

Further Discussion for Families and Parenting Education classes.

These pages are for our readers who would like to use *The Three Betty Goats Griff* for lesson plans or for furthering their children's learning or for parent education discussions.

This is a fun book to read and then talk about. When you have discussions with your children about the characters in the book and the actions that take place in the story, you are encouraging your child to practice conversation skills and to think about concepts that are (perhaps) new to them.

Here are some things you might want to talk about with this book:

1. There are three goats.

A. What might their relationship be? They might be sisters, friends, or a mom and two (*kids*) children? They all have the same last name ("*...their last name was Griff.*" Pg. 3), so what relationships could they have? What about if they had different last names?

(Preschool children are just thinking about and learning the names and relationships of people around them: mother, sister, aunt, grandma, etc. This is a good opportunity to discuss relationships and the names for each role.)

B. In this story, the Betty goat is a female goat, like a Billy Goat is a male goat. What are the real names for female & male goats?

*(Male goats are referred to as *bucks* or *billies* and female goats are referred to as *does* or *nannies*. Baby goats are called *kids*.)*

Some other goat facts:

*Many people drink goat milk, goat cheese and eat the meat from young goats called *cabrito* or *kids*. Meat from older goats is called *chevron* or *mutton*. According to Wikipedia, <http://en.wikipedia.org/wiki/Goat> goats produce almost 2% of the world's milk supply. Some goats are raised for their fur, called mohair.*

C. The second goat in our story (Betty Lou) chews on the troll's hair. What do goats really eat?

(Goats browse on the tips of woody shrubs and trees, occasional broad-leaved plants and a variety of plants in fields, such as Capeweed and Alfalfa.)

- D. The third, and smallest Betty goat, Betty Jean Griff, spoke in her “most quietly courageous voice”(pg. 42). Why was she quietly courageous?
- A. Talk with your child about what it means to be courageous.
 - B. Is courage a value for your family? If so, how do you show it?

- E. These goats are dancing goats. Do goats really dance?
(A term for goats dancing is: ‘cavorting’ which means jump or dance around excitedly. Check out a variety of “dancing goat” videos on UTube)

- F. In the story, each Betty goat says: “I’m just one Betty Goat.”
The Betty goats might think that only one goat isn’t much, but they each do a small something to help the troll.
(Talk about the ‘power of one’. We often think we cannot solve a problem unless we have a big group of people working on it. That is not always the case.)

1. What are some courageous things you have done as one person?
2. Is there someone you admire who has done courageous things?
3. How do you share that role model with your children?
4. Is being one person detrimental to taking action?
5. What do you say might be a roadblock for you to take action on some issue important to you?
6. The Betty goats were faced with a possible immediate danger, what is your reaction to immediate danger? Do you have strategies thought out (or practiced) for possible emergencies, such as fire drills, or car trouble?
(Sometimes having a plan helps keep us prepared.)

2. How about the troll.

- A. Where does he live? Who are his friends? Why is he grouchy?
When I wrote this book I was thinking of the troll as (possibly) a homeless person living under the bridge. He doesn’t have any resources. But he does have the spider and small animals as friends. How do we treat our homeless, as individuals and as a society? What assumptions do we make?
- B. Whatever parents do is seen and repeated by their children.
What example do you want your children to see from you?
- C. Discuss the way each goat treated the troll.

Was it a helpful role model?

- D. What other ways might the goats have treated the troll?
- E. Discuss how we react to grouchy or angry people, as opposed to how we react to happy, smiling people.

I wanted the readers to notice the contrast between grumpy and happy. The goats reacted in a strong, but positive way. How we react to others is, again, a role model for our children. When we are grouchy, we can name it and own that feeling.

- F. If you were one of the goats which one would you be? Why?

3. **Compare and contrast** this story to the traditional tale of the “*Three Billy Goats Gruff*” (A Norwegian fairy tale collected by Peter Christen Asbjornsen & Jorgen Moe), which has had a variety of illustrators throughout the years.

- A. What are the differences between the female (girls) and the male (boys) goats?
- B. What are the similarities between these stories?
- C. Do you think the illustrations set different moods or changed the story in any way?
- D. How are the words different? Comparing language over time would be an activity for students who are older, perhaps ESL students who wish to do further work.

The Billy Goats Gruff tale is told in older English and may have word usage and vocabulary that is not heard in the more modern version of the Betty Goats Griff.

- E. Create a Venn diagram to compare and contrast features of the stories.

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