

Dear Parent,

Learning to Be Good, Book 1 of the ***Discovering the Real Me*** character education series is the result of years of research and teamwork between professionals from various fields and cultural backgrounds. The topics of the stories in Book 1 are foundational to those of the whole series, but this level is designed for Your child age six to seven.

The stories in this text are all adapted from the famous *Aesop's Fables*. These stories have stood the test of time—they have traveled from culture to culture, place to place, from generation to generation. They appeal to all age groups. The adult as well as the child can benefit from the wisdom in these stories. With their timeless and universal themes of human nature and morality, the fables make for engaging reading and learning sessions on character education.

Most of the characters in the fables are animals. Children of this age have a great love and sympathy for animals, and the characters as well as the charming graphics will engage their interest and sense of identity.

Specific moral themes have been drawn from each story, and the lesson plans and activities are geared to bring out those specific moral themes. Most of the fables lend themselves to several different themes. We feel the themes we have chosen to emphasize, which you will find clearly spelled out in the lesson plans, are the ones most important in the systematic character-building approach of the ***Discovering the Real Me*** character education series.

We have added activities and geared the program to the parent teaching the child at home (versus a teacher teaching it in a school setting.) We would appreciate any feedback you may have whether it's an idea to include, a compliment, or a constructive criticism.

We hope this book serves as an enjoyable and useful tool for fostering character and strengthening your family.

From Uplifting Education

Chapter 1: Theme - Cooperation

OBJECTIVES

Cognitive: Your child will understand that things go better when there is cooperation and teamwork.

Affective: Your child will feel happy to work together with others to accomplish a task.

Behavioral: Your child will choose to work together with others to accomplish tasks.

Session 1

Materials needed:

The Three Blind Men and the Elephant Story (Below)

Website about an elephant that shows all the parts that are in the story. (Below)

A fan (a paper folded fan-like is fine)

A board

A plastic sword

A handkerchief or bandana for blindfolds

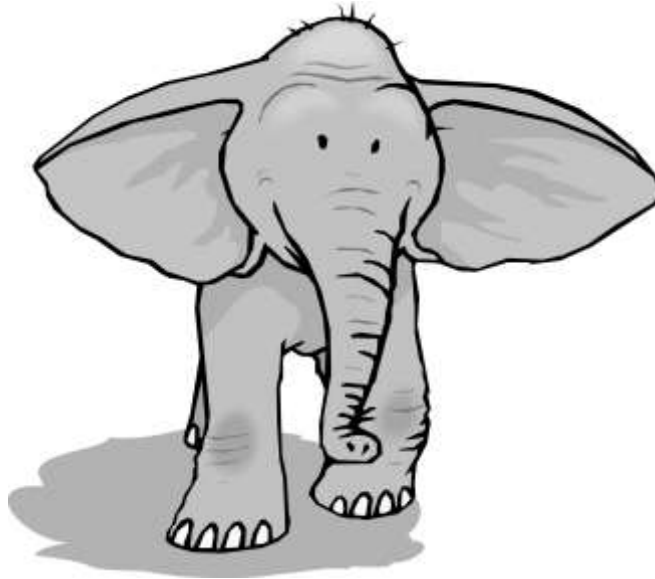
Read this story:

The Three Blind Men and the Elephant

(Adapted from Aesop's Fables)

There were three blind men who went one day together to see an elephant.

None of them had ever heard of an elephant before, and they didn't even know that an elephant is an animal! They were very curious and decided to approach the elephant one at a time.



The first blind man came up to the elephant and fell against its huge side.

He said, “This elephant is very much like a wall!”

The second blind man walked up to the elephant’s head and ran into the tusk. It was sharp, pointy, and smooth.

“An elephant is very much like a spear!” he shouted. "Ow!"

The third blind man approached the elephant from the side and touched its big ear.

“Wow!” he said, “An elephant is very much like a fan! I could use a fan like this on a hot day!”

Well, they argued and argued about what an elephant is, and because they wouldn't listen to or learn from one another, they never, ever found out the truth!

Go to this website - Click on the eyes of the elephant and listen to the elephant story.:
http://www.rif.org/assets/Documents/readingplanet/ReadAloud_Stories/jungle_eyes.html

Ask the following questions about the story:

Why did the first man think that the elephant was a wall?

Why did the second man think that it was a spear?

Why did the third think that it was a fan?

Why do you think they argued?

Did they ever figure out what an elephant was?

Ask your child what the men in the story could have done differently so that they could have found out what an elephant was. After listening to his/her ideas, talk about teamwork and cooperation. Define these words as "working together as a team and make something happen." Explain how sports teams work together to achieve a goal or win a game.

Tell your child he/she is going to act out the story. Cover his/her eyes with the blindfold. Give the fan, the board, and the plastic sword to your child one at a time and have them act out the story as you read it.

Try adding a new ending to the story: the three blind men hold hands and explore the elephant together and thus discover what an elephant is: an elephant is all these things and even more!

"Let's ride it home!" they say. Discuss the words cooperation and teamwork.

Explain that cooperation is the act of working together. When we work together we can learn a great deal from each other. Working as a team, we can combine all of our abilities and energies to accomplish things we never could have done alone.

Good Rules to Follow

- * Encourage others
- * Allow others to contribute their talents and skills
 - * Be a leader as well as a follower
 - * Treat everyone equally
 - * Communicate calmly
 - * Put competition aside
 - * Be fair
- * Be flexible when a group is in disagreement.

Session 2

Materials Needed:

One handkerchief or bandana for a blindfold

A shoelace

This is a follow-up activity about cooperation and teamwork.

Preparation: Make a few loose knots in the shoelace. Hide the shoelace somewhere in the house.

Start by asking, "Do you remember the story of the blind men and the elephant? What happened? What could the blind men have done?" Use the words teamwork and cooperation.

Then ask them, "Would you like to play a game where you learn about teamwork?"

Blindfold the child and tell them to try to find the shoelace. After a while if the child doesn't ask, mention you can play the hot and cold game. (When he/she gets closer to the string, say hot and when he/she gets farther away, say cold.)

After the child finds the shoelace, ask him/her to untie the knots. Again, after a while, if the child needs help, help him/her by guiding his/her hands.

After the knots are out, ask about how it felt. Was it hard to do it without you helping them when they couldn't see? Was it any easier? Did you get the job done with some teamwork? Was it more fun because you could actually do it or come close? This could lead into a discussion about where they see cooperation at home and in your community.

They could end the activity by drawing pictures of themselves accomplishing something with others. It could be about parent/child cooperation or siblings cooperating, or people in a neighborhood helping one another.

End the activity with displaying and describing his/her work. Emphasize that we will be practicing cooperation and teamwork all year long because they are so important.

Chapter 2: Theme – Unity

OBJECTIVES

Cognitive: Your child will understand the value of unity.

Affective: Your child will want to build strong relationships of unity to feel safe and strong.

Behavioral: Your child will make good choices at school and home to bind together with others.

Session 1

The Farmer and the Bundle of Sticks story (Below)

A pen (See preparation below)

Read this story:

The Farmer and the Bundle of Sticks

(Adapted from Aesop's Fables)

An elderly farmer had several sons. He loved his children very much, yet they argued all the time. They couldn't agree on anything, and they didn't know how to work together.

Because of this, the work that needed to be done on the farm didn't get done. Animals didn't get fed, vegetables didn't get picked, the cows got through the fence because there was a hole in it, and so on.

The farmer was worried, so he made a plan to give his sons a lesson and show them how they needed to "stick" together.



The farmer gathered his sons together and placed in front of them a bundle of sticks very tightly tied together.

He told them, "I want to see if you are able to break this bundle of sticks."

Even though they were very strong, each son failed to break the sticks. One by one they grabbed the bundle and tried until sweat poured from their faces, but none of them could do it.

Finally the farmer untied the bundle of sticks and handed the sticks to the sons one by one. They snapped them easily until they were all broken.

"You see?" he asked his sons. "If you stick together, tied together tightly with love, no one will ever break this family or this farm. But if you are apart and divided, each one fighting the other, you will be easily broken."

Explain that when people "stick" together and support and help each other, they are much stronger than when they are alone and apart.

This is a fun activity: Sit on the floor linking arms, back to back with your child or have two children do this together. The two have to push against each other's backs to stand up. Mention that this is hard to do, but by sticking and working together, you can do it.

Next point: In order for something to operate correctly, all parts perform important functions.

Ballpoint Pen Preparation: Take the ballpoint pen apart and remove the spring and then put the pen back together without the spring. Keep the spring handy, where you can find it easily.

Say, I am sure you know what this is. Yes, it is a ballpoint pen. What do you think the most important part of this pen is? (the ink so it can write)

Let's see how useful this ballpoint pen is. Let's see if it works properly. Let your child try to use the pen. Conclude something is broken, or perhaps some may realize the spring is missing. Take the pen back.

Yes, the reason this pen is not working properly is that it is missing a part. It may seem like an insignificant part, but the pen cannot work without it. It is the spring! I have it here in my pocket. Insert the spring back into the pen, and let your child confirm that it is now working properly.

This kind of pen needs all of its parts to work properly. Some parts may seem important, like the ink, while others may seem unimportant, like the spring, but if any of the pieces are missing the pen will not work. Everyone has a purpose. Explain that sometimes one person may seem more important in sports or in the family etc., but without everyone, the game or activity may not turn out good. If there are disagreements or if someone feels bad, other people can't feel as good as when everyone is happy. It's good to think about the people around you.

From the Merriam Webster Children's Dictionary:

JOIN, CONNECT, COMBINE, UNITE mean to bring or come together into some kind of union. JOIN suggests a bringing together of any degree of closeness including actual touching <*joined* forces in an effort to win> <*join* the ends with glue>. CONNECT suggests a loose or outside attachment with little or no loss of separate identity <the treaty *connects* the two nations>. COMBINE suggests some blending of the things coming together and some loss of separate identity <*combining* jazz and rock to create a new kind of music>. UNITE suggests an even more complete coming together that turns two or more things into one <the colonies *united* to form a republic>.

Session 2

Materials Needed:

Sticks—real sticks or craft sticks

Unity Wreath Materials (see below)

Go over the story again. Ask, "Do you remember the story about the farmer and his sons and the bundle of sticks? What happened? What did the sons learn at the end?"

Gather a handful of sticks. Try to break the bundle. Then, separate one stick and break it.

Explain that there is a saying, "United we stand; divided we fall." If we all stick together and work together we stand strong. If we break up and fight, it is much harder to get things done, isn't it?"

Make a Unity Wreath:



Materials

Different colored construction paper

Pencil, Scissors, Glue

Instructions

Trace your hand onto the construction paper with your pencil several times. You may trace the hands of your family and friends, too.

Cut out the hand prints.

Glue the hand prints into a wreath shape so they are overlapping each other.

Chapter 3: Theme - Honesty

OBJECTIVES

Cognitive: Your child will understand that others won't trust you if you lie. Lying is disrespectful behavior towards others.

Affective: Your child will feel sad that the wolf ate the sheep and will realize that it was because of the boy's lies and disrespect towards the villagers. They will want to tell the truth and be trusted.

Behavioral: Your child will choose to be respectful of others and to tell the truth so they can be trusted.

Session 1

Materials Needed and Preparation:

See Index Card preparation for the Consequence Game below.

Read the story:

The Shepherd Boy and the Wolf

(Adapted from Aesop's Fables)

There once was a boy who lived in a small mountain village. This boy had a job, and that was to guard the farmer's sheep as they grazed in a meadow near a dark forest.

Why do you think he had to guard the sheep? There were hungry wolves in the forest that wanted to eat the sheep. Every day the shepherd boy woke up early and with his dog and shepherd's pipe he'd lead the sheep to the meadow.

A shepherd's job is pretty easy. That is, until a hungry wolf comes to visit!

Luckily, the farmer who owned the sheep had a plan to help the shepherd

boy protect the sheep from the hungry wolves. He told the boy that if a wolf appeared, the boy was to call out, “Wolf! Wolf!” and all the villagers would come and scare the wolf away. Neighbors in that village would always help each other in times of difficulty because it was a friendly village. They took care of each other.

Well, even though this boy was lucky to have a job, he complained that it was too boring. Day after day, it was the same thing: get up early, lead the sheep to the meadow, and sit there under a shady tree while the sheep grazed. Then at sunset, lead the sheep home. Sometimes he’d play his pipe, and other times he’d pet his dog. But he’d tire of this quickly.

“I’m so bored I can’t stand it!” he’d say out loud to the dog, “I wish something exciting would happen.”

One day the boy had an idea!

“I know what to do!” he said. “I’ll pretend that a wolf is attacking the sheep, and I’ll cry out for help from the villagers. They’ll drop what they’re doing and come running up to the meadow to scare away the wolf! It will be so funny when they see there’s no wolf!”

The boy went ahead with his plan and cried out, “Wolf! Wolf!”

The loyal villagers dropped what they were doing and ran to the meadow to save the sheep. Of course they found no wolf. They only found the shepherd boy rolling around on the grass, laughing.

Do you think they were upset with the boy? Yes! They were mad! The naughty boy had tricked them.

The next day, the boy set out as usual toward the meadow with the herd, laughing to himself.

“How clever I am,” he thought, “I tricked everyone!” He was not at all sorry for the trouble he caused the villagers. As he settled down under the shady tree, once again he grew bored.

“I think I’ll see if I can trick those villagers again!” he said.

Again he cried, “Wolf! Wolf!” and again the villagers came up the hill to save the sheep. They couldn’t believe that the shepherd boy had tricked them again! The boy was scolded, and the angry villagers left. An hour later, as the boy was again laughing to himself about how clever he was, a really hungry wolf crept out of the dark woods! The boy looked up and saw the wolf sneaking up on one of the sheep.



He ran to scream to the villagers, “Wolf! Wolf!”

Do you think they trusted him this time? Do you think they came to rescue the sheep? No. This time they decided not to believe the boy because he had already lied to them twice. That day the wolf ate many sheep while the boy watched, crying. Then the wolf, with a big, full belly, slipped back into the dark woods.

