



NICEKit

#4

Pages

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## The Last Wolf

Mini Grey  
(Red Fox, 2018)

### NICEKit Summary

This NICEKit accompanies the picturebook, *The Last Wolf*, by Mini Grey (Red Fox, 2019), and enables children to explore Focal Field 1: Socially responsible behaviour when interacting with others and Focal Field 2: Socially responsible behaviour when interacting with local and global issues. The activities start by arousing children's curiosity in the story's context by playing short musical clips from well-known fairy tales with wolf characters. It includes suggestions for peritextual ponderings about the title, the front cover, the dedication/copyright page and the blurb which help children make connections with the traditional fairy tale *Little Red Riding Hood* as well as make predictions about the story. After reading, the children are encouraged to reflect personally on the

message of the story, which is about environmental issues such as endangered animal species and habitat destruction. The NICEKit suggests after-read-aloud activities which include performing a hunting scene, thinking about the implications of the wolf losing his home and building him a tree house. Children also think about the differences between past and present in terms of natural habitats, the way wild animals feed themselves and the impact on their behavior. Through the Taking Action Cycle, children cooperate with organizations/animal sanctuaries to raise awareness for the need to maintain natural habitats as a means to preserve the survival of endangered woodland animal species.



## Target Learner

- » Ages 8 - 10 years old



## ICE Focal Fields

- » 1: Socially responsible behaviour / interaction with others
- » 2: Socially responsible behaviour/ interaction with local and global issues

## ICE Outcomes

By the end of the NICEKit task and activity cycles, children will have opportunities to:

- » relate to and empathise with others
- » foster personal and social responsibility
- » stand up for environmental issues: endangered woodland animal species and habitat destruction
- » increase the visibility of animal rights
- » ignite interest and curiosity in local and global issues
- » increase the visibility of underrepresented endangered animal species



## Cross-Curricular Outcomes

By the end of the NICEKit task and activity cycles, children will have opportunities to:

- » develop a research project about endangered wild animals (*Science and Citizenship*)
- » produce an arts and crafts project: Wolf Tree House (*Arts and Crafts*)
- » find out about local organizations/sanctuaries that support endangered woodland animals (*Citizenship*)
- » take action in the community to start a campaign to support endangered woodland animals (*Citizenship*)
- » design campaign posters (*Arts and Crafts*)

## Language and Skills Outcomes

By the end of the NICEKit task and activity cycles, children will have opportunities to:

### Grammar & Lexis

- » understand and use action verbs: *lurk, jump, slither, pounce, run, wander, trip, chase, hunt, eat, catch...*
- » understand and use adjectives to describe characters and emotions: *brave, disappointed, scared, surprised, nostalgic, happy, free, abundant, slim, hungry, easy, difficult, worried, friendly, caring, amazing, beautiful...*
- » contrast past and present situations (*Before/ In the past/Now/Today...There was/were, There is/are...*)

### Reading

- » predict the plot based on peritextual features (the front cover, the blurb and the dedication/copyright page)
- » show global understanding by following the first read-aloud and responding to questions
- » show detailed understanding during the second read-aloud and responding to questions
- » show detailed understanding of the visual narrative
- » infer the characters' feelings and emotions in response to events and sceneries

### Listening

- » identify short musical clips and relate them to traditional fairy tales
- » show global understanding by checking predictions during the first read-aloud

## Language and Skills Outcomes

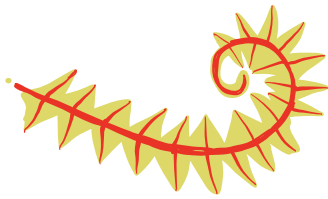
- » show detailed understanding by responding to questions during the second read-aloud
- » infer how the characters might be feeling based on the teacher's tone, intonation and body language

### Speaking

- » make connections to the traditional fairy tale *Little Red Riding Hood*
- » predict through brainstorming what will happen in the story and share ideas orally
- » respond personally by showing how much they enjoyed the story and sharing their reasons
- » express opinions on the modern depiction of the wolf as endangered and not dangerous
- » express opinions on ways to help preserve natural habitats and endangered woodland animals
- » present their research projects orally to the class
- » present orally their campaign to other classes in their own school and to the community

### Writing

- » write short presentations about endangered wild animals
- » complete short sentences contrasting past and present
- » create simple campaign posters
- » complete sentences about the ICE-learning and action taking in the Reflect and Review. ♦



