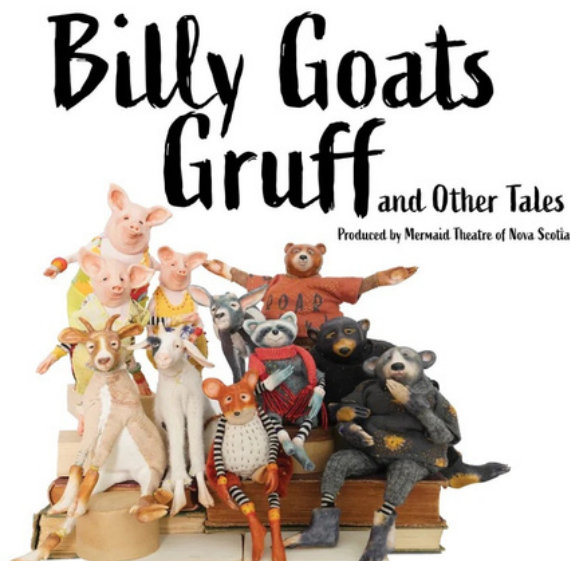
ClassActs

FLORIDA STANDARDS ALIGNMENT

Activity	Standards (B.E.S.T. & Dance)	Connections
Story Comparison (original stories → play, complete chart)	<ul style="list-style-type: none"> • ELA.K-2.R.1.3 (Compare and contrast characters' experiences in familiar stories) • ELA.1.R.3.3 (Compare and contrast two texts on the same topic) • ELA.2.R.3.2 (Retell a text using beginning, middle, end) 	<p>Students examine similarities and differences between the classic versions of the tales and the theatrical adaptation, noting character actions, themes, and plot changes. They exercise higher order thinking by comparing versions.</p>
How Do They Feel? (character emotions)	<ul style="list-style-type: none"> • ELA.K.R.3.9 (Compare and contrast the adventures and experiences of characters in familiar stories) • ELA.1.R.3.1 / ELA.1.R.3.3 (Identify and explain descriptive words / compare texts) • Social-Emotional / Character Education: Recognizing emotions • ELA.K-2.C.1.1 / C.1.2 (Participate in collaborative conversations; express ideas clearly) • ELA.1.R.3.3 (Compare and contrast) • ELA.2.R.3.2 (Retell using beginning, middle, end) 	<p>Students identify and label how characters feel, promoting empathy and deepening understanding of character motivation. Students articulate their understanding, compare versions, and reflect on key lessons from the play, using complete sentences and textual support.</p>

BILLY GOATS GRUFF AND OTHER TALES

Mermaid Theatre of Nova Scotia's newest production, Billy Goats Gruff and Other Tales, presents a fresh and engaging reimagining of three cherished children's stories—Goldilocks and the Three Bears, The Three Little Pigs, and The Three Billy Goats Gruff. Filled with adventure, humor, and heroism, the story follows a brave raccoon and clever mouse who are on a journey to collect treasure. Along the way, they unknowingly help the goats, bears, and pigs, preventing disaster—without any of the animals ever encountering a true villain. This imaginative retelling seamlessly interweaves three classic tales into a heartwarming adventure that celebrates friendship and courage.



About Mermaid Theatre of Nova Scotia

"Mermaid Theatre of Nova Scotia is a world-famous theatre company known for its unique and beautiful productions for young audiences. They use puppetry, music, and imaginative storytelling to bring classic tales to life on stage. Based in Windsor, Nova Scotia, Canada, Mermaid Theatre has traveled around the world sharing stories that inspire children to love reading, creativity, and live performance. Their shows often feature well-known children's books and fairy tales, making them a perfect introduction to theatre for children ages 3 to 7.

[Mermaid Theatre of Nova Scotia - Introduction Video](#)

Classic Tales Before the Play

To prepare students for Mermaid Theatre of Nova Scotia's production of Billy Goats Gruff and Other Tales, we recommend beginning with the original versions of the three stories featured in the play:

- Goldilocks and the Three Bears [Goldilocks And The Three Bears | Fairy Tales | Gigglebox](#)
- The Three Little Pigs [Three Little Pigs | Fairy Tales | Gigglebox](#)
- The Three Billy Goats Gruff [The Three Billy Goats Gruff | Fairy Tales | Gigglebox](#)

Watching or listening to these familiar tales before the performance helps students recognize key characters, settings, and themes. This background knowledge strengthens comprehension and allows them to notice the creative ways the play adapts and weaves the stories together.