Lead your child in a discussion by asking the following questions:

Did this story have a happy or sad ending?

Why did the ending turn out to be sad?

Why did the boy choose to lie?

How did he feel after he lied the first time? The second time? The third time?

How did the villagers feel about the boy’s tricks?

Why didn’t the villagers come the third time?

Do you think the boy thought they would come even though he had lied twice?

What did the boy learn at the end of the story?

Do you think he will still have his job or will the farmer find someone else?

What could the boy tell the farmer and the villagers at the end of the story?

Say, "Let's remember this story when we are thinking about tricking someone else or lying to them. We can ask ourselves how they will feel if we trick them. Will they think it's funny? Let's also remember this story when we are tempted to tell a lie. It's always good to tell the truth, even if it's difficult to do. Then people will trust you."

The Consequence Game.

This game can help children understand that the long-term consequences of honesty are always better than the long-term consequences of dishonesty.

Prepare pairs of simple index cards or small sheets of paper. On one side of each of the cards in the pair describe two alternative courses of action - one honest and one dishonest - along with the short-term consequences of each action. Fill out the other side of the cards so that when the two cards are flipped over, the long-term consequences are revealed. Play it as a game, letting children decide, by looking at the front sides only, which option they would take.

Index Cards	
Front Sides of Cards	Reverse Sides of Cards
You are at the store buying something and the clerk gives you \$10 too much change. You keep it. After all, it was his mistake and not yours. You go into the toy store next door and buy some new handle grips for your bike.	You know the money wasn't yours. You start to worry that the clerk will have to pay the store \$10 out of his wages. Whenever you ride your bike, the new handle grips remind you that you were dishonest.
When the clerk gives you the \$10 change, you tell him he has given you too much and give the \$10 back to him. He says thanks, but as you walk out, you start thinking about the new handle grips you could have bought with the \$10.	You feel good and strong inside because you were honest. Whenever you ride your bike, you remember that you need handle grips, but you also remember that you were honest.
Someone comes to your house and sees a painting on the wall that a friend of yours painted. The guest comments on what a great artist you are and you say thank you instead of telling the guest that your friend painted it.	Your conscience bothers you. You wonder if your parent or sibling heard the conversation. It's a little hard for you to get to sleep that night. You remember the comments every time you see the painting. You feel sorry you didn't say your friend made it.

You're a little frustrated for saying you didn't paint it and you're really worried that your guest might think you can't paint. Still, you think about your friend and how you were honest behind her back.	You decide to make your own painting. You will ask your friend how she learned to paint and make a time to get together to work on a painting together. Your friend trusts you and is proud you told your guest she painting it. You like yourself because you know you are honest. Other people like you because they know you can be trusted.
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Develop other cards to meet your own situation. Let the short-term consequence of a dishonest act be good, the long-term consequence bad. Develop cards on honesty with parents, with siblings, with friends, with institutions, and so on.

After playing the game ask the question, "What could a person do if he made the dishonest choice and felt bad about it afterward? (He could return the money, apologize, etc.)

Session 2

Lead your child in a discussion about lying. Ask them to imagine this:

You were playing ball and the ball broke the neighbor's window. What would you choose to do?

Mention that you could choose to run away. But what if you got caught? Ask him/her how he/she think he/she would feel after running away even if he/she didn't get caught. Explain, "You'd feel better if you told the truth and got it over with. People would trust you because you were honest and you told the truth when it was hard to do."

Ask him/her to imagine this:

Imagine you stole something from the store and your mom (or other family member) saw it and asked you where you got it. What would you choose to do? You could lie. But if you lied, how do you think you would feel? The boy in the story lied, but he didn't feel badly about lying. Most people do feel bad about lying. I'm sure the boy felt badly about lying at the end of the story. You could choose to tell the truth. Your mom (or other family member) would be upset that you stole something, and she'd make you take it back and that would be hard to do, wouldn't it? But she and the storeowner would probably respect you for telling the truth. I think you wouldn't want to steal again because it really didn't feel right and you got in trouble. I also think you would feel good about yourself because you did the right thing by telling the truth.

You could then ask your child to think of other times when they might have to choose to tell the truth or to lie.

Explain Honesty:

To be honest means you do not lie, cheat or steal. It is easy to say, "Everyone else does it. So why can't I?" This attitude often occurs when it comes to sports and other forms of competition. We need to go back to remembering that these actions aren't right and we should value honesty.

Good Rules to Follow

- * Do not lie
- * Do not cheat
- * Do not steal
- * Be honest even if everyone around you is being dishonest
- * Do not spread gossip about people
- * Admit to a mistake you've made and apologize

Chapter 4: Theme – Returning Lost Property

OBJECTIVES

Cognitive: Your child will understand about respecting property that does not belong to them. They will understand that if you find something that is not yours, it is best to try to find the owner. It's wrong to keep it when it belongs to someone else. Your child will also understand what it means to be truthful.

Affective: Your child will feel like they want to return lost property and they will want to always tell the truth.

Behavioral: Your child will develop the habit of returning lost property, and they will encourage others to do the same.

Session 1

Read this story:

The Boys and the Lost Wallet

(Adapted from Aesop's Fables)

Two boys were taking a hike through the woods to a neighboring village. One of them noticed a wallet on the path and picked it up. It had a lot of money in it!

“Wow! I’m rich!” he shouted.

The other boy pointed out that the wallet belonged to someone and perhaps they should try to find out by asking around the village.

The first boy said, “No, I’m going to spend the money. The owner was careless to lose the wallet. So I get to keep it, and the money is mine!”

When they got to the village, the boy with the wallet bought a bag of candy and started to eat it. The shopkeeper at the candy store wondered to see all the money in the wallet as the boy paid for the candy.

“Where did you get all that money?” he asked.

The boy didn’t answer and ran out of the shop.

As the two boys were walking down the street, the honest boy said, “I’m hungry!”

The boy who stole the wallet responded, “I’m going to keep this candy all to myself since I’m the one who found the wallet!”

Just then the police chief of the village grabbed him from behind.



“I hear you have a wallet with a lot of money in it. The candy storekeeper thinks it looks just like the one a villager lost recently. I’m going to take you both over to the jail.”

And he did! The man who lost the wallet was there to prove that it was his. The sheriff then said to the boys, “Did both of you spend the money in the wallet?”

The thief said, “We both did. It’s his fault, too!”

The honest boy said, “No, that’s not what happened! I told my friend to try to find the owner. I didn’t eat any of the candy. Look inside his mouth. It’s the same color as the candy he was eating.”

The thief’s mouth was indeed all red—the color of the candy he had been eating! The honest boy was free to go. The thief had to stay and wait for his angry parents to come and fetch him. Then he had to use his own money to pay back the man who had lost his wallet.

Lead your child in a discussion using questions such as the following:

What happened in the beginning of the story?

What happened in the middle of the story?

Why do you think the boy didn't try to return the wallet to its owner?

If you lost a wallet, would you want the person to return it to you?

Would you get excited if you found a lot of money?

Would you want to have that money for yourself?

Would you want to be friends with the boy who stole the wallet?

Why or why not?

Point out that most people would get excited if they found a lot of money and would want to keep the money for themselves, but they would not keep it. It is best to try to find the owner. This is an example of using the Golden Rule: *Do to others as you would have them do to you*. You might want to write the Golden Rule on a paper to post on a wall.

Explain that anyone who lost some money or anything of value would want the person who found it to return it. Since that is what we would like others to do for us, we should do it for them.

The story reminds us that anything that is not ours, anything that does not belong to us, should not be taken, used, used up, or damaged. Explain to your child that this is why we ask, "May I?" before we use other people's things. We ask, "May I use your pencil?" or "May I get my ball back from your back yard?" or "May I borrow your jacket?" Ask your child to remember this story when they find something someone has lost or when they want to use someone else's property.

Session 2

Materials Needed

Paper

Pencils

Crayons

To reinforce the lesson of asking permission before taking or using something that belongs to someone else, lead your child in a game of "Mother, May I?"

Your child and siblings or friends line up on one side of the room or play yard. The parent calls a child's name and says something like, "Timmy, you may move forward one step." Timmy has to say, "Mother, may I?" before he can take the step. If he just takes the step, he is "out". The parent calls other children's names and gives them simple instructions, like "You may pat your head with one hand," or "You may jump up and down twice," or "You may do one full turn around." If a child instantly does it without asking permission in the form of "Mother, may I?" he or she is out. The one left at the end wins!

Now have your child make up a story about losing something that is theirs. An example may be: "One day I lost my cat. The neighbor found the cat. He brought 'Tiger' back to me. Now I'm happy!" This story has four parts to it. Tell the children to illustrate the four parts of this story. Have them fold a sheet of paper into four equal parts. Ask them to label each section in order, 1-4. Section number 1 should illustrate: "One day I lost my cat." Section number 2 should illustrate, "The neighbor found the cat."" Section number 3 should illustrate, "He brought 'Tiger' back to me." Section number 4 should illustrate, "Now I'm happy!" Your child should draw all four pictures. When the pictures are completed, your child can also write the sentences in each section if that is possible.

When you're done, put the pictures up on the wall.

Explain that the man in the story who lost his wallet did not take very good care of it. We all have to learn to take good care of the things we have and the things we use. Ask your child if he/she can think of what you can do to help take care of things.

Add that when we take good care of things, we are showing respect for those things. Urge your child, "Let's take good care of our homes and our things." This discussion could lead to the idea of a service project. Perhaps your child can go out and pick up trash around the surrounding community. Explain that this is a way to show others that we care about the things that are ours. People will respect our things more when we do.

Chapter 5: Theme – Not giving up when something is difficult

OBJECTIVES

Cognitive: Your child will understand that when faced with a problem, they can stop, think about it, and hopefully find a way to solve it. Furthermore they will understand that if they don't give up, even when it's difficult, they will probably get what they want.

Affective: Your child will celebrate the crow's victory! They will feel confident to persevere when the going gets tough.

Behavioral: Your child will remember this story when they attempt to do something hard and feel like giving up. Keep a picture of the crow and the pitcher and the pile of pebbles on the wall to refer to when your child needs encouragement.

Session 1

Materials Needed:

The story of The Crow and the Pitcher

Pitcher or jar (clear is best)

Small Pebbles

Water

Read this story:

The Crow and the Pitcher **(Adapted from Aesop's Fables)**

There once was a very thirsty crow. Birds have to drink water just like people do. It hadn't rained in many days, and the crow was very thirsty.

Even the river was dried up, and there seemed to be no water around.

She was looking around the farmyard, wondering what to do, when she saw a water jug left out by the farmer's wife. She flew over to the jug and looked inside. There was water, sure enough, but it was at the bottom of the jug.

The crow stuck her head inside and tried to reach it.

"I want that water, I'm so thirsty, but I can't get my head through the narrow neck of the jug!" she cried.

The thirsty crow tried again and again, but couldn't fit her head through the neck of the pitcher.

“I’m not giving up,” she said. “I must find a way!”

She thought for awhile, looking around again to see if she could find anything in the yard that would help her get the water.

Do you have any ideas about what she could do?

Well, she almost gave up, but she told herself again and again, “I must find a way, I must find a way!”

Finally, she had an idea. “This may take a long time, but I won't give up. I am very, very thirsty!”

She went over to a hill of pebbles.

“I will drop these pebbles into the jug one by one until the water rises to the top! Then I can reach it!” she said excitedly. So she did just that. It did take her a long time, but she never gave up. Finally, after many pebbles were piled up in the jar, the water came to the top. She happily and gratefully drank the water.



Now, re-enact the story using props. Your child will see for themselves how the water will magically rise to the top in the jug. Explain to your child that there is only so much room in the pitcher. As the pebbles take up more and more of that space, the water finds the empty space that's left at the top of the jar. Ask, "What would happen if the pebbles took up all the space inside the jar? You're right! The water would have to leave the jar and find new space for itself outside of the jar! Let's do an experiment and see if we're right." Fill the pitcher or jar with pebbles to the overflow!

Now it would be good to ask, "Why did the crow end up getting what she wanted?" When your child gives the correct answer, give them positive reinforcement: "Yes! You understand! The crow thought of a plan and then she didn't give up, even though it took a long time."

Ask your child to tell you things they have already done that were hard and yet they won by not giving up. Ask, "How about when you were a baby? What did you have to learn how to do? You learned to crawl, walk, talk, feed yourself, and many more things. Do you remember when you learned to walk? Probably not! When babies are learning to walk, parents are nervous because they fall down so many times and hurt themselves! But they just keep getting back up and trying. Did you ever see this happen? What do babies sound like when they first try to talk? Can you show me?"

Let your child demonstrate "baby talk." Then make the point that no one understands what a baby is trying to say at first. Babies don't know how to make words. Even when they say a word, they don't pronounce it correctly. Mention that he/she was like that once, yet think of all the words he/she knows now! How many words do you know? One hundred? One thousand? A lot! You never gave up learning how to talk or walk or feed yourself.

Say, "You never gave up! You worked really hard to be able to talk, walk, and feed yourself and here you are! Give yourselves a hand!"

Ask him/her to remember this story when he/she has something hard to do and to follow the example of the crow. Tell him/her to stop, think, make a plan, and then try their best. They will find a way. Encourage them that if he/she wants to give up, he/she should think of all the times he/she didn't give up in the past, and keep going!

Session 2

Review the story of the crow and the rocks then watch this one minute video:

<http://www.values.com/inspirational-stories-tv-spots/99-The-Greatest>

Play the game Ten Questions. Think of something in the story you read, like the crow. Your child can ask a question which can only be answered by "Yes" or "No". He/she can guess what it is and if it isn't right, continue the questions. Explain that a sample

questions might be, “Is it alive?” or “Is it small?” to start off with. Have him/her continue asking questions until he/she guesses correctly. Play the game again several times, continuing to use objects in the story, and taking turns for thinking of an object or guessing the object.

Chapter 6: Theme - Respect

OBJECTIVES

Cognitive: Your child will understand the folly of disrespect. He/she will understand that there are different forms of disrespect. The lion was a braggart and the gnat was a teaser. Your child will also learn conflict resolution from the activity.

