

Dear Parents,

We are inspired to bring you *Wise and Wonderful*, Book 2 of the ***Discovering the Real Me*** character education series. This book is the result of years of research and teamwork between professionals from various fields and cultural backgrounds. The topics of the stories in Book 2 are foundational to those of the whole series, but this level is designed for Your child age seven to eight.

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 his/her 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 his/her interest and sense of identity.

We conceived of Books 1 and 2 of this series to be read aloud to your child by the teacher. Therefore, the objectives and suggested s follow directly after the stories, as a part of the whole book, for the teacher's reference.

From Book 3 onward, your child read the stories themselves or as a class, and a separate teacher's manual is provided with suggested objectives and s.

Specific moral themes have been drawn from each story, and the s 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 s, 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 – The Golden Rule

OBJECTIVES

Cognitive: Your child will understand that they should treat others the way they would like to be treated.

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

Behavioral: Your child will choose to respect others and make more effort at home and at school to serve others and to share generously.

Session 1

Materials Needed:

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

Read this story:

The Fox and the Stork

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



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

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

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

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

Ask your child, "How did you like the story?"

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

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

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

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

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

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

Ask your child to tell about times he/she did something mean or bad, but his/her friend or parent forgave them when he/she said they were sorry. Did he/she learn not to do the bad or mean thing again? Praise him/her for apologizing and doing better the next time.

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

Ask, "If you had someone over for dinner who had never eaten with a fork but had only used chopsticks, would you laugh at them like the fox laughed at the stork? No, it's not nice to laugh at others just because they do things a little differently. If you visited China

or Japan or a country where they used chopsticks, you would not want to be laughed at if you couldn't eat with the chopsticks!" Remind your child to always be polite and kind, unlike the fox in the story.

Session 2

Materials Needed:

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

Optional:

An inexpensive, wooden ruler spray-painted or painted gold

Spend a few minutes reminding your child of the story of the fox and the stork. Then ask, "What are some things that you think are disrespectful, and that you wouldn't want anyone to do to you? Make a list together. Help your child think of good suggestions for how people should and should not treat each other.

Write the suggestions on the poster paper or poster board and let your child help decorate it. It would be cute if he/she drew pictures of foxes and storks on the poster. When finished, pin it or mount it on the wall. Explain: "We'll keep this so we can be reminded of this story. The things on our list will remind us how to treat others because that is the way we would like others to treat us. We'll call the list, 'Our Home Rules', and we'll keep it all year long. We can always add to it when we need to."

Write on a paper: "The Golden Rule: Treat others the way you would like to be treated." Explain that this one rule can keep him/her out of all kinds of trouble if he/she follows it. Ask him/her to think, before he/she does or say something, "Would I want someone to do or say this to me?" If not, they should not do or say it.

Comment that it is called The Golden Rule because it is so valuable, like gold. Like gold, it can be used in many different situations. Ask your child how The Golden Rule would work if he/she was tempted to take something that didn't belong to him. What should the other person think? Would that person want someone to take something of his/hers? No, so he/she should not take things that belong to others either. Praise your child as he/she thinks of different situations in which they could apply The Golden Rule.

An effective way to teach this is to paint an inexpensive wooden ruler gold. Have your child hold it and repeat aloud, "Treat others the way you would like to be treated."

Chapter 2: Theme – Respect

OBJECTIVES

Cognitive: Your child will understand that what may be fun for them—playing roughly or teasing, for example—may hurt others. They will understand what respect means.

Affective: Your child will feel sorry for the frogs and will want to respect those who are smaller or weaker than they are.

Behavioral: Your child will choose to act more respectfully toward those who are smaller and weaker, as well as toward nature. Teasers and bullies will demonstrate more self-control.

Session 1

Read this story:

The Boys and the Frogs

Two young brothers were playing tag in the meadow. It was a sunny day. When they became hot and tired, they decided to go for a swim in the nearby pond.

The older boy shouted, “First one in is the winner!”

He jumped in the cool, refreshing water. His brother dove in second, and they both enjoyed hours of fun, splashing and swimming around.

When they were too tired to swim anymore, the boys lay down in the grass and looked at the fluffy, white clouds. They imagined the shapes of dragons, snakes, and ships at sea. It was very still and quiet, until they heard some croaking sounds. A family of frogs was enjoying the sun-baked rocks in the middle of the pond, resting and getting warm.

“Let’s have some fun,” said the older brother. He grabbed some small rocks in his fist. “Let’s see which one of us can hit a frog first.”

They both threw rocks at the poor frogs. The frogs dodged this way and that, trying not to be struck.

“This is fun. I almost hit one!” shouted the younger brother.

Then, all of a sudden, they heard a voice coming from the pond.

“Stop!” screamed the voice. Startled, they stared into the water at the frogs, for it seemed like the voice came from the wide mouth of the biggest one.



“Stop throwing rocks at my family,” she begged. “It’s death to us!”

The two boys stared, open-mouthed, as the frog continued talking.

“Please do not throw any more rocks at us. We are much smaller than you and could get badly hurt by those sharp rocks. What is fun for you could be the end of one of us. We have a right to live in peace. It is our pond too. We have done nothing to harm you.”

The boys looked at one another and nodded. They had not thought of the frogs as having feelings, or as being part of a family. They understood now, and never again did they throw rocks at the frogs in the pond.

Explain: "This story is about showing respect for others and for nature." Then lead into a discussion of the story: "The brothers were having a lot of fun that day, weren't they? What kinds of games were they playing? Does that sound like fun?"

Then clarify, "There was only one game in the story that was not okay to play. Do you think they were having fun when they tried to hit the frogs?"

Comment that sometimes things seem fun at first—crushing an anthill, pulling the wings off a fly, or stepping on fireflies to see his/her lights go out. But sometimes, afterward