## Preparation and materials

### For the NICEKit lesson(s), you need:

- » a copy of the picturebook
- » the musical clips from traditional wolf character fairy tales [link]
- » traditional stories' book covers (*Pete and the Wolf*, *The Three Little Pigs* and *Little Red Riding Hood*)

### For the tasks and activities, you need:

- » 'The Last Wolf Tree House' template from Mini Grey's website <https://www.minigrey-blog.com/things-to-make-and-do/the-last-wolf/>
- » Computer and internet connection for research work
- » Art and craft equipment for the 'Wolf Tree House' and campaign posters (drawing paper, poster paper, paints, pencils, pens, crayons, scissors, glue...)
- » Photocopiables A and B. ♦



# Assumptions and Prior Knowledge

## Intercultural Citizenship Education

- » Children are interested in topics like wild animals and natural habitats
- » Children are aware that people's behaviour and actions have direct consequences in the environment and all living species
- » Children can recognise that there are endangered wild animals in our planet
- » Children can recognise that wild animals need people's help in order to survive
- » Children can see the relation between natural habitat preservation and the preservation of animal species

## Language and Skills

- » Children have some experience of identifying stories through soundtracks
- » Children have some experience of making predictions in English
- » Children have some experience of using chunks of English to respond to visual input
- » Children can describe the characters and the setting simply in English
- » Children can give simple opinions in response to the story setting, plot, character(s) and theme(s) ♦

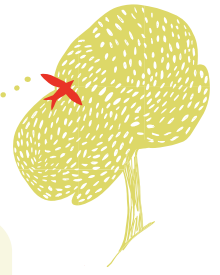


## Language toolbox

*By the end of the NICEKit task and activity cycles, children will have opportunities to use some or all of this language if appropriate to their age and the curriculum*

- » Making predictions about the plot using: 'I think...'; 'Maybe...'; 'I think...because...'
- » Describing physical appearance using nouns and adjectives: 'S/he's wearing...'; 'S/he's got...'; 'S/he's...' e.g., a red coat, a beanie, a scarf, boots; big/small eyes, a big/small mouth, big/small ears, a big/small nose...
- » Describing feelings and emotions using adjectives: 'She/He looks [emotion]'; 'I feel [emotion]' e.g. scared, alone, surprised, disappointed, sad, hungry, worried, hopeful, happy, excited, brave, free, abundant, slim, easy, difficult, friendly, caring, amazing, beautiful...
- » Using verbs to describe actions: e.g., lurk, jump, slither, pounce, run, wander, trip, chase, hunt, eat, catch...
- » Reflecting on past and present situations using contrast expressions like: Before/ In the past/Now/Today...There was/were, There is/ are...

## Picturebook summary

**Story**

The *Last Wolf* is an ecological story inspired by the traditional fairy tale *Little Red Riding Hood*. The main character, Little Red, goes on an adventure through the woods hunting for a wolf, even though none have been seen in a century. After overcoming a series of challenges in a dark and somewhat scary forest she finally reaches the Last Wolf's house. To her surprise he lives with two other animals, the Last Lynx and the Last Bear. They are friendly but hungry and they share with the girl their nostalgic memories of the 'good old days' when the forest was much bigger and food was abundant. Little Red decides to help them setting up a campaign to plant more trees. This story carries important messages about the impact of the loss of woodland on wildlife and the value of even small actions in making a difference.

**Beyond Words**

Mini Grey is the author and illustrator of this exquisite picturebook. The detailed and colourful illustrations not only make the visual narrative powerfully rich but also convey a series of literary references (e.g., the fairy tale *Goldilock's* and the *Three Bears*, the famous writers Virginia Woolf and Oscar Wilde and even one of Wilde's most famous characters Dorian Gray) most will surely go unnoticed to the child's eyes.

**Colours**

There are two dominant contrasting colours: red and green. The girl's name is Little Red in a clear reference to the traditional fairy tale character of *Little Red Riding Hood*. She is wearing a red coat and the red colour palette follows her journey through the forest on the hunt of a wolf. Red is the colour of blood and conveys the idea of an imminent killing (maybe the wolf's or the girl's) which is present from the very beginning

## Picturebook Summary (colours)

in the book's title on the front cover. At the same time red stands for bravery, one of the girl's most prominent traits. Green is the colour of trees and the woods and it represents nature, growth and renewal conveying a message of hope through ecology. On the front cover you can see a small sign stating 'Red Riding Hood goes green' which suggests that she becomes eco-friendly.