Affective: Your child will feel sorry for the gnat and the lion but will feel that they both made mistakes and that is why they suffered. Your child will want to show more respect for others, especially if they tend to be braggarts or teasers.

Behavioral: Your child will choose to be more respectful. Bossy, bragging children will show more respect and teasers will stop teasing. All will practice skills of conflict resolution.

LESSON PLAN

Session 1

Materials Needed - See the placemat activity below.

Read this story:

The Lion and the Gnat

(Adapted from Aesop's Fables)

A lion was dozing in the sun, enjoying a peaceful nap. He stretched, turned over, and purred like a cat. What a wonderful life he had as King of the Beasts!

“Everyone is afraid of me,” he thought as he rested. “I am truly King of the Beasts!”

As he lay there, something happened to disturb his nap. A gnat, who seemed to come from nowhere at all, spied the lion sleeping.

“Ah, ha!” she thought, “Here’s my chance!”

The tiny gnat had been feeling jealous of the powerful lion. Do you know what it means to feel jealous? It means you think someone has something better than what you have, and you feel mean and angry inside because of it.

Because she was jealous, the gnat decided to tease the lion. She went straight for his tender black nose and stung him—hard!

“Ow!” growled the lion, angry to be awakened from his nap in such a rude way. “Get away from me!”

He swatted at the gnat, missing and clawing himself instead! The gnat was so happy that she continued to tease the angry lion.

He roared, “How dare you do this to the King of Beasts!”

The gnat flew at the lion again, stinging him here and there, while the lion kept missing her, catching his own fur and skin in his sharp claws. By this time the gnat was so happy about teasing the King of Beasts that she flew off to brag about it to the other beasts.

As she flew off, she turned around towards the lion, laughing and bragging, saying, “I’ll tell everyone how I got the best of the King of Beasts!”

Oh, no! The gnat wasn't watching where she was going! She flew right into a sticky spider’s web!

"Oh! I can't escape!" she cried.

The spider had a good dinner that night. The lion limped around for a week.



Ask your child to give answers to the following questions:

What happened at the beginning of the story?

What happened to change things?

How did the story end?

Why did the gnat dislike the lion?

Why did the gnat get stuck in the spider's web?

Explain that this story is about respect. Mention that the definition of respect is to treat someone or something as valuable. If you treat a person with respect, you treat him or her as being valuable. If you treat something with respect, you are treating it as being valuable.

Did the lion and gnat treat each other as if they were valuable? The lion was proud, and he bragged about being the King of the Beasts. The lion was a kind of bully. In this way the lion was disrespectful of the other beasts, including the gnat. The gnat started to tease the lion. She was being disrespectful of the lion, who was trying to sleep. Ask if the ending would have been a happier one if they had respected each other? What we can learn from this lesson is the importance of respecting each other by not being a bully or braggart and by not teasing.

You can watch this one minute commercial about friendship:

<http://www.values.com/inspirational-stories-tv-spots/75-Old-Friends>

Make paper place mats. This activity from Focus on the Family (Copyright © 2004, Focus on the Family) teaches that everyone is different, special and should receive respect.

Gather

- blank paper place mats (You can purchase them or make them out of poster board.)
- markers
- clear contact paper

Go

1. Give every family member a place mat. Have each person write his or her name in the center and draw a picture of something he likes or that represents him.

2. Once everyone has personalized a place mat, pass the place mats to other family members. Around the edge of each person's place mat, the other people should write something special about that person as well as something worthy of respect.
3. Carefully coat each place mat with contact paper. Use these place mats at dinner. While eating, ask each person to share what she wrote about the others.

Session 2

This activity is about conflict resolution.

Open the session by asking, "First let's see if we can remember what happened in the story about the lion and the gnat." Your child will recount the story. Then ask him/her to make up a new middle and ending to the story: "How do you think we could change it so the story has a happy ending?" Listen to your child's suggestions of how the gnat and the lion could have acted differently. Should the lion have controlled his temper? He only hurt himself by clawing, didn't he? Should the gnat have controlled her teasing? She was so busy teasing she didn't even see her own death coming. Maybe both could have apologized to each other for their hurtful behavior. Or maybe another animal could have helped them understand each other better so they wouldn't fight.

Explain that a conflict is an argument or bad feelings between two or more people. To resolve conflict means that you talk it over so both don't have bad feelings anymore.

Mention that it helps sometimes to have someone help you talk about the problem. A person who helps you solve the problem could be called a "conflict manager". At home, parents and older siblings can be conflict managers. Encourage them: "When you're older, you can learn to be one!" Explain that this third person will sit down with the two who are fighting and ask one of them to tell what happened. The other person cannot interrupt, but will have his or her turn to talk after the first person is finished. The conflict manager listens carefully to both, but one at a time. Then suggestions are made as to how to help you both feel better.

Ask your child to go back to the story and add another animal who can serve as a conflict manager, for example, a wise old owl. The owl is watching the gnat and the lion from the beginning. What could the owl do?

Have your child volunteer to play the roles of lion, gnat, and owl. Let the owl help the lion and gnat be nice to each other, apologize, and agree to leave each other in peace.

Say, "We just changed the story and made a happy ending! Congratulations! Give yourselves a hand! You can see how things can turn out differently when you get some help to solve a conflict."

Lead your child in a discussion of the following imaginary situations:

"Let's think of a conflict that could happen in our family. Let's say that two people want the same ball and there's only one. What could we do?"

"Let's say one person bumps into another, knocking him down. The child who fell down yells at the one who bumped him. How could they resolve this conflict?"

"Let's say a person is teasing another person. What could you do to try to stop it?"

"You break your sister's toy, and she gets mad at you. What could you do to resolve the conflict?"

Tell your child, "You are getting good at solving conflicts! Let's keep trying to notice when there is a conflict and see if we can use what we learned today!"

Chapter 7: Theme – Gratitude

OBJECTIVES

Cognitive: Your child will understand that it is important to be grateful for what we have. When we are greedy and try to grab what is not ours, we can get into trouble.

Affective: Your child will feel sad for the dog, but will also laugh at the dog's greediness and misfortune. He/she will feel grateful for what he/she already has.

Behavioral: Your child will try to be grateful for what he/she has when he/she is tempted to be greedy.

Session 1

Materials Needed:

A mirror large enough to show the face

Read this story:

The Dog and His Reflection

(Adapted from Aesop's Fables)

It was a bright, sunny day in the village. A dog walked by the butcher shop and smelled the meats in the window. The jolly butcher stepped out of the shop door and smiled at the dog. He was a kind man, so he called the dog over to him.

“Wait here!” he said. “I have something for a hungry dog like you.” He came back with a big bone that still had some meat on it and threw it to the dog.

The dog, very glad at his good fortune, grabbed the bone in his mouth, ran along the street, out of the village and down to the pond. He grasped the bone tightly in his jaws as he approached the pond. Because it was a clear sunny day, the dog could see his reflection in the water.

Do you know what a reflection is? It is what you see in the mirror! Sometimes water can be just like a mirror, and so it was for the dog.

The dog was not very smart and he thought his own reflection in the pond was another dog with a bone in his mouth! This dog’s bone looked even bigger! Instead of being thankful for the bone he already had, the dog

decided to grab the other bone. As he reached out towards his own reflection in the pond, he fell into the water, dropping the bone.

“Oh, no! The water is deep!” he cried as he swam desperately to get back on land. His bone sank to the bottom of the pond. When he got back on shore, the dog walked away, hungry and sad.



Ask, "Who was kind in the beginning of the story?" Explain that the butcher didn't have to give the dog the bone. He could have sold the bone instead. He was kind because he could see the dog was hungry, and he wanted to make the dog happy.

Ask, "Was the dog happy to get the bone?"

What was he going to do with it?

What happened to change things?

What do you think the dog should have done when he saw what he thought was another dog with a bigger bone?"

Explain that the dog could have reminded himself that he already had a juicy bone! The dog should have been grateful for what he already had. Because he was greedy he lost his bone and got all wet!

Have your child act out the story, using the mirror as the pond. He/she might put something clean in his/her mouths to represent the bone.

Explain that water doesn't show a face as clearly as a mirror does. Does he/she understand why the dog was confused? If available, a water surface can be used to show his/her reflection in the water.

Session 2

Ask your child if he/she would like to be kind, like the butcher was.

Ask, "Can we think of some people in our community who might need our kindness and help?" This could lead to a brainstorming session by the child about a service project for those who are in need, such as lonely senior citizens, people who are sick, orphans, the homeless, etc.

Discuss with Your child what these people might need. For example, your child could make cards for senior citizens or entertain them with songs. He/she could collect canned goods for a local food distribution program. When you decide on a project, make a plan with him/her how to do it. Remind him/her that they are showing kindness.

Mention that the dog in the story was not grateful for what he had. Suggest, "Let's draw a picture or write about the things and people in our lives for which we are grateful." Have your child trace their hands on paper and write one thing for which they are most grateful on each finger of the hand. Explain that whenever he/she looks at or use their hand, he/she can remember to be grateful for at these five things.

Chapter 8: Theme – Gratitude for our Bodies

OBJECTIVES

Cognitive: Your child will understand that their bodies are special, and each one is uniquely designed. We should respect our bodies and our abilities and be grateful for who we are.

Affective: Your child will feel proud of themselves, their bodies and their abilities. They will feel grateful for who they are and what they can do.

Behavioral: Your child will discover some of the amazing things they can do with their bodies. They will feel proud of the way they look and be more confident in themselves and their abilities.

Session 1

Materials Needed:

Picture of stag (Below)

This is a good read-aloud story because your child can participate by making motions and sounds. In preparing your child for this lesson, please model the actions before reading the story. Tell your child that today you are going to read a story about a stag (show the

picture of the stag) and a lion. Mention that they will help you tell the story by doing motions and sounds.

Say and demonstrate: "If I say the stag is running, then you pat your thighs rapidly. If the stag is walking, then pat your thighs more slowly. If the stag is swimming, then make swimming strokes with your arms. If the lion makes a noise, then growl. If the stag shakes his head then you shake your head to the left and right like this. If the stag is pushing through the bushes, make a swishing sound by brushing your arms along your sides. Are you ready? Let's get on with the story!"

Read the story pausing where appropriate to let your child do the motions and sounds.

The Stag and His Reflection

(Adapted from Aesop's Fables)

A stag was walking through the woods one day when he stopped by a pond to quench his thirst. As he drank the cool fresh water, he looked at his reflection in the pond.

"What beautiful antlers I have!" he said, turning his head from side to side. "But my legs are so skinny and ugly!" The stag walked away from the pond, wishing he didn't have such ugly legs.

Suddenly he heard a noise behind him! Oh no, it was a lion! The stag started running full speed through the forest. He came to a river and had to swim across. His strong legs made him a fast swimmer, and soon he was on the other side.

Thick bushes were growing on the riverbank, but the stag's legs were so long, he just swished right through them. Swish, swish, swish! The sharp thorns in the bushes scratched him, but he didn't stop for fear the lion would catch and eat him!

The stag galloped into an open field, then swam across another river. He was way ahead of the lion but then something terrible happened! Just when he got back on shore, the stag's beautiful antlers got tangled up in a tree! He couldn't move. He began to shake his head, trying with all his might to untangle his antlers. The lion was now almost all the way across the river too, growling with hunger.



The stag shook and shook his antlers until finally he freed himself from the tree. By this time the lion had made it to the shore and was getting ready to pounce on the stag. As the stag pulled free from the tree, his powerful legs

carried him up the riverbank and across the meadow into the woods, away from the terrible jaws of the hungry lion!

The tired lion was no match for the long-legged stag. The lion didn't have long legs like the stag. So he gave up and went home. The stag was safe!

Why was the stag safe? It wasn't because of his beautiful antlers that he was looking at in the pond. It was because of those legs that he thought were so ugly!

Do you know that he never, ever complained about his legs again? He was so proud of his legs that from that day on, he'd perform amazing leaps in front of the other animals to show how grateful he was for those legs!

Explain that all stories have a beginning, a middle, and an end.

Ask your child what happened in the beginning of the story. What did the stag think about himself in the beginning when he was looking at his reflection? What did he like about his body? What did he dislike about his body?

Ask what was happening in the middle of the story? Does your child think this is something that could happen in real life? Would a lion chase a stag? Could a stag's antlers get caught in branches? Could a stag run faster and longer than a lion? Tell them that the answer to all of these questions is yes. Yet parts of this story are not real. Does your child think the stag could really talk to himself? Do they think a stag would not like his own legs? No, so that part of the story is made up or not real.

Ask your child what happened at the end of the story. In what way did the stag change his mind about his body? Can a person be like the stag in the story and not like parts of his or her body? Affirm that yes, this can happen! Explain that a person may not like the color

of his or her hair. Some people may not like their size; they may think that they are too small or too big. Some people may not like the color of their skin; in their opinion, it may be too dark or too light. Explain that the author in this story is reminding us to be grateful for who we are and the special way in which we are made. No two people are exactly alike. Our families and our communities would be boring places if we were all the same!



<http://www.wildlife-art-paintings.co.uk/picture-pictures/red-deer-stag-stags.htm>

Session 2

Materials Needed:

Measuring tape or measuring stick

Mirror

Remind your child how the stag didn't like how he looked in the story of the lion and the stag. He liked his antlers but didn't like his legs. He thought his legs were ugly. But in the end, because of his legs, he was safe from the lion.

Encourage your child, "Let's take a look at ourselves and appreciate what we have! First we'll measure how tall we are. We can be grateful that we are growing." Measure write his or her height.

Now encourage your child to look in the mirror saying, "There's only one of me, so I am special! I like myself!"

Ask your child if they know what a compliment is. Now have your child sit in front of you. This is going to be a compliment time. Give him or her a compliment, one at a time. Reinforce your child to accept the compliment and say, "Thank you," for it.

Explain that each person is one of a kind and each person has his or her own special talents, nice features, and strengths. Encourage him/her to appreciate one another and themselves as being the "one and only!"