In the play, a resourceful raccoon and an inventive mouse set out on a treasure-hunting adventure. Without realizing it, their actions alter the paths of the bears, pigs, and goats—resolving conflicts and preventing danger without the need for traditional villains. This approach highlights cooperation, clever problem-solving, and unexpected friendship, while staying rooted in the charm of the original tales.

By comparing the video versions of the stories with the live performance, students can explore:

- How characters and events are similar or different across versions.
- How humor and suspense are created in live theatre versus storytelling on screen.
- How a new perspective (the raccoon and mouse) can change the way we understand familiar tales.
-

This experience invites students to think critically about storytelling and to appreciate how imagination can transform well-known fables into something both fresh and meaningful.



STORY COMPARISON

Objective:

Students will compare and contrast classic fairy tales with their theatrical adaptations to develop critical thinking, comprehension, and analytical skills. They will also explore how stories can change when retold in different formats.

Discussion:

- How did the play stay the same or differ from the original stories you read or listened to?
- Which characters were portrayed the way you expected, and which were surprising?
- What did you notice about how the play combined elements from multiple stories?
- Why do you think the playwright chose to change or adapt certain parts of the stories?
- How does seeing a story performed live make it feel different than reading or listening to it?

Reflection:

Write a short paragraph about your experience:

- Which version of the stories did you like best—the original or the play? Why?
- What lesson or message stood out to you from the play?
- How did watching the play help you think about storytelling in a new way?

STUDENT ASSIGNMENT

Read or listen to the original stories of Goldilocks and the Three Bears, The Three Little Pigs, and The Three Billy Goats Gruff. Then, after watching the play, complete the chart below.

Story	Characters	Problem	How the Raccoon & Mouse Helped
Goldilocks & The Three Bears			
The Three Little Pigs			
The Three Billy Goats Gruff			

HOW DO THEY FEEL?

Objective:

Students will identify and describe characters’ emotions, demonstrating empathy and perspective-taking. They will analyze how the raccoon, mouse, goats, bears, and pigs experience feelings throughout the story, and explain how character actions connect to themes of friendship and courage.

Discussion:

- Why is it important to think about how characters feel in a story?
- How do the raccoon’s and mouse’s actions affect the feelings of the other animals?
- Which animal’s feelings changed the most from the beginning to the end of the play?
- How can we relate the animals’ feelings to our own experiences with friends, family, or challenges?
- Do you think the play would have been different if the animals had met a real villain? Why or why not?

Reflection:

Write a short paragraph (or draw a picture with labels) to show what you learned:

- Which character’s feelings did you understand the best, and why?
- Did you ever feel the same way as one of the characters in the play? Explain.
- What does this play teach us about caring for others’ feelings and being brave in new situations?

Character	A word for each character’s feeling	A picture for each character’s feeling

ADDITIONAL ACTIVITIES

TREASURE MAP

Draw a map of where you think the raccoon and mouse traveled. Show where they met the goats, bears, and pigs. Add a big X where they found the treasure!

Standards:

Visual Arts: Students use drawing and spatial organization to represent ideas (Florida Visual Arts NGSSS)

- ELA.K.C.1.2 (Kindergarten) – use drawing/dictating/writing to create narratives in chronological order
- ELA.1.C.1.2 / higher grade narrative writing standards

Students plan and illustrate the journey of the raccoon & mouse in sequence, showing interactions (map points) and choosing a “treasure” location (X). This involves organizing events spatially and narratively.

FRIENDSHIP WEB

In the middle of the page, draw the raccoon and mouse. Then draw lines out to the goats, pigs, and bears. Write one way they helped each group next to each line.

Standard:

Visual Arts: communicating meaning through visual symbols (lines linking characters, annotated relationships)

- ELA.K.R.3.3 – compare and contrast characters’ experiences
- ELA.1.R.1.3 – describe characters, settings, major events using key details
- ELA.K.C.1.4 – provide factual information by drawing, dictating, writing

Students visually map relationships and annotate how the raccoon & mouse helped each animal. They must interpret the story’s events and express those interactions.