Mini Grey also uses sepia and shades of yellow to introduce the memories of the 'good old days' and to portray the wolf's family pictures.

Yellow can stand for cowardice and deceit, and it can be seen in the scenes inside the wolf's house, increasing the uncertainty regarding the animals' true intentions towards the girl. On the other hand, it can also stand for hope (like green) and we can see that Grey uses it after the night scene when the girl finds out how to help the animals, changing the tone from dark and hopeless to a sudden positive and hopeful one.

## Typography

The use of uppercase letters in 'the good old days' highlights the idea of a golden era. Different types of fonts are used to differentiate two distinct genres: persuasive (posters and signs) and narrative. Throughout the scenes where the girl is in the forest alone searching for the wolf, the written narrative is presented inside of text boxes conveying the idea of a trap. In contrast, at the end of the story, when the animals walk Little Red home, the text is presented in ribbons which seem to flow in the air conveying an idea of freedom culminating in the final resolution. ♦



## Story sharing

### Stage 1: Setting the Story Context

*Choose one of these context setting activities according to class interests, resources and time*

#### Activity 1: Musical Activity

Play the symphonies from the traditional stories *Pete and the Wolf*, *The Three Little Pigs* and *Little Red Riding Hood*.

Show the children the covers of books that tell these stories and ask them to guess which symphony matches each story.

OR

#### Activity 2: Think-Pair-Share

Match different pictures of wolves from traditional and non-traditional stories with adjectives (bad, dangerous, ferocious, sensitive, scared, friendly...). Reflect as a whole group about the evolution in depiction of wolves in society.

### Stage 2: Before reading aloud

*Choose from these peritextual features to ponder with the children – ideally explore them all. Children can respond in their languages, if so, rephrase into English, where appropriate*

Hold up the picturebook or project a digital version to help the children become aware of the peritextual features.

#### Peritextual ponderings 1: the front cover

- » Show the front cover to the children, covering up the title and the sign, and ask them to guess the title (*What can you see in the picture? / What do you know about...? / Can you guess the title of this book?*)
- » Predict possible words that could be in the story.
- » Refer to the girl: *What's she wearing?* (a red coat, a beanie, a scarf, boots, a gun); *What is she doing?* (hunting); *What do you think she's hunting?* (respond to the children's ideas); *Can you see any animals?* (a wolf); *Do you think she's going to catch him?*

## Story sharing (Stage 2)

**Peritextual ponderings 2:** the dedication/copyright page

» Show the dedication/copyright page, point to the poster image and ask the children these questions:

1. *What type of poster is this?*
2. *Who is missing?*
3. *Why is he missing?*
4. *Who is looking for the wolf?*

**Peritextual ponderings 3:** the blurb

- » Read the blurb and have children think about reasons why the woods “aren’t all they seem”.
- » Ask the children to share their ideas with a partner, then as a whole group.

## Stage 3: While reading aloud

### The first read-aloud

- » Use your picturebook sharing routine to set up the first read-aloud. Make sure the children can all see the openings and that you can make eye contact. You may want to use the Kindle version, if available.
- » Use gestures, body language and different voices to help convey meaning especially feelings and emotions and involve children fully. As you share this picturebook pause at key moments to comment on and/or ask questions about the illustrations and the plot.
- » Remind the children that they are going to find out if their predictions are correct.

### The second read-aloud

- » Ask the children if their predictions were right and what surprised them about the story.
- » Encourage the children to look very closely at the pictures this time. Help them notice the following details:

**Opening 2:** Reference to the story *Goldilocks and the Three Bears*

**Opening 7:** Reference to the writers Virginia Woolf and Oscar Wilde and his famous character Dorian Gray; reference to the composer Wolfgang Amadeus Mozart

» Use the following suggestions as prompts for discussion using the children’s language(s) when necessary:

**Opening 2:** Ask, *Why aren’t there any wolves left?*

**Opening 4:** Ask, *Why is there a bin bag in the forest?*

**Opening 7:** Ask, *What are the animals doing? Do they look dangerous?*

**Opening 8:** Ask, *What do wolves eat and drink? Do they drink tea? Who usually drinks eat? What is the meaning of ‘the Good Old Days’? Help children connect the sepia colour to the idea of a memory.*