Chapter 9: Theme – Challenging and Doing your Best

OBJECTIVES

Cognitive: Your child will learn that even when you aren't as strong or as smart as others, if you try your best, you can still succeed and even do better than those who have more ability. The most important thing to remember is to try to do your very best.

Affective: Your child will feel hopeful about him/herself and his/her abilities. He/she will feel more confident to try things that are difficult for them.

Behavioral: Those children who brag a lot will act more respectful towards others. They will need some coaching to change their behavior and the story will help remind them not to be like the hare. The children who don't have confidence will try harder to do difficult tasks and not give up so easily.

Session 1

Materials Needed:

Cardboard box with a slot in the top

Index or other blank cards

Read this story:

The Hare and the Tortoise

(Adapted from Aesop's Fables)

The animals were enjoying a bright, sunny day in the meadow. A hare (which looks something like a big rabbit) was talking loudly to the others, bragging about how fast he could run.

"I am the fastest animal in the meadow," he bragged. "I'm faster than any of you! I could beat all of you in a race!"

Meanwhile a tortoise was plodding along the path. When the hare saw the tortoise, he began to tease him.

"You're so slow! You're the slowest animal in the meadow. Ha! Ha! How do you *EVER* get to where you want to go?"

The tortoise replied calmly, "I bet if we race each other, I would win."

The hare burst into laughter. "Are you kidding?"

The tortoise said, "No, I'm not. Let's have a race from this tree to the river."

Well, the river was about two miles down the path. How could the tortoise ever think he could win this race? The two animals agreed to race, and as they stood side by side, the owl hooted three times. The race began!

Of course, the hare quickly hopped out of sight down the path while the tortoise slowly crawled along. Soon the hare came to a grassy hill.

"I'm far ahead," he thought to himself. "I think I'll rest awhile on this hill. That tortoise is so slow! He'll never beat me." The hare plopped himself down on the soft grass and took a nap.

The tortoise did not stop along the way. He just kept plodding along while the hare slept comfortably under the tree. Who do you think made it to the river first? The tortoise! The hare woke up just as the tortoise climbed up on the riverbank.

"Oh, no, I lost the race!" he screamed in disbelief. The animals in the meadow never, ever forgot this day and the race between the tortoise and the hare!



Lead a discussion based along the lines of the following questions:

Were you surprised that the tortoise beat the hare in the race?

Why did the hare lose the race even though he was faster?

How do you think he felt after he lost?

How do you think the tortoise felt?

Do you think the other animals were surprised?

In the beginning of the story the hare was bragging. What do you think that word means?

How do we feel when someone is bragging that they are better than us?

How did the tortoise answer the hare's bragging and put-downs?

Do you think the tortoise knew that the hare was going to take a nap?

Mention that the tortoise probably did not know the hare was going to take a nap, but somehow he believed in his own powers to win the race by being slow but steady.

Mention that this story can help us try to do things that are difficult for us—things that some people might think are impossible! Yet if we try, slowly and steadily, maybe we can do them!

Show your child the cardboard box and the cards. Say, "We are going to remind ourselves of this story when we are having a hard time doing something. Let's say we can't figure out how to spell a word or do a sum. We can tell ourselves, let's TRY! In fact, I'll put a box of blank cards here and I'll call them 'Try cards'. When you can't spell a word or do a sum, try it first on the 'Try card', then show it to me and I'll help you."

Place the Try card box of index-card size blank papers so it's accessible to your child.

If your child is not very advanced in spelling or doing sums yet, explain that you will make a "Try Card" for when you see him/her trying to do something that is hard. You can write his/her name on it and draw a picture of a tortoise.

Session 2

Your child could try to retell the story using different animals, such as a beetle and a bee, or a monkey and a sloth, or an elephant and a cheetah. Another option would be for your child to act out the story while you narrate it once again.

Ask your child to think of something that is difficult to do but that, if they tried, they could do it. Mentions that it could be very simple, such as being able to write a word correctly, or catch a ball, or draw a picture of a cat. Then, mention someone who whom this difficult thing comes easily. The one who needs help is the "Tortoise" and the one who helps is the "Hare." Warn that the Hare should not brag because the Tortoise might wind up being better at whatever it is than they are!

Now, ask your child to think of something that comes easily and compare that to another person who finds it hard to do that thing. Ask your child what he/she should feel toward the other person who can't do what your child can do easily. Make sure he/she understands that it's best not to brag and explain the benefits of being humble. One, your child might learn something from the other child or the other child could get better. In any case, respecting others is a good habit.

Ask Your child if they have ever heard of the saying, "If at first you don't succeed, try, try again." Ask them to help you define what it means. Explain that Thomas Edison, who invented the light bulb, said he failed a hundreds of times to make a light bulb work. The

reason he was able to succeed and become a famous inventor was because he "tried and tried again". Aren't you glad to have light at night? Isn't it good to try, try again?

You can also tell them the story of Robert Bruce of Scotland. Robert had been defeated in battle against his enemies so many times he was ready to give up. While he was sitting sadly in a cave, he saw a spider. The spider was trying to weave its web, but to do it the spider had to leap across a wide space. The spider missed again and again and again, but he kept trying. Robert thought, "If a little spider can keep trying that many times, I can keep fighting!" And he leaped up and went out to win the battle.

Mention that even if someone is behind at first and will not win the race, if that someone just keeps trying, he or she just might win!

You can watch this one minute commercial: <http://www.values.com/inspirational-stories-tv-spots/77-Power-of-a-Dream>

Chapter 10: Theme – Gentleness and Cooperation

OBJECTIVES

Cognitive: Your child will learn that it is better to use gentleness than force when you are trying to get someone to do something. They will understand what bullying is and why it is wrong.

Affective: Your child will experience a willingness to cooperate when they are asked nicely to do something. Your child will want to be polite rather than forcing others to do what they say.

Behavioral: The children who are prone to bullying others will change their behavior. Your child will improve his./her manners, when dealing with others, using gentle, polite methods rather than being demanding or forcing others.

Session 1

Read this story:

The North Wind and the Sun

(Adapted from Aesop's Fables)

One day all the animals in the meadow were listening to a big argument between the North Wind and the Sun.

The North Wind was bragging, “I am stronger than you, by far. You are the weakest!”

The Sun said politely, “No, that is not true.”

They continued to talk in this manner, and the North Wind began to get louder and louder until the animals had to cover their ears!

Finally the Sun said in a quiet voice, “Let’s put this to a test. See that man over there walking down the road? Let’s say that whoever can make him take off his coat first is the stronger one. Do you agree?”

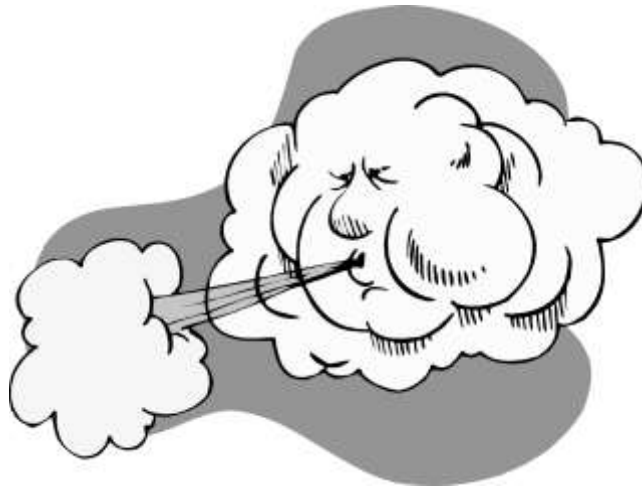
The Wind agreed, and at once he began to howl and blow at the man, almost knocking him over! The blast was so strong that it almost pulled the coat right off him. But the man grabbed his coat and wrapped himself up in it even more tightly than before. The North Wind didn’t give up for a long time, but finally he ran out of breath.

The Sun began to shine. As the man walked down the road, the heat of the sun warmed him and then made him sweat. He undid the top button of his coat. The North Wind groaned. The Sun shone down more on the man. The

man unbuttoned all the buttons on his coat, and the coat hung loosely around his shoulders.

“Oh, no!” whined the North Wind.

After about a mile, the man sat down in the shade of a tree and took off his coat! The North Wind retreated in a huff, and the Sun smiled down at the man.



Ask your child if he/she can tell you what the argument was between the North Wind and the Sun. Ask your child to imagine all the animals covering their ears because of the argument. Have your child cover their ears, pretending to be animals. How would a rabbit cover his ears? How would a dog cover his ears? Where would a bear have to put his paws to cover his ears?

Now ask, "How did the North Wind try to get the man to take off his coat?" Ask your child to show you what the Wind sounded like as he howled and tried to force the man to take off his coat. Let your child make howling and blowing sounds.

Explain that in this story the wind is like a bully who is trying to force the man do what he wants him to do. Ask your child if they know what a bully is. Affirm any correct answers. Ask your child to recount any experiences they are willing to about bullies.

Clarify that a bully is someone who tries to get their own way by being mean or rough rather than being polite and kind. A bully might be a bigger boy who takes a smaller boy's lunch away. A bully might be someone who wants to play on the basketball court when you were there first, so he starts to shove and push you around to make you leave.

Ask your child if only boys are bullies? Surprise them by saying that girls can be bullies too. Usually girl bullies use words to be mean to people. A girl bully might be someone who makes fun of you or others and makes other people laugh at you so that she can feel she is better than you are. A girl bully is someone who talks about you behind your back and hurts you in the eyes and ears of other people. A bully can be a girl or a boy, a child or an adult. Some bullies use words, some bullies hit.

Mention that the Sun is not a bully. The Sun doesn't try to get what he wants by pushing people around. Ask, "What does the Sun do to make the man take off his coat?" Affirm their correct answers, and explain that this is why the sun wins in the story. The sun is gentle and doesn't try to harm the man. Affirm that in the end, bullies and meanies usually lose. Those who are gentle and polite with others win.

Session 2

Remind your child of the story of the North Wind and the Sun.

Review these online games with your child:

<http://www.mcgruff.org/#/Games>

Chapter 11: Theme – The Golden Rule

OBJECTIVES

Cognitive: Your child will understand the value of kindness and cooperation. He/she will understand that when they are kind, others will usually be kind to them.

Affective: Your child will feel relieved that both the ant and dove escaped danger, understanding that it was because of kindness that they survived.

Behavioral: Seeing how kindness can benefit him/her and others, Your child will choose to be kind to others and help others when they need it.

Session 1

Read the story to the children.

The Ant and the Dove

(Adapted from Aesop's Fables)

One day an ant was searching for food along a riverbank to take back to her ant hole. A small gust of wind blew the poor little ant into the river. She was in big trouble! The water was rushing over her very fast!

Luckily, a dove was nearby. The dove saw the ant fall into the water and decided to help her. She quickly found a leaf and grabbed it in her beak, pushing it toward the drowning ant. The ant was able to crawl onto the leaf to safety. The leaf was carried by the river to the shore. The ant hopped off the leaf, thanked the dove, and ran home.

A few days later, the same ant was searching for food again. Her job was to find food for the other ants that lived with her. She was looking around, and there under a tree was the dove that had saved her life! But the dove was in

danger! A boy with a rock was near to her. The boy had also seen the dove, but the dove hadn't seen the boy.

The boy was just about to throw the big rock at the dove when the ant raced over to him and bit his bare toe! As he yelled and reached down to slap the ant, the dove saw the danger she was in. She flew up to a tree branch, while the ant escaped under a nearby rock.

"I am so grateful to you, little ant," the dove sang from the tree.

"And I am grateful to you, dear dove!" said the ant. "Let's always watch out for each other!" And they did!



Mention that another title for this story could be "What You Give Comes Back to You". Ask them to say it after you; then say it with you. Urge him/her to try to remember this saying.

Now what do you think it means? Point out that another way to say the same thing is, "Do to others as you would have them do to you". Explain that this is the Golden Rule. Have them repeat that saying. Explain that when you are kind to others, they will

probably be kind back to you; when you are not kind to others, they will probably not be kind back to you.

Let your child answer the following questions:

Why do you think the dove saved the little ant?

Why did the ant save the dove?

How did the ant feel when the dove saved her?

How did the dove feel when the ant saved her?

Mention that being grateful means that you feel happy that someone did something for you. Explain that you feel grateful when you realize that someone is caring about you and trying to help you. When someone does something kind to us, what can we do? We can say, "Thank you!" or "I'm grateful for your help!"

This story has a happy ending because the ant and dove were kind to each other and they cooperated to save each other's lives. Urge your child to remember the lesson of this story. Have him/her repeat after you: "What you give comes back to you," and "Do to others as you would have them do to you".

Explain that the latter is called The Golden Rule because it is worth so much.

Session 2

Materials needed:

Dark Brown Construction Paper
Light Brown Construction Paper
Glue, Scissors, Crayons

Explain that it is not surprising that one of the main characters of the story read the other day was an ant. (Mention that "main characters" are the persons and animals that the story talks most about.) In real life, ants live and work together very, very well.

Show them the picture above. Explain that each ant in an anthill has a job that helps the other ants in their home. Ant homes are called anthills because they are usually underground and the door is on a small hill of dirt. Inside the anthill there are many connecting tunnels and rooms. Each room has a special purpose. One room is a nursery for baby ants. Another is where food is stored. Guard ants guard the door to the anthill. That's their job.

Explain that the most important ant is bigger than all the others. She is the queen ant. She is the mommy of all the ant babies. The babies are taken care of by nurse ants in the nursery. Ants like the one in the story find food and bring it back to the anthill. In this way ants take care of each other.

