

Discovering the Real Me

Student Textbook and Teacher's Manual 2

Wise and Wonderful

For children 7 to 8 years of age

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Chapter 1

The Fox and the Stork

A tricky fox invited a stork over for dinner. When the stork arrived, the fox set out a shallow dish filled with the stork's favorite meal—fish soup. Now, a stork is a fishing bird with a long, narrow, pointed beak. As the stork dipped her beak into the soup, she wasn't able to get any in her beak, because the dish was too shallow. She kept trying, while the tricky fox laughed at her. Finally, she gave up, and the fox quickly lapped up the delicious soup with his tongue. The stork went home with an empty stomach.



The next day, the stork invited the fox over for dinner. Surprised at her invitation, he gladly responded, for the stork was known to be a good cook. The stork had captured a fish, and she placed it in a tall jug with a narrow neck.

When the fox arrived, she put the jug in front of him and said, “Enjoy!”

The fish smelled so good, the fox started to drool. He stuck his nose in the jug, but that's as far as he got, because the neck of the jar was too small for his snout. He started to get angry, as he tried again and again to put his nose, then his paw, into the jar. Nothing worked.

Meanwhile, the stork quietly watched the fox, and found it hard to keep her beak closed. She was usually very polite, and she didn't want him to hear her laugh at him. The fox was very hungry and upset, and finally gave up.

The stork gracefully dipped her long, narrow beak in the jar, grasped the fish, pulled it out, and swallowed the fox's dinner with delight. The hungry fox trotted back to his den. He learned an important lesson that day!

LESSON PLAN OBJECTIVES

Cognitive:

Students will understand that they should treat others the way they would like to be treated.

Affective:

Students will not want to be like the fox or the stork in this story. They will want to respect others and treat them well.

Behavioral:

Students will choose to respect others and make more effort at home and at school to serve others and to share generously.

Class Session 1

Materials Needed:

Chopsticks or sticks of similar length and thickness
Small pebbles or beads

Read the story to the class and show them the illustration. Then ask students, “How did you like the story?”

Question, “Did you think the fox was mean?” Explain that a fox is often a “trickster” in fables, because in real life, foxes are very clever and often escape from animals and people who hunt them. Foxes are not usually mean in real life, but this one was.

Ask students, “Would you want to be friends with this fox? Why or why not? What did the fox do to trick the stork in the story we just read? Was this very nice of the fox?”

Draw out the discussion by asking further questions: “How did the stork feel about what the fox did? What did the stork do after the fox tricked her? What would you do if someone tricked you? Would you want to get back at them?” Comment, “Probably most of us would feel bad if we were tricked, and we’d want to get back at the person, as the stork did in the story.”

Ask students to think about this: Would the story have a different ending if the stork decided not to trick the fox back? What else could the stork have done?

Once students have given their ideas and suggestions, add the following, if the children have not already suggested them: “The stork could have ignored the fox and refused to be his friend anymore. Do you think that would have been the right thing to do?” Ask students if they have ever been told by their parents to just ignore someone. Mention that ignoring someone is sometimes a good way to make a mean person, like a bully, leave you alone.

Mention that the stork also could have explained to the fox that he now felt just the way she did when he gave her food out of a bowl she could not eat from. She had felt angry and hungry. The stork could have said, “Those are not good feelings, are they?” Then she could have forgiven the fox, if he said he was sorry, and then allowed him to eat the fish. What do students think would have happened then? Would the fox learn to be a better friend then? Say, “I hope so!”

Ask students to tell about times they did something mean or bad, but their friend or parent forgave them when they said they were sorry. Did they learn not to do the bad or mean thing again? Praise them for apologizing and doing better the next time.

Just for fun, have the students take turns trying to pick up small objects with a set of “chopsticks.” Explain, “This is how a stork eats. A stork’s beak is almost like a pair of chopsticks. Some people in the world use chopsticks to eat with, too. It may seem very hard to do, but with practice, it is very easy. It is also very good for people to eat this way, because it develops children’s brains very well.”

Ask, “If you had someone over for dinner who had never eaten with a fork but had only used chopsticks, would you laugh at them like the fox laughed at the stork? No, it’s not nice to laugh at others just because they do things a little differently. If you visited China or Japan or a country where they used chopsticks, you would not want to be laughed at if you couldn’t eat with the chopsticks!” Remind students to always be polite and kind, unlike the fox in the story.

Class Session 2

Materials Needed:

Large piece of poster paper or poster board
Markers, crayons, colored pencils or paints and brushes

Optional:

An inexpensive, wooden ruler spray-painted or painted gold

Spend a few minutes reminding students of the story of the fox and the stork. Then ask students, “What are some things that you think are disrespectful, and that you wouldn’t want anyone to do to you?” Suggest that the class make a list together. Help students think of good suggestions for how people should and should not treat each other in the classroom.

Write the suggestions everyone agrees upon on the poster paper or poster board and let students help decorate it. It would be cute if they drew pictures of foxes and storks on the poster. When finished, pin it or mount it on the wall. Explain: “We’ll keep this in our classroom, so we can be reminded of this story. The things on our list will remind us how to treat others, because that is the way we would like others to treat us. We’ll call the list, ‘Our Class Rules,’ and we’ll keep it all year long. We can always add to it when we need to.”

Write on the board: “The Golden Rule: Treat others the way you would like to be treated.” Explain that this one rule can keep them out of all kinds of trouble if they follow it. Ask them to think, before they do or say something, “Would I want someone to do or say this to me?” If not, they should not do or say it.

Comment that it is called The Golden Rule because it is so valuable, like gold. Like gold, it can be used in many different situations. Ask students how The Golden Rule would work if they were tempted to take something that didn’t belong to them. What should they think? Would they want someone to take something of theirs? No, so they should not take things that belong to others either. Praise students as they think of different situations in which they could apply The Golden Rule.

An effective way to teach this is to paint an inexpensive wooden ruler gold, let it dry, and bring it to class. Have the students pass it to one another, and, as each one holds it, he or she repeats aloud, “Treat others the way you would like to be treated.”