**Opening 10:** Ask, *What are the animals doing? How do you think they feel? How is this different from ‘the Good Old Days’?*

**Opening 11:** Ask, *What is wrong in this picture? Is it natural for wild animals to eat sandwiches? How do wild animals feed themselves?*

**Opening 12:** Ask, *What can you see in this picture? What is this in the middle of the town? Why are the woods so small? Why are they orange?*

**Opening 14:** Point to the poster and ask, *Do you remember the poster at the beginning of the story? What changed? Do you think this is something you could do? How could we help Red?*

**Opening 15:** Ask, *Where are they now? What can you see? How many trees are there? Do you think this could be the trees she planted? Is this a dream of the future?*

## Stage 4: After reading aloud

Choose one of these activities according to class interests, resources and time.

*Optional: The children could do this activity via a virtual exchange with partners in other schools to enrich the intercultural exchange.*

### Activity 1: 'What's the time Mr Wolf?' Game

Miming a hunt scene with action verbs from the story. One child plays the wolf beside a wall and the other children play hunters. They ask, 'What's the time Mr Wolf?'. The child playing the wolf answers 'It's 5 o'clock' and adds an action verb (e.g., *It's 5 o'clock. Slither!*, *It's 3 o'clock. Lurk!* *It's 1 o'clock. Jump!* *It's 8 o'clock. Pounce!*).

The hunters move the corresponding number of steps forward and perform the action. They keep asking 'What's the time Mr Wolf?' and moving until the wolf answers '*It's LUNCHTIME! RUN!*'.

Then they all have to run to the wall or they will be eaten by the wolf.

OR

### Activity 2: Arts and Crafts

- » Give the children the choice of an arts-based creation to show people we need more trees in order to preserve wild animals' natural habitats.
- » Go through openings 7 and 13 and ask the children to reflect on the consequences of the wolf losing his home (he is forced to look for food outside the woods and he faces imminent extinction)
- » Option 1: Make a tree house for the wolf (use the author's template and instructions available on her website).

- » Option 2: Hold up the opening with the poster 'More Trees please' and ask the children what other posters they could make to raise people's awareness for the problem of endangered woodland animals and habitat destruction.

- » Ask the children to work with a partner. Give them time to draw and write. Then ask them to share their posters with the class.

- » Set up an exhibition at school with the tree houses and the posters as a steppingstone for the taking action cycle.

### Optional Family Project

Children could build the wolf's tree house at home as a family project.

OR

### Activity 3: Compare past and present - Matching activity

- » Divide the class in small groups. Give each group a set of picture cards (illustrations from the picturebook) and a template divided in two columns "Past" and "Present". The children match the pictures to the correct column.

- » Children create sentences contrasting past and present using the stems and vocabulary provided:  
*In the past there were many trees/animals but now there are only a few.*

- Before, the animals hunted for food but today they search for it in the bins.*

- In the past the animals were happy but now they are sad and hungry.*

Ask the children to share their sentences with the whole class. After this, provide model sentences on the board. ♦

## Reflect and review

Use 'The Last Wolf and me!' Record Sheet (see photocopyable A).

### 1. What did I do?

» Help children think about what they did during *The Last Wolf* activities. Play 'The Last Wolf Says' game, referring to the different activities in this NICEKit e.g. *The Last Wolf Says we learned action verbs in English; The Last Wolf Says we talked about how we felt during the story; The Last Wolf Says we made a tree house*: Children should stand up if it's true or stay seated if it's false.

### 2. What did I learn?

» Set up a think-pair-share activity for the children to reflect on three things they learned. After sharing as a whole class, ask the children to write or draw them on their 'The Last Wolf' Record Sheet.

### 3. How did I learn?

» Finish the sentences to explain how you learned:  
*I learned about the impact of habitat destruction by...*  
*I learned about helping endangered woodland animals by...*