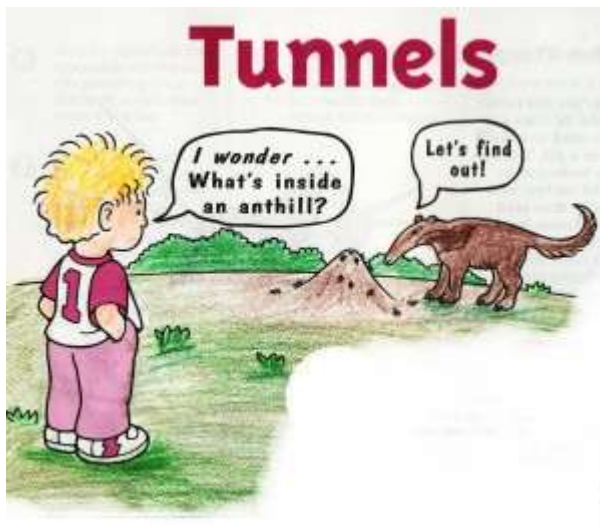
You can lead your child outside to see if you can find any food-finding ants like the one in the story. Look for a line of ants. Mention that they are telling each other with their

antennae where the food is, and they are helping to carry the food back to their anthill. Explain that their antennae are like people's ears, noses, and mouths. When they touch each others' antennae, they tell each other where to go to find the food. This is cooperation!

Do this Ant Hill craft activity:

Ant Hill

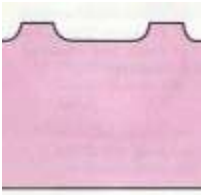
June 24, 2009 By Janice VanCleave



In your house, you have rooms and connecting halls. Ants that live underground also have rooms called **chambers** and connecting halls called **tunnels**. As ants dig the tunnels and chambers, the dirt is carried up to the surface and dumped, creating **anthills**.

You can make a model of how the chambers and tunnels of the underground home of ants.

Discover for Yourself



1. On one sheet of 9-by-12-inch (22.5-by-30-cm) brown construction paper draw 2 hill shapes. Make the hills about 5 inches (1.25 cm) apart, 1 inch (2.5 cm) tall and 2



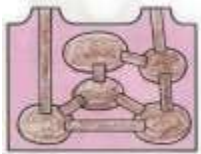
inches (5 cm) wide.

2. Cut out the hill shapes.

3. Draw 5 large closed curved shapes on a lighter brown sheet of construction paper.

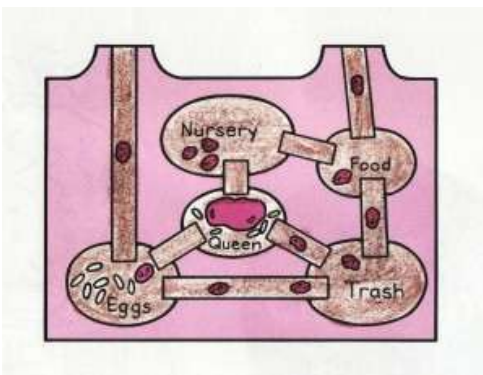
4. Cut out the shapes and glue them on the paper as shown.

5. Cut strips of paper from the light colored brown construction paper.



6. Ant chambers, like the rooms in your house are used for different things. Label the chambers: Nursery, Queen, Eggs, Food, and Trash as shown.

7. You can cut pieces of paper to represent the Queen. Use your own imagination—what do you think a queen ant should look like? Does she have a crown? I've represented her as being very big. The queen lays eggs which are placed in a chamber. Eggs develop into very tiny larvae which form pupae. The larvae and pupae can be placed in the nursery. I have represented the larvae with raisins and the eggs with rice grains. Food can be anything that ants can carry. Trash is waste as well as dead ants. Periodically the worker ants carry out the trash and dump it on the hill that forms outside their doorway.



Chapter 12: Theme – Kindness, Mercy, and Helping Others

OBJECTIVES

Cognitive: Your child will understand kindness and mercy and that a person is never too small to help!

Affective: Your child will feel inspired by the story to want to do kind things for others. He/she will feel hopeful that even though they are small, they can do a lot to help others. He/she will feel good about themselves when they do kind things.

Behavioral: Your child will show more kindness and mercy to one another.

Session 1:

Read this story:

The Lion and the Mouse

(Adapted from Aesop's Fables)

One day a little gray mouse was scurrying along a path in the meadow. All of a sudden her four tiny feet felt something soft and furry. Then a very large paw with sharp claws closed around her.

“Oh no!” she thought, “A lion has caught me!”

The lion leaned over to look at her closely.

“Hmm,” he growled. “A little gray mouse is trapped in my paw! How lucky! Yummy!”

The little mouse stared into the huge brown eye of the lion and squeaked.

“Please let me go. I’m a mommy mouse and I have little mice children to feed. Please don’t hurt me! If you let me go, I’ll do anything I can to return the favor!” she pleaded. The lion thought for a while as the little mouse shivered with fear. Finally he roared with laughter and shook his mane.

“How could you ever do me a favor? You’re too small! In fact, you are too small to be my dinner. I will let you go this time because you made me laugh!” So the mommy mouse ran as fast as she could back to the safety of her mouse hole where her children were waiting.

"I am lucky to be alive," she thought. "I will always be grateful to the lion for letting me go."

A year later the mommy mouse was scurrying along the same path when she heard the lion’s cries for help. She hurried over and looked behind a bush. There lay the lion, tangled in a net set by a hunter. He was thrashing around, trying to free himself, but the net was too thick and strong.

"I will help you!" cried the mommy mouse, stepping forward.

The lion yelled, “You’re too small to help me! I don’t have a chance. Soon the hunter will come back.”

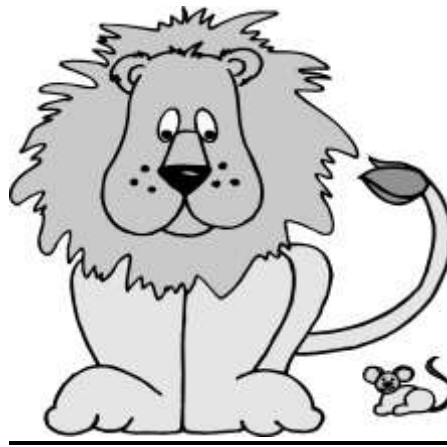
Well, it just so happens that there is one part of a mouse that is very strong! Teeth! Here’s what happened. The mouse raced over to the net and started to chew rapidly, cutting the ropes with her sharp teeth. It didn’t take long for

her to make a hole in the net big enough for the lion to crawl through and escape.

The lion was so happy!

"Thank you!" he said over and over to the mouse.

The mouse replied, "I told you when you spared my life that I would return the favor!"



Ask your child if this was a story about a real lion and a real mouse, do they think it would have ended differently? Explain that in real life animals don't have conversations like this, and the lion would eat the mouse. This story is make-believe, to help teach us lessons. Ask your child what they think the lesson of the story is.

Explain that the author wants him/her to understand about kindness, mercy, and helping others. Ask your child if they know what "mercy" is. Explain that it is to feel sorry enough for someone to let them go, just like the lion let the mouse go.

Ask: what if a boy is running down the street. He steps on your toe and hurts you and you get angry. You are about to yell! Then you notice he is crying. He says, "I'm sorry! I didn't see you! My dog just got hit by a car and I am running to help him!"

Ask your child if they wouldn't feel like letting the boy go right away. He/she would feel sorry for him. They wouldn't want to yell at him. The feeling they would have in their heart at that moment would be "mercy".

The lion feels mercy toward the mouse. Ask your child why he/she thinks the lion felt mercy toward the mouse. Was it perhaps because the mouse has told him she had children to care for? Affirm that maybe that moved the lion's heart. Suggest that maybe he thought about his own mother or his own lioness wife, taking care of their lion babies at home.

The mouse's offer to help him someday just makes the lion laugh. He lets her go with good humor, but he doesn't believe she will ever be able to help him.

Ask, "When the lion was caught in the net, did he believe the mouse could help him? Why not?" Ask your child if they think the lion was surprised when the little mouse saved him? How do they think the mouse felt about helping the lion? Do they suppose she felt proud of herself? Point out that she could have run away, too scared to help. But she kept her promise to help the lion.

Explain that people do kind things for each other every day. Without kindness, this world would be a terrible place to live. Explain that it's good to remember when someone does something kind for us and then to think of a way to be kind back, just like in the story.

Remind them that, just like the little mouse, they are not too small to help others.

You can read the Chinese fable on this website:

<http://www.starfall.com/n/chinese-fables/one-rice/load.htm?f>

Session 2

Materials and Preparation Needed:

The pictures are below – write the following words on the pictures:

A drawing of a worm with the word "Hero" written across its chest.

A drawing of a bee with the word "Great" written above it.

A drawing of a plant with the word, "Fantastic!" written above it.

Remind your child of the story about the lion and the mouse. Check to see if he/she remembers the basic story line and themes by asking them to retell it.

Then say you will tell him/her a couple of very short stories and you would like him/her to finish the stories showing what he/she learned from "The Lion and the Mouse".

Story #1: Susan came to school and forgot her lunch. She was so hungry! What could another student do to be kind and help her? (Let your child make suggestions.)

The next day another student forgot her lunch Susan notices the student, who looks very upset and hungry. What do you do think Susan does? Let your child complete the story.

Story#2: Jack falls down on the playground and hurts himself. Jim is playing a game nearby and doesn't want to stop, but he sees that Jack is hurt. What will Jim do? (Let your child make suggestions.)

The next day Jim gets hit in the face by a ball and falls over. Jack sees what happened. What do you think Jack will do and why?

Ask your child to recount times when they needed help and someone was kind to them.

Ask your child, "Did the mouse in the story think she was too small to help the lion? No, she didn't. In fact, she saved the lion's life!" Emphasize, "You are not too small or too young to help others." Then suggest, "Let's look at some things in nature that really do help us, even though they are small. Can you think of any small things in nature that help us? I'm thinking of one." You can play the ten questions game to make it more interesting.

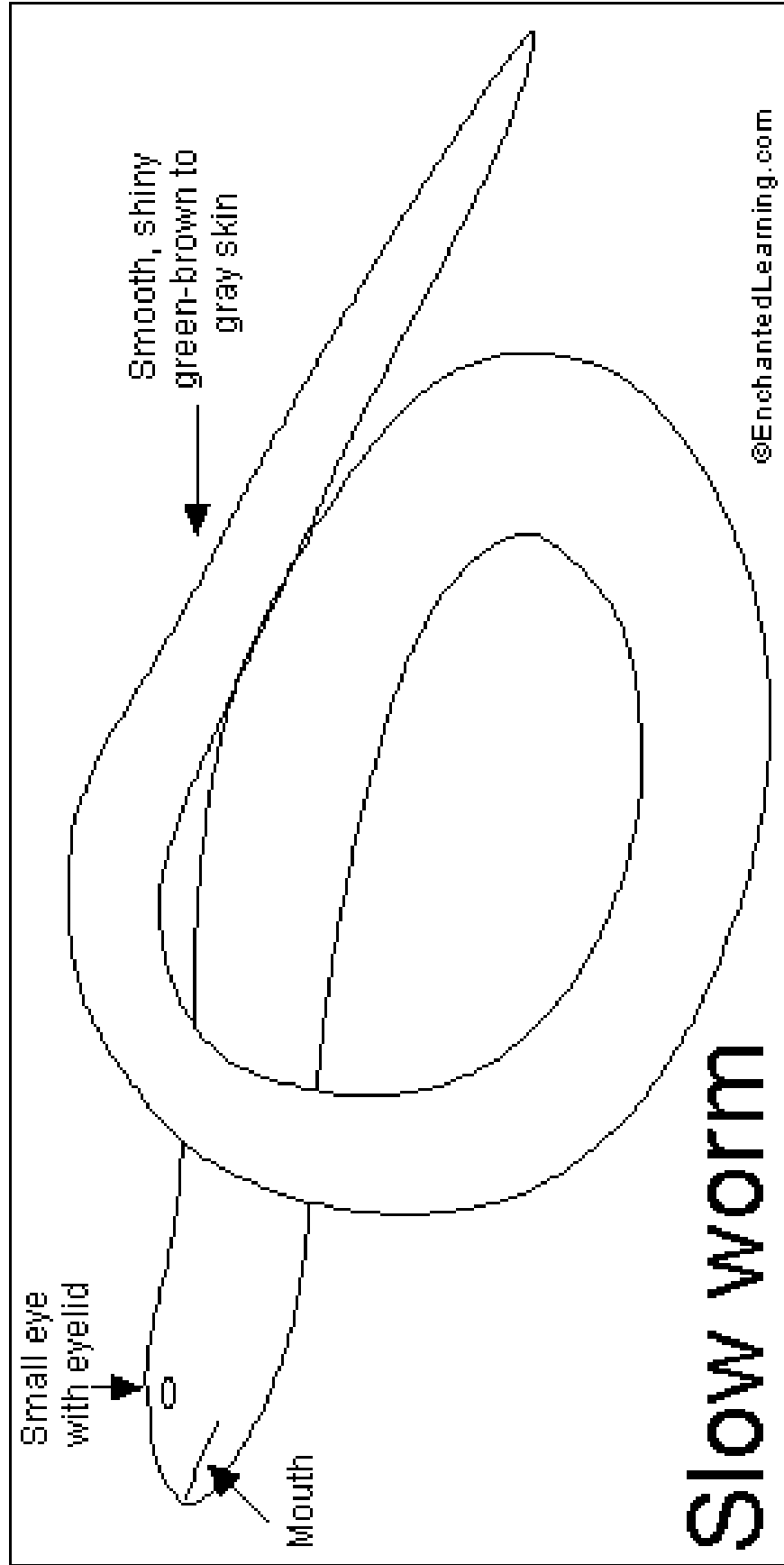
Bring out the picture of the worm and set it up so that children can see it. Explain that worms are small but helpful. They dig tunnels in the soil so the soil gets air. This makes rich soil for farming. They also make dirt by eating old leaves and fruits and vegetables off the ground. As the tiny bits of leaves and food pass through their bodies, it comes out the other end as dirt that is good for farming!

Show the picture of the bee and say, "Bees are very tiny, much tinier than you! I know they sting, and that can hurt. But most of the time they won't sting us if we just leave them alone. Maybe you didn't know that bees help us in many ways. They have very hairy legs that carry seeds and special growing dust called pollen to the flowers and trees. Pollen is like nature's fairy dust! It helps fruits and flowers to grow. Without bees we wouldn't have as many fruits and flowers as we do. Bees make delicious honey, too! Who likes honey?"