ACT IT OUT!

Choose your favorite scene from the play. With a partner or small group, act it out for the class. Use your voice and face to show how the characters feel!

Standard:

Florida Performing Arts Standards emphasize expression, characterization, use of voice/facial expression (embedded in arts standards)

- ELA Listening & Speaking standards—students speak, tell or retell stories using accurate sequence and details.
- Students embody characters in a scene, using dialogue, movement, facial expressions, and vocal tone to communicate meaning and emotion. This deepens comprehension and expressive skills.

Bill Edwards

FOUNDATION FOR THE ARTS

Youth Educational Programs

BE A STAR AUDIENCE!

Going to the theater is different from watching a movie or a YouTube video — it's LIVE! That means the actors, dancers, and musicians can see and hear you.

Here's how to help make the show magical:

★ SIT SMART

Stay in your seat with both feet on the floor. Lean in and watch — the best view is when everyone is still.

★ TALK LESS, LISTEN MORE

Save your thoughts for after the show. Even whispers can distract the performers and your classmates.

★ APPLAUD LIKE A PRO

Clap when the show begins, after songs or dances, and at the end. Performers love your energy!

★ NO SCREENS, NO SNACKS

Phones, tablets, candy wrappers — all of these take away from the live magic. Keep them put away.

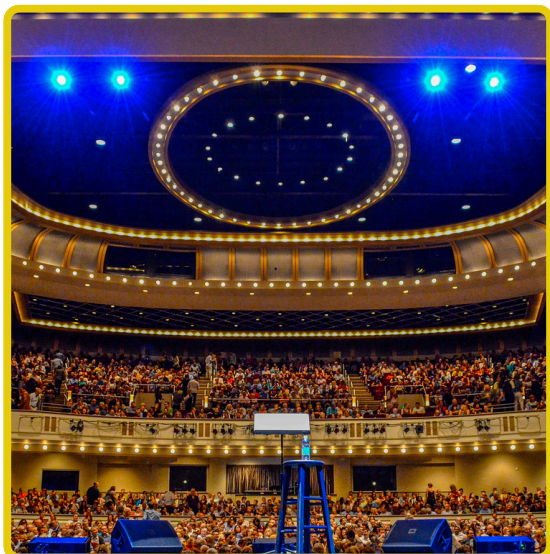
★ RESPECT THE SPACE

The Mahaffey Theater is a special place. Treat the seats, aisles, and stage with care.

★ ENJOY THE EXPERIENCE

Laugh, clap, gasp — just do it at the right times. Being part of the audience is half the fun!





LIVE PERFORMANCES

Imagine sitting in a giant theater as the lights dim and the curtain rises. Suddenly, the stage bursts into life with actors, dancers, and musicians performing right in front of you. That's what makes live theater so special — it's happening right now, and every performance is a little different. Through Class Acts, you'll see stories connected to your school subjects come alive on stage, from history and science to literature and music. You'll laugh, clap, and maybe even learn something new along the way!

BAM! FESTIVALS

BAM! is more than a field trip — it's a hands-on adventure in the arts. Instead of just watching, you'll get to do. Students rotate through stations like drumming circles, theater games, dance workshops, and art projects. One moment you might be painting, the next you're learning choreography or acting out a scene with friends. Each festival has a different theme, but every BAM! day is packed with creativity, fun, and discovery.



SUMMER CAMP

Not every student can easily get to the theater, so we make sure the arts reach everyone. Every summer, the Mahaffey Theater transforms into a Broadway-style training ground for kids and teens. Over three weeks, campers learn singing, dancing, acting, and even behind-the-scenes skills like stagecraft and costume design. The experience ends with a full-scale production on the Mahaffey stage — lights, microphones, costumes, and all! It's more than camp; it's a chance to build confidence, make friends, and shine in the spotlight.

A stylized, blue, cursive signature of "Bill Edwards" on a white, torn-edge paper background.

FOUNDATION FOR THE ARTS

Youth Educational Programs

Questions?

info@mahaffeyclassacts.org

Teacher Resource Guide created and developed by:

Polly Croucher and Katrina Young

The logo for "Class Acts" features the word "Class" in a blue serif font and "Acts" in a white serif font inside a blue oval.