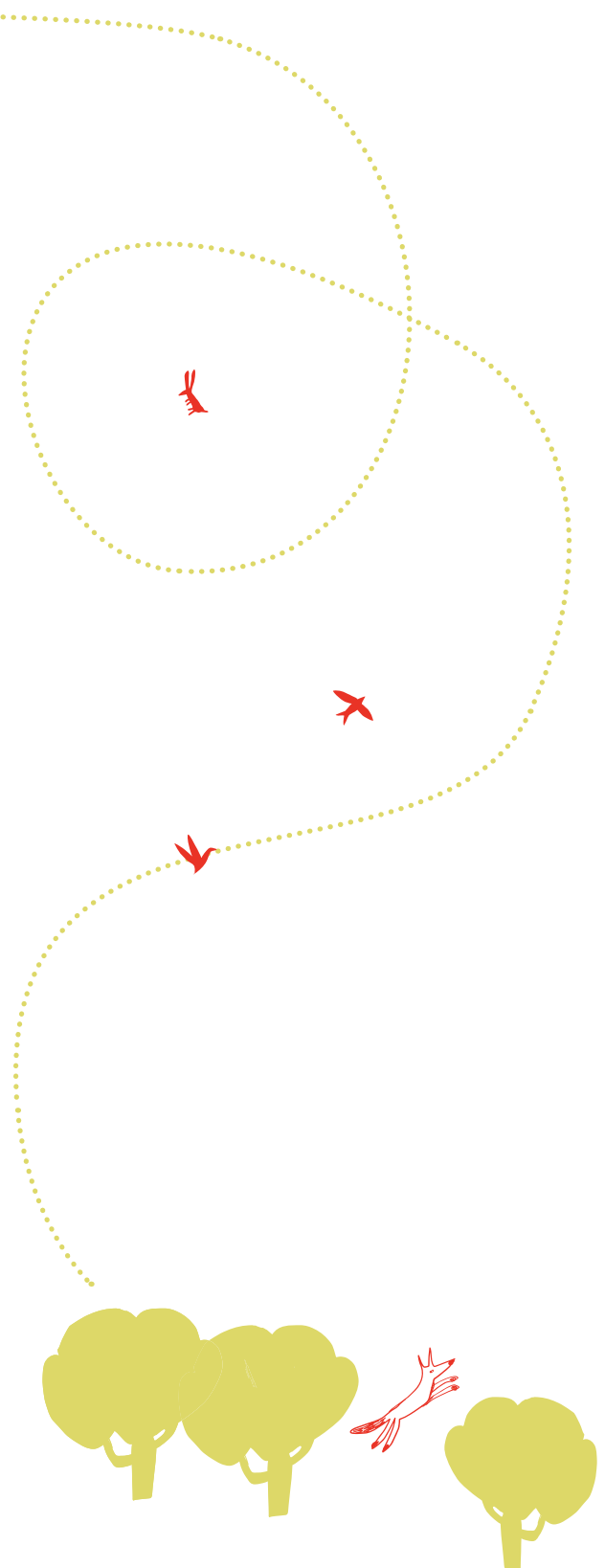
### 4. How well did I do?

» Colour the animal(s) to show how well you did.

### 5. What actions do I need to take to do better?

» Brainstorm ideas about how the children can do better (e.g., *Listen more carefully; Ask someone to help me memorise the new words*); Have them finish the sentence with an idea or a drawing.

Provide a place for the children to keep this record sheet to refer to later. ♦



## Taking Action Cycle



*The children complete this activity cycle on eTwinning (or a similar virtual exchange platform). If your school does not have access to eTwinning, the children can still go beyond the book using the activities to take action in their schools and/or communities.*

*Do some getting to know you and icebreaking activities for the groups of children when they first collaborate virtually.*

### Selecting and supporting a wildlife sanctuary

#### Activity 1: Discover

- » Ask children if they can point out reasons for woodland animals being in danger of extinction. Help them consider hunting and the destruction of their natural habitats (deforestation).
- » In groups ask children to brainstorm possible actions to help save a woodland animal in danger of extinction. Have them prepare a short oral presentation for their class.
- » Ask your class if they know about any organizations that protect woodland animals and how they can get involved with them.
- » Set up a fieldtrip to a regional organization/sanctuary to collect information about the animals there and raise awareness of the problems they face and what is being done to help them.

OR

As an alternative contact the organization and ask for online information.

#### Activity 2: Share

- » Ask the children to share their ideas and any resources they find relevant about this topic on *TwinSpace* or use a *Padlet* where they can create brainstorm map for the whole class.

- » Arrange a time to meet synchronously to share the different ideas together, discuss them and decide what to do next.