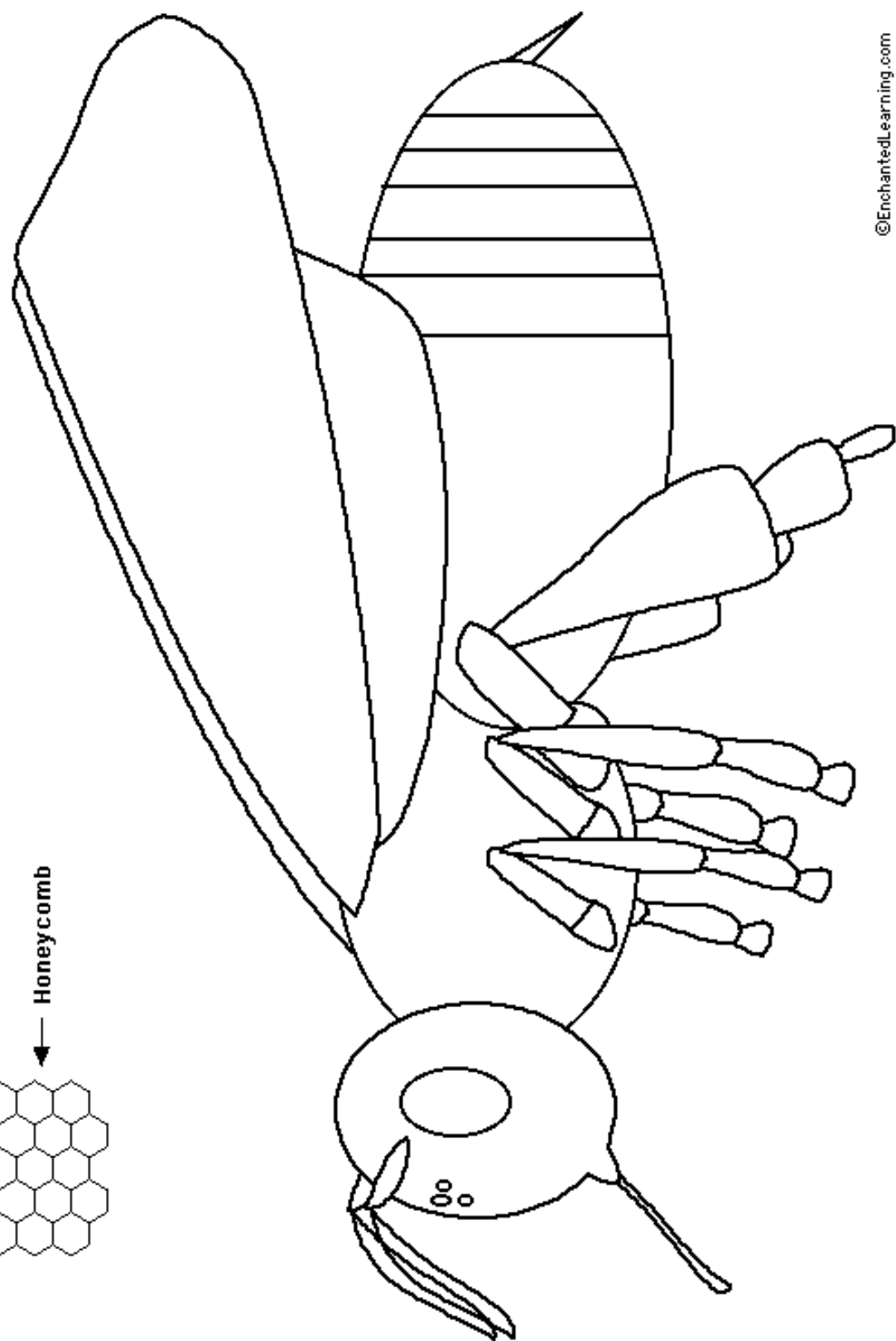
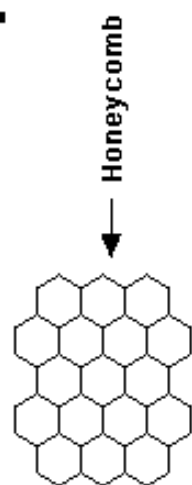
Show the picture of the plant and say, "Plants can be small, too, but they give off oxygen that people need in order to live! Did you know you were breathing a plant's breath? Plants have very sweet, clean breath and they make the air around us clean and sweet."

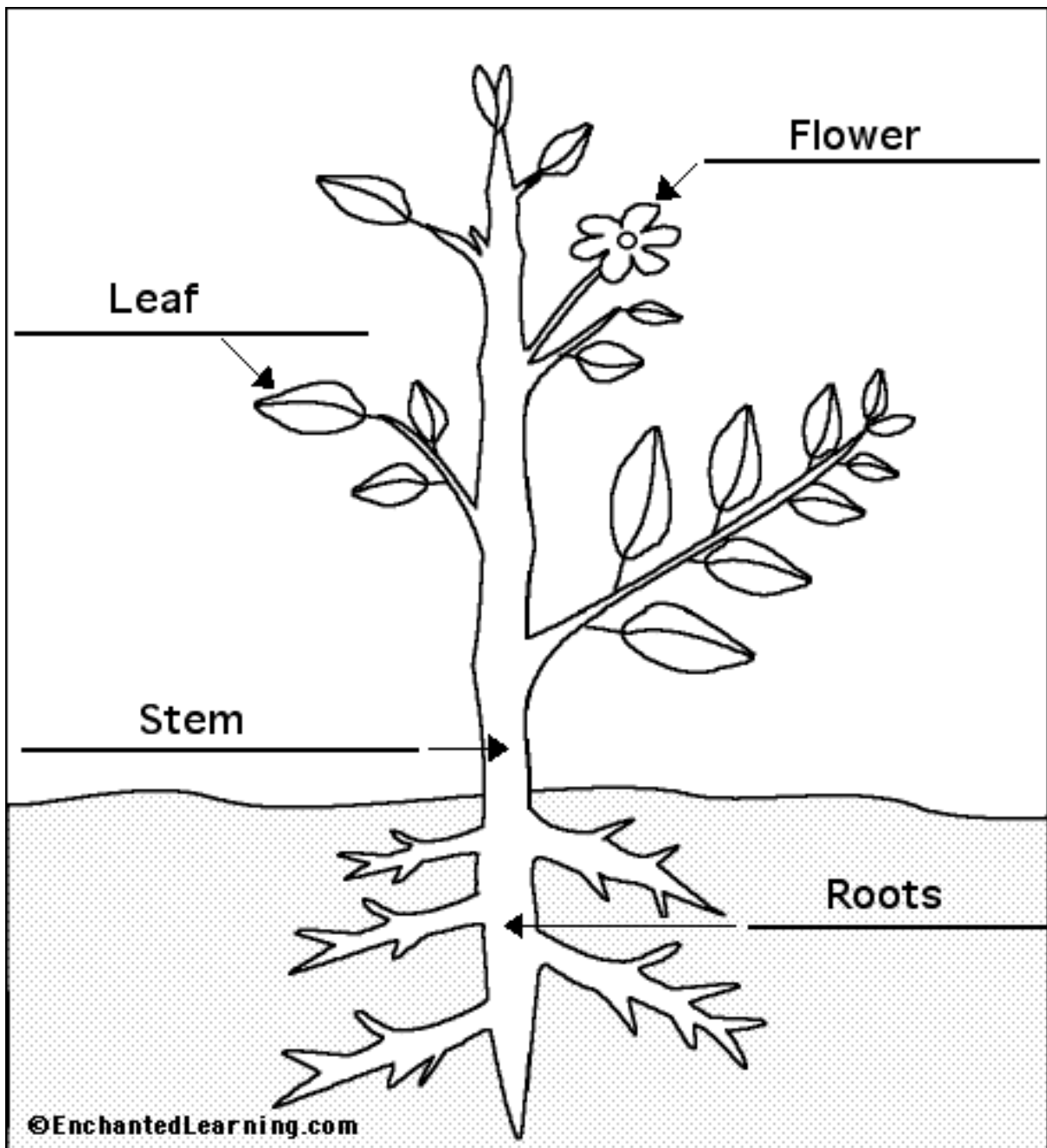
Emphasize that, "Nothing in nature is too small to help others—including you!"

Your child may want to color the pictures.



Honey Bee





Chapter 13: Theme - Responsibility

OBJECTIVES

Cognitive: Your child will understand what it means to be responsible and hard-working. Planning ahead and making the time to do what needs to be done are ways that they can be responsible. They will also realize that laziness can get you into trouble!

Affective: Your child will feel inspired to be like the ants, not the grasshopper, in the story—responsible and hard-working.

Behavioral: Your child will identify their responsibilities and will be more conscientious about fulfilling them.

Session 1

Read this story:

The Ants and the Grasshopper

(Adapted from Aesop's Fables)

One sunny autumn day the ants were getting ready for winter. They had harvested their grain and were now putting it out in the sun to dry. When the grain dried at the end of the day, it could be stored for eating during the cold winter months.

Ants, of course, work very hard. And they are very smart, because they save for the future. Soon the fields would be frozen and nothing would grow in them. Putting away food now was like saving money in the bank!

One winter day a hungry grasshopper, his fiddle under one of his legs, started begging for food.

"I cannot find any food anywhere," he cried. "There is nothing left in the fields to eat! Please give me some of your food!"

The ants replied, "Why didn't you plan ahead and store food away for the winter months like we did?"

The grasshopper, known for his fiddling, said, "I was too busy having fun and making music during the summer months to do any work at all."

The ants knew how to have fun, too, but they also wisely knew that if all they did was play, they'd die of starvation in the winter.

Luckily for the grasshopper, the ants were kind. Even though he didn't deserve the food, since he did not work for it, the ants shared their food with him.

"Next time work—then play!" they told him.



Lead your child in a discussion by asking questions similar to the following:

Why were the ants working so hard to get ready for winter?

Why was the grasshopper so hungry?

How would the ending of the story be different if the ants didn't give food to the grasshopper?

Would you rather be one of the ants or the grasshopper?

Mention that the grasshopper had a lot of fun, and we all like to have fun. Yet if that's all we do, we have problems like the grasshopper in the story! All of us have important responsibilities. If we don't do them, trouble follows!

Ask your child to name three or four responsibilities or chores done by you. List them on the left side of a paper. Then ask him/her to name three or four responsibilities or chores he/she has to do and write these on the left side of the center line too. Label this side of the line: Chores.

Ask him/her to think about what happens when these chores don't get done. Write those consequences on the right side of the board. Label this side of the line: Chores Not Done.

Chores

Chores Not Done

Parents' chores

Wash dishes

Dirty, germy dishes

Nothing to eat on

Job

No money, no home, no food,

no fun!

Laundry

Smelly, yucky clothes

Food shopping

Nothing to eat! Hungry stomach!

Children's chores

Put away toys

Toys broken from being stepped
on, toys lost

Brush teeth

Cavities, smelly breath, pain

Shower or bathe

Dirty smelly, may get sick

Get dressed

Spend the day in pajamas!

Next, ask your child to name his/her responsibilities.

Chores

Listen to the parent

Do work

Obey rules

Chores not done

Don't learn, Don't get schoolwork done

Bad grades, angry parents,

In trouble all the time

End the lesson by saying, "Let's be like the ants in the story and do our best to be responsible."

Session 2

Materials Needed:

Soccer ball, basketball, or volleyball

Pencils and/or rulers

Ask your child if he/she remembers the story of the ants and the grasshopper. Mention that we have certainly been learning that ants are very hard-working and responsible.

It might be fun to teach your child the following song. It is sung to the tune, "When Johnny Comes Marching Home Again (Hurrah! Hurrah!)"

The ants go marching one by one, hurrah, hurrah
The ants go marching one by one, hurrah, hurrah
The ants go marching one by one,
The little one stops to suck his thumb
And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!

The ants go marching two by two, hurrah, hurrah
The ants go marching two by two, hurrah, hurrah
The ants go marching two by two,
The little one stops to tie his shoe
And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!

The ants go marching three by three, hurrah, hurrah
The ants go marching three by three, hurrah, hurrah
The ants go marching three by three,
The little one stops to climb a tree
And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!

The ants go marching four by four, hurrah, hurrah
The ants go marching four by four, hurrah, hurrah
The ants go marching four by four,
The little one stops to shut the door
And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!

The ants go marching five by five, hurrah, hurrah
The ants go marching five by five, hurrah, hurrah
The ants go marching five by five,
The little one stops to take a dive
And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!

The ants go marching six by six, hurrah, hurrah
The ants go marching six by six, hurrah, hurrah
The ants go marching six by six,
The little one stops to pick up sticks
And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!

The ants go marching seven by seven, hurrah, hurrah
The ants go marching seven by seven, hurrah, hurrah
The ants go marching seven by seven,
The little one stops to pray to heaven
And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!

The ants go marching eight by eight, hurrah, hurrah
The ants go marching eight by eight, hurrah, hurrah
The ants go marching eight by eight,
The little one stops to shut the gate
And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!

The ants go marching nine by nine, hurrah, hurrah
The ants go marching nine by nine, hurrah, hurrah
The ants go marching nine by nine,
The little one stops to check the time

And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!

The ants go marching ten by ten, hurrah, hurrah
The ants go marching ten by ten, hurrah, hurrah
The ants go marching ten by ten,
The little one stops to say "THE END"
And they all go marching down to the ground
To get out of the rain, BOOM! BOOM! BOOM!

Ask your child to pick out the times when the little ant was being responsible and when he wasn't. You could have them sing it again and look quizzical when the line about the "little one" comes up and have them shout, "Yes!" or "No!" as to whether he was responsible or not, and then finish the chorus.

Explain that like most young creatures, the little ant wants to play sometimes as well as be responsible. He wanted to suck his thumb, climb a tree, and pickup sticks (a game) while the grown up ants were all very serious about marching down into their anthill to get away from the rain! Yet the little ant did some responsible things too: he shut the door, shut the gate, checked the time, ended the song, etc.