#### Activity 3: Co-Create

- » Each partner or group of children looks for different organizations/sanctuaries that protect endangered woodland animals either locally or nationally or internationally.
- » As an alternative, give the children a list of previously selected organizations/sanctuaries for them to explore and select one they would like to collaborate with.
- » With their partners, the children agree on the organization/sanctuary each class wants to support to learn more about their work and how they can help.
- » Ask the children to agree on concrete actions to help the organization/sanctuary by listing the best ideas to start a campaign to help endangered woodland animals. Have the children set a goal for themselves and for their class or group.

#### Activity 4: Take Action

- » Have the children put their campaign into action and reach their agreed goal.
- » Ask them to present it to other classes in the school and encourage them to take their campaign into the local community (e.g., use the posters created in **Stage 4** - After reading aloud – and display them in key places; give an interview to a local radio; make a short video for the school website).

#### Activity 5: Share

- » Ask the children to share all the evidence they collected with their partners on TwinSpace or Padlet.
- » Set up a synchronised meeting to look and compare what the different groups have shared and comment on the different actions.

#### Activity 6: Reflect and Review

Use one of these activities to help the children to reflect and review their learning (use their languages, as necessary):

##### Reflect and Review A: Sticky notes

- » Give all the children a sticky note and ask them to draw a face on their sticky note:

*A happy face = I loved it!*

*A bored face = It was OK!*

*A sad face = I didn't like it!*

- » Then ask the children to share their smiley faces with their partners/schoolmates and say why they liked or didn't like the activities.

##### Reflect and Review B: Sticky notes

- » Give the children a sticky note (preferably of different colours) and ask them to write something they learnt from the Taking Action Cycle activities.
- » Display all the sticky notes on a wall. Let the children read them and comment briefly.
- » Share photos of the sticky notes on *TwinSpace* or *Padlet*.



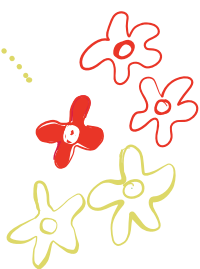
## End-of-kit

### Reflective Reviewing

#### Head-Heart-Hands

Use the *Head-Heart-Hands Record Sheet* (see Photocopiable B).

- » The children need to complete the sentences with nouns for the head, adjectives for the heart and verbs for the hands.
- » Elicit ideas first, then ask the children to complete the sentences.
- » If they want, they can draw their ideas too.
- » Provide a place for the children to keep a record of this activity to refer to later. ♦



**NICEPELL** is an extension of the ICEPELL Erasmus+ Strategic Partnership project (see [icepell.eu](http://icepell.eu)) and aims to support practitioners in Portugal to confidently integrate intercultural citizenship education into English as a foreign language lessons and library sessions with children aged 5 to 12 years using picturebooks.

NICEPELL was a professional development course which began as a week-long, face-to-face workshop in Lisbon and continued as virtual collaboration with mentorship. It was coordinated and funded by APPIforma, the training center of APPI - Associação Portuguesa de Professores de Inglês in collaboration with CETAPS – Centre for English, Translation and Anglo Portuguese Studies, at Nova University of Lisbon. Teachers from geographically distant schools in Portugal took part in the course, developed and trialled a NICEKit and set up virtual exchange projects between their classes of students (aged 8 to 12 years old).

APPIforma would like to thank David Valente, Ana Nunes and Sandie Mourão for their collaboration as trainers and Ana Nunes and Sandie Mourão as mentors on the course.

**Project dates:** 2 September 2024 to 31 May 2025



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**NICEKit #4:** *The Last Wolf* is one of 5 NICEKits prepared through the NICEPELL project.

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**Project website:**

<https://appi.pt/resources/nicepell>

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# My *The Last Wolf* Record Sheet

Let's reflect and review!



Name: .....

Date: .....

## 1. What did I learn?

Write or draw two things that you learned in *The Last Wolf* activities.

## 2. How did I learn? Finish the sentences to explain how you learned:

a) I learned about the impact of habitat destruction by .....

.....

b) I learned about helping endangered woodland animals by.....

.....

## 3. How well did I do? Colour the animals to show how well you did.



I did very well during the lessons!



I did well during the lessons!



I need to work harder during lessons!

## 4. What do I need to do next to improve my learning?

Finish the sentence with an idea or a drawing.

To do better in English, I can:

# My Head - Heart - Hands reflection

**During The Last Wolf lessons, I learnt:**

**To help protect trees and endangered species, I need to:**

**Doing the activities about the destruction of habitats and endangered woodland animals made me feel:**

**My name is:**