Point out that, in the story about the ants and the grasshopper, the ants did not tell the grasshopper he should never play at all. In fact, the story said that the ants knew how to have fun too. What they tried to do was, "Work, then play."

Explain that life has to be a good balance between working hard and playing hard! Mention the old saying, "All work and no play makes Jack a dull boy." At the same time, all play and no work makes a grasshopper very hungry—unless he can find some friendly ants, that is!

Have your child stand up and raise their arms from their sides to stand out like the wings of an airplane. Now have him/her raise their right foots and balance on their left feet. Ask, "Is it always easy to balance things? No. So it's not always easy to balance work and play, but we can learn to do it so that we work some and play some, play some and work some. Then we get our work done and we have fun too."

Have your child try other balancing exercises, like sitting down and putting a ruler or pencil on the knuckles of their fists. This should be fairly easy for them to balance.

Walking with books on their heads is also a good "balancing act." Balancing a ball the size of a soccer, basketball, or volleyball on their heads can be lots of fun!

Explain that to balance things you have to move a little to one side, then a little to the other until you get it just right. So he/she have to work a little, play a little, work some more, play some more until they get it just right.

Chapter 14: Theme – Relating Well with Others

OBJECTIVES

Cognitive: Your child will understand that fighting only makes you lose.

Affective: Your child will want to be like the peaceable goats and win many friends.

Behavioral: Your child will argue and fight less.

Session 1

Read this story:

The Two Goats

(Adapted from Aesop's Fables)

There was a family of goats that lived in the mountains. The mother and father goats had two sons. Both sons were very stubborn and hot-tempered. Their parents tried very hard to teach them the importance of respecting each other, but they didn't listen.

The boy goats fought over meals: "You got more than I did!"

They'd fight to get ahead of the other on the path to the meadow, butting and pushing each other with their horns: "I was first!" each of them said.

They'd argue about who would sleep on the softest bed of hay at night: "You got the best place last night! It's my turn!"

So it went on from early morning to late at night.

It got so bad that none of the other animals wanted to be around the goat brothers. Then one day all this changed. Here's what happened.

The brother goats were playing on the mountainside, jumping from rock to rock. One goat was on one side of a deep chasm, which is a hole between two large slabs of rock. His brother was on the other side. The only way to get across the chasm was to walk carefully on a fallen log that bridged the gap. As the goats were playing, they both decided to cross the chasm at the same time. They met in the middle and were head to head, horns locking, each refusing to back up so the other could pass. They stayed like that for a long time, arguing.

“Let me through!”

“No! I was the first one on the log!”

“No you weren't, I was!”



Finally, as they pushed at each other, they both lost their balance!

“OH NO!” They both screamed as they fell through the air, cutting themselves on the rocks. SPLASH! They fell into the river below. The frightened goats swam to the riverbank and pulled themselves out of the water.

The poor goats limped home that night. They were cut and bruised all over. And they were cold, wet, and very hungry. Do you think they learned a lesson? They did! Both brothers made a promise to each other to be peaceful. They decided that getting ahead of the other was not as important as being friendly, taking turns, sharing, and taking care of each other. The goat brothers are much happier now. And the rest of the animals always want to play with them because they don't argue anymore!

Mention that most stories, movies, and plays have a problem in them that needs to be solved. In the story "The Two Goats", what was the problem that needed to be solved? Affirm correct answers.

Ask your child if he/she knows what “competitive” means. Affirm any correct answers and say that being competitive means you want to win or be first. Mention that sometimes it's good to be competitive. Ask him/her if he/she can think of times when it is good to be competitive. He/she will probably mention sports teams. Affirm that the whole reason both teams are playing is because each of them wants to win! Explain that that's okay, even though one will lose and the other will win unless it's a tie game. Ask your child if he/she remembers the Olympics on TV. What is his/her (or your) favorite event? Explain that all these great athletes come from all over the world to compete with one another. All of them want to win or be first.

Explain that something very important in a good competition is "sportsmanship" or being a good sport. People show sportsmanship when they follow the rules of the game. When the winning and losing teams congratulate each other for playing their best, this is

good sportsmanship. It is good sportsmanship to be kind when you are the winner and to be good about being the loser.

Is it good sportsmanship to lose a game and then say, "I know I'm better than he (she) is! The judges were unfair!"? What are some other things that are not good sportsmanship?

Explain that the story of the two goats is not about competition in sports or any other good kind of competition, such as a chess game or a spelling bee. This story is about two goats that are always competitive in everyday life. The two brothers argue about everything. Both are selfish, never willing to let the other goat have what he wants. Ask your child if they think the goats are happy when they behave this way. No, they are always worried that the other goat will get the best or be the first. They have bad feelings towards each other. They are both unhappy. They make their mommy and daddy goats unhappy with all their fighting too as well as their animal friends. Some fighting is natural, but too much will make the whole family unhappy.

Ask what happens in the story to change the goats. Affirm that when they both get hurt and they both fall into the water, the goats realize that the way they are acting is no good. Does your child think maybe the goat brothers realized how good it feels to help each other? Maybe, because each one was hurt, they needed each other's help and friendship as they limped home. Ask "If you were limping, wouldn't you want someone to help you and be nice to you?"

Mention that from then on, the brother goats decided to take turns, share, and be friendly. The brothers become good friends because they were willing to change. Encourage your child to remember this story when they are fighting with someone. Explain that they can talk the problem over with the person and learn to share, take turns, and be friendly with each other. Explain that his/her life will be much happier that way. Does he/she want to be happy? Yes!

Session 2

Remind your child of the story of the two goats. Then say, "Let's help the children in the following short stories solve their problems, like the goats did. We'll call ourselves the All-Powerful Problem-Solvers Team!" Read the little scenes to your child and then listen to all his/her suggestions. Help him/her see the results of some of their suggestions. For instance, if in the first scene your child suggests, "Have them race! That'll decide who's fastest!" ask him/her if that would really stop the arguing.

"Jose and Ned are always arguing. They are both strong and good at running. They argue every day about who is fastest. What advice can we give them?"

"Lisa always wants to be first in line. Sometimes she pushes and gets in front of the other children. What advice can we give her?"

"Juanita is a very good artist and she knows it! The children say nice things about her artwork, but then she upsets them by bragging about how she is the best artist in the whole class. This makes the other children feel bad. What advice can we give Juanita?"

"When Jacob plays a game with another student he usually wins because he's pretty good at games. He makes the other children feel bad, though, because he always jumps up and down and yells, 'I'm the best!' What advice can we give him?"

Next is an activity to practice good sportsmanship. If you can, plan a few relay races with other children or relatives. (If that's not possible discuss sportsmanship) The object of the relay race is to see which half of the group can pass a crayon fastest from hand to hand until it reaches the last person on the team, who must hold it up for all to see. Here is another "sitting" relay race. With the group divided in half again, have each child race to take off their shoes and pass the shoes to the person in front of him or her until the last person takes off his or her shoes and passes them to the parent. The first team to get the pair of the shoes to the parent wins!

Each child is instructed to cheer for each student on their team when it's his or her turn to pass something on. Explain that this is good sportsmanship: offering support and cheers to everyone. Have the winners and the losing team stand in lines facing each other after the game. The opposing teams give high-five or shake hands with each other, saying "Good game!"

Ask your child if the relay races were fun. Reinforce that competition can be a lot of fun as long as it is done with a good heart toward others. Reinforce that too much competition and fighting, with a bad attitude, like between the brother goats, makes life much less fun for everyone.

Chapter 15: Theme – Anger-Management

OBJECTIVES

Cognitive: Your child will learn that when you are angry, you need to calm down and cool off. Then try to solve the problem.

Affective: Your child will want to learn how to control his/her anger so he/she will not get into trouble. He/she will feel that by doing this he/she will have a better chance to get what they want.

Behavioral: Your child will use anger-management skills, such as cooling off, using "I" statements, and getting help from a conflict manager, a parent, or older relative.

Session 1

Read this story:

The Bear and the Bees **(Adapted from Aesops' Fables)**

One morning a papa bear woke up with an empty stomach. All he could think about was food! You know bears—they'll eat anything! This hungry bear ran down to the meadow to search for some yummy berries for breakfast.

“Oh, no!” he cried. “The deer family was already here, and they ate all the juicy, ripe berries!”

Next he tried his favorite tree stump where he looked for fat worms and crunchy ants. Again, he found nothing. Mama bear and the cubs had already been there earlier in the morning.

“Where can I find food?” he grumbled.

Suddenly a mother deer and her two fawns appeared and started to graze in the meadow.

“Here’s my chance for some meat!” He leaped toward the fawns and landed on the ground with a BUMP! The fawns leaped safely away from the bear’s sharp claws and teeth and raced off into the thick forest.

“What can I do? I’m so hungry!” he moaned.

He needed to eat his breakfast. By now he was so angry that he couldn’t even think. But his ears could hear!

“What’s that buzzing sound I hear over in the tree? Could it be a beehive?”

Oh, yes, it was! The bear ran over to the tree and started climbing. Bears love honey!

“I’m so lucky!” the bear chuckled.

Well, it turns out that it was a mistake to go after THIS hive. As the bear was climbing up the tree, a guard bee saw him coming and flew at him as fast as he could, stinging him right on the nose! The startled, hungry bear almost fell out of the tree!

Now he became very, very angry. Perhaps he should have climbed down the tree and calmed down a bit. Instead he growled very loudly and started to try to knock the hive down with his big front paw! The bear could not control his temper. He kept batting away at the hive until it fell out of the tree. What do you think happened next? The whole swarm of bees attacked the angry bear! He fell out of the tree, ran to the river, and jumped in. Since bees don’t like water, the bear was safe. But he was angrier and hungrier than ever!

Explain that we want to learn from the mistake the bear made in the story. What was the bear's biggest mistake? What do you think got the bear into trouble? Once your child has given his/her ideas, point out that the bear got so angry because he was hungry, and nothing seemed to be working out for him. There were no berries or worms or ants to eat. The fawns escaped from him. Sometimes it seems like we have some bad luck. Then we get angry like the bear! What does your child think the bear could have done differently so the story would have had a happier ending?

Listen to your child's suggestions. Then mention that the bear could have climbed down so he could think clearly. (The story mentions this, so your child may well have said this.) Then explain that he could have made a new plan, and perhaps that new plan would have solved his problem. Explain that we will learn that people use different ways to calm themselves down when they're angry. Mention that we can choose to control our anger or not. Encourage your child, "Let's learn how other people do this, so we can do it, too!"

Write on a paper: STP. Have your child repeat it after you several times: STP. Ask him/her to imagine that something has happened to make them angry. He/she feels like saying something or doing something that could hurt another person or object.

Point out that "S" stands for "Stop!" "T" stands for "Think!" and "P" stands for Plan.

When he/she is angry, he/she can tell him/herself, "STOP! THINK about another way to handle the problem. Make a new PLAN!"

Tell him/her that you are going to tell him/her a little story about someone his/her age who got angry. Explain that you will use the STP method to help the girl in the story control her anger.

"It was lunch time, and Rita accidentally bumped into Sam and dropped her lunch tray. She was very hungry, and it was her favorite kind of lunch. Now it was all dirty and she could not eat it. She started to yell at Sam. How could she use STP to control her anger?"

Brainstorm with your child what Rita could do. Explain that she could probably tell a teacher and the school would make some arrangement for her to get another lunch and pay the money the next day. Explain that maybe some of her friends would share their lunches with her—each person giving just a little can add up to a lot! Rita might have gotten a better lunch that way than if she hadn't dropped her tray!

Mention that there are lots of situations where someone gets angry and could use STP to control their anger. Gives examples such as: "Your younger sister breaks your favorite toy." "You lose your project that you worked so hard on." "Somebody yells at you but you didn't do anything wrong."

You might want to create a visual reminder to hang up using symbols: an angry face, a STOP sign, a light bulb with the word "THINK" on it, a mouth saying, "PLAN". Your child can make their own copy of this.

Session 2

Remind your child of the story of the bear and the bees. Point to the visual reminder of the STP method and review what STP stands for.

Then explain that there are other ways that people can use to help them calm themselves down. Whatever works for them best is the right one to use.

Explain that one way people help themselves calm down is to count to ten before saying or doing anything. Solicit their agreement: "When we are angry, we want to say or do something to hurt someone or something, don't we? We say something like, 'You stupid cat! You scratched me! I'm going to kick you!' It's better to count to ten, though. The cat doesn't deserve to be kicked. The cat was probably just scared." Explain that after counting slowly to ten, your child may not feel so angry anymore.

Explain that if they are really, really angry, they can count to one hundred before doing or saying anything. Explain that doing this gives them time to calm down. Lead them in a count to one hundred so they can see how long it takes (and to see if they can do it!). Ask if they think they would be calm after doing that.

Explain that breathing deeply also helps a person calm down. Suggest that he/she tries that to see how he/she feels. Have him/her place his/her palms on their midriffs. Explain that he/she needs to breathe so deeply that his/her stomach swells out and he/she can feel it move with his/her hands. Explain that twenty deep breaths will always calm a person down.

Some other ways are to say, "I am getting very angry. I need to cool off. I need some time alone." Then try to do something enjoyable for a little while.

Encourage him/her to ask for help from an adult by telling the adult, "I'm really upset. I need some help to calm myself down. Can you help me settle down?"

Explain that drawing a picture about how he/she feels might help him/her get their anger out safely too.

Point your finger at something in the room. Say, "Have you ever noticed that when you point at someone, there are three fingers pointing right back at you? So should we point at people and say, 'You did this! You did that!?' No. Instead of saying, 'You made me drop my lunch!' you can say, 'I'm upset that I bumped into you and dropped my lunch.' This works better because then the other person will feel like saying, 'I'm sorry.' Hearing someone say, 'I'm sorry' helps us get over being angry."

Ask your child to pretend he/she is angry at someone. Have him/her point his/her fingers and say, "You made me do this, you made me do that!" Have him/her stop and notice that three fingers are pointing back at him/her. That should remind him/her to say, "I." Give examples: "You make me so mad when you laugh at me when I get the answer wrong!" Point and show how three fingers are pointing back at you.. Then say, "I feel bad when you laugh at me when I answer a question wrong."

Ask your child to change the following "You" statements into "I" statements:

"You made me drop my book in the puddle."

"You didn't invite me to your birthday party."

"You didn't pick me to be on your side in gym."

"You told on me and I didn't even do anything."

Encourage your child to remember how to calm him/her down by remembering STP, count to ten or one hundred, breathe deeply, or use "I" messages.

Chapter 16: Theme – Patience and Gratitude

Objectives

Cognitive: Your child will realize that being greedy is wrong and that they should be grateful for what they have.

Affective: Your child will want to take care of what they have and appreciate what they have.

Behavioral: Your child will be less greedy about food, toys, turns, etc.

Session 1

Read this story:

The Goose and the Golden Egg

(Adapted from Aesop's Fables)

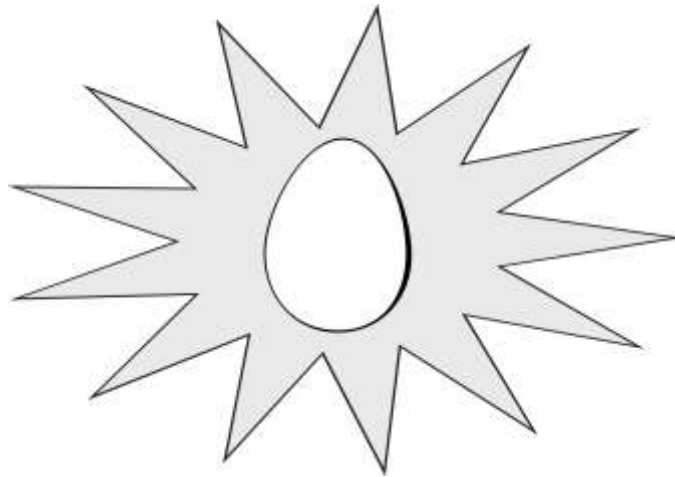
Once upon a time there was a farmer. He had many acres of land, a farmhouse, a new red barn, and lots of animals. What kind of animals do you think he had? He had pigs, cows, sheep, horses, chickens, and geese. A dog and a cat also lived on the farm.

The farmer was happy with all he had. He had everything he needed! He grew almost all the food his family ate, and his wife was a good cook. The

chickens and geese gave him eggs for breakfast, and the cows gave milk to drink. Sometimes the family would eat a chicken, goose, or pig for dinner. He had fruit from the trees, vegetables from the garden, and fresh water from the stream. He worked very hard on his farm, but he was happy.

Then one day something unusual happened. The farmer went to the barn as usual in the morning to collect the eggs. In the straw next to his favorite goose he found a golden egg! He picked it up, and it was heavy like real gold. It WAS real gold! He rushed into town and took it to the bank. It was worth a lot of money!

“I’ll be rich!” he thought. “This goose will make me rich!”



After that, the farmer checked the straw every day. He found more golden eggs! He felt lucky but sometimes he was mad when he had to wait two or three days for the goose to lay another golden egg. The farmer was thinking all this time about what he’d do with the money.

“If this goose keeps laying golden eggs, I’ll be the richest man in the whole wide world!”

Now the farmer spent most of his time just waiting and dreaming by the straw near the goose. He didn’t spend time with his wife and children, and they missed him. He didn’t take care of his other animals or any of his farm work. All he could think about was becoming the richest man in the world.

One day the farmer was getting impatient again, and his greedy thoughts wouldn’t go away.

“I’ll be rich, rich, RICH!” Why doesn’t this silly goose lay another egg? Come on, goose. It’s been two days!” the impatient farmer scolded the goose.

All of a sudden he had an idea.

“Why don’t I cut open the goose and just take all the eggs out of her?” he thought. So, without thinking, he killed the goose and looked inside. And when he looked inside there were no eggs! And now that the mother goose was dead, there would be no more golden eggs at all! Poor goose! Poor farmer!

The farmer had left his farm work so long, just waiting for the golden eggs, his farm came to ruin and he had to spend all the money from the golden eggs just to get back to where he started from.

Ask your child, "Are you sad that the goose died? Are you sad for the farmer's wife and children? Are you sad for the farmer? Or did he get what he deserved?"

Mention that even though it's a made-up story, and we know in real life a goose can't lay a golden egg, we still feel sad. The poor goose got killed, but she didn't do anything bad at all! Ask your child if they remember why the farmer killed the goose that was so good to him.

Affirm that the farmer became greedy and impatient. Greedy means you want more and more; so much that you'll do almost anything to get it, even something wrong. Greedy also means that you want more than your share. Maybe everyone got a cookie, but you ate yours really fast. Then you start looking at other people's cookies and wishing they'd give you theirs, even though that means they wouldn't have any at all. That's being greedy. It means not sharing, it means wanting more than what you already have and more than your share. It also means not being thankful for what you do have.

Point out that the farmer had a lot of wonderful things. Ask: "What was good about the farmer's life? What did he already have? Should the farmer have thought about people who had no food at all when he wanted so much more than he had?"

Mention that the farmer was also "impatient." Impatient means that you are upset because something isn't happening fast enough. Sometimes we do or say something mean when something isn't happening fast enough. Ask your child if he/she ever gets impatient when he/she has to wait in the doctor's office, for example, or when he/she is waiting to open a present, or when he/she is waiting for his/her mother or father to take him/her some place he/she wants to go, but his/her mother or father has to get some work done first.

Explain that the farmer couldn't wait for the next egg. In fact, he became so greedy and impatient he acted foolishly without even thinking. If he had taken more time to really think about it, he would have realized that wasn't a good idea after all. So he did something very foolish because he didn't stop to think about what would happen. He did not think of the consequences of his actions.

Write the word "Consequences" on a paper and have your child repeat it after you several times. Explain that this big word just means what happens after we do something—the results of our actions. Demonstrate by placing a pencil on the edge of your desk. Explain, "If I leave something on the edge of my desk, and then I brush against it, the consequence will be that it falls off my desk." Make the pencil fall down as if you accidentally brushed against it. Explain, "Some consequences are big, some are little. It is not such a big consequence if a pencil falls off my desk. What if I put a big, full glass of soda there? The consequences would be much bigger. There would be broken glass and sticky stuff to clean up."

Explain that consequences are simply what comes after or follows what we do—they can be good or bad. Explain that if we do something good, like study hard, usually good things happen, like we get good grades. If we do something bad, like pull a dog's tail, usually bad things happen, like the dog barks at us or bites us.

Ask your child to name some consequences of:

Doing your homework

Not studying for a test

Drawing all over the walls

Leaving food outside

Helping mom with the dishes

Sweeping up without being asked

Explain that sometimes bad things happen even when you don't do anything bad, and sometimes good things happen even if you don't do anything good. Most of the time, though, good consequences will follow good actions and bad consequences will follow bad actions.

Ask your child if he/she thinks what the farmer did to the goose was bad. Then ask him/her to name all the consequences of the farmer's actions.

Session 2

Materials needed:

Two of your child's favorite and special treats —candies, marshmallows, cookies

Remind your child of the story of the farmer who killed the goose that laid the golden eggs because he was impatient and greedy. Mention that you know how hard it is to be patient sometimes, but it is a good thing to learn. Being patient means that you tell yourself you will have to wait longer than you want to wait. Ask your child to tell you about times when they are impatient. Is it in the doctor's office? Waiting for the circus to come to town? Waiting for their birthdays?

Explain that it is good to learn how to be patient. Tell him/her you will teach him/her some ways to be patient. Ask him/her to imagine he/she is standing in a long line, waiting for something. Encourage him/her to think of nice things to do when you get home or the good time you had playing with your friend yesterday. You can talk to other people in line to pass the time. You can hum to yourself (quietly, so you don't bother the other people standing in line!)

If you have to wait at a doctor's or dentist's office, they usually have magazines and toys. These things are there to help people be patient. Urge your child to try to make him/herself happy or busy while he/she is waiting for something. Ask him/her to share with you any methods he/she uses when he/she has to wait for something and doesn't want to get impatient.

Try the famous "marshmallow" experiment on him/her. You can use candy, marshmallows, cookies, or any small sweet. Explain that scientists have tested children on this and they found that children who could wait well got better grades, had more

friends, had more money when they were grown up and were happier in many ways. You are going to help them to be patient and wait well.

Explain that your child will be given a piece of sweet. If he/she doesn't eat his/her sweet right away but waits fifteen minutes he/she will be given a second sweet to eat. If he/she eats the first one before the time is over, he/she will only get that one.

Encourage your child to try to get the second treat. Show him/her fifteen minutes on the clock. Suggest that he/she might get a picture book and look at the pictures or read. Suggest that he/she plays tic-tac-toe or other quiet games with you, but no talking. Suggest that he/she draws and colors a picture to pass the time.

Put one sweet in front of your child and encourage him/her to wait for the second treat.

Lesson 17: Theme - Courage

OBJECTIVES

Cognitive: Your child will understand that to be courageous may be very difficult, but it is very important. They will also understand some of the normal fears children have, and will learn how to be courageous and face those fears.

Affective: Your child will be able to express their own fears. They will feel hopeful that there is a way to get over these fears.

Behavioral: Your child will be more adept at identifying their fears and will take action to overcome them.

Session 1

Read the story:

Belling the Cat

(Adapted from Aesop's Fables)

There was a family of mice who lived behind the wall in a house. They liked living with people because they could eat the crumbs of food that fell on the floor under the dining table. Sometimes the human family would

carelessly leave a hunk of cheese or a loaf of bread out on the table, and the mice family would have a feast!

There was one big problem, however. The human family owned a very large cat! This cat had dangerous sharp claws and an appetite for mice!

There were some very close calls! One day one of the mice almost became the cat's dessert! He escaped just in time! After that, the mice family decided they needed to do something to protect itself. They had a meeting and thought of a great idea!

"Let's tie a bell collar around the cat's neck. Whenever the cat is nearby we'll hear the bell!" suggested one mouse.

The others thought this was a wonderful plan. Mice sometimes collect shiny objects. They already had a bell on a string in their mouse home that they had found and hid in their nest.

"Perfect!" agreed the mice family members enthusiastically.

"Now who will put the bell on the cat?" they questioned each other.

The mice took turns explaining why he or she should not be the one to do this dangerous job. Not one of the mice had the courage to do what needed to be done! So, to this day, the bell remains behind the wall, and the mice family members are always afraid of the cat!



Ask the following questions to check comprehension:

Why did the mice family like living in the house with the human family?

Why were they afraid?

What was their plan to protect themselves from the cat?

Why were they still afraid of the cat at the end of the story?

Explain that the mice didn't solve their cat problem because not one of the mice had the courage to put the bell collar on the cat. Ask your child if he/she knows what courage is. What kind of people does he/she think of when he/she thinks of courage—soldiers, policemen, firemen? How about someone who jumps in the water to saving a drowning person? Affirm that these are all brave people.

Ask your child if he/she thinks soldiers, policemen, and firemen are never afraid. Explain that they do feel fear, but they do what they have to do anyway. Courage doesn't mean you don't feel any fear. Courage means you do what you have to do in spite of the fear.

Explain that any mouse who "belled the cat" would have been afraid. But if he or she had done it, what a hero mouse he or she would be to the other mice! Everyone would be able to live safely and happily from then on, knowing that whenever the cat came near, they would hear the bell and be able to run to safety. That is what heroes are. They are brave people who make everyone's lives better.

Session 2

Remind your child of the story of the mice and the cat. The mice did not have the courage to do what they needed to do. That meant they had to keep on being afraid.

Ask your child what things make him/her afraid. Nod and say that many children are afraid of those exact same things. Explain that it is okay to be afraid, but he/she must not let his/her fears keep him/her from doing what he/she needs to do.

Mention that many children and some adults are afraid of the dark. Explain that it takes courage to get over this fear. Ask if your child is afraid of the dark or of something else. What does he/she do, then? How does he/she handle that fear? Explain that one thing he/she can do to get over their fear is to tell someone, especially his/her parents. Then

he/she can make a plan with his/her parents' help. For instance, if someone is afraid of the dark, sometimes it helps to talk about happy memories right before bed. He/she could think of a song to sing with his/her mother or father at bedtime to remind him/her not to be afraid. He/she could ask their mom or dad to tell them or read him/her a nice story before sleeping. Some children sleep with a little nightlight on, or their parents leave the door open a crack so the children can see some light and hear their parents' voices.

Ask your child if he/she is afraid of getting up in front of people to speak or do show and tell. What can a person who is afraid do? Practicing many times beforehand helps. Telling his/her parents about it can help. Assure your child that it takes courage to stand in front of people when he/she is afraid, but that the more you do it, the less afraid he/she will be. He/she will get used to it after a while. Explain that many fears go away when you do the thing that scares you again and again and again. The fear just gets worn out!

Ask your child to imagine that he/she is on a playground and one child is being teased by an older child. Explain that it takes courage to do something about that. Explain that your child could talk to you about it or talk to the older student and tell him or her to stop. That takes courage and it's the right thing to do!

Explain that learning how to do something for the first time may be scary, but he/she will miss out on a lot of fun if he/she doesn't try! Explain that doing all these things for the first time takes courage: swimming, riding a bike, playing a game in which you could get hit by a ball, and so on. Explain that to overcome fear he/she needs someone to help him/her get started and do it safely. This might be a parent, a coach or camp counselor.

Encourage your child to remember the story "Belling the Cat" when he/she is afraid of something. The more he/she faces their fears, the fewer his/her fears will be. He/she doesn't have to live like little hiding mice! He/she is a big boy or girl getting stronger and better every single day.

Listen and learn the Courage Song - [Click Here to Listen](#)

This is a song for learning courage and self-confidence.

Courage Song Lyrics

I stand up for what I believe is right I'm not afraid what others might think
I'm so happy being who I am

Sometimes I'm pressured to do things I don't like I have the courage to say "No, that's alright" I'm happy being who I am

I am not afraid to try The confidence is in my heart Even if I fall, I will get up
I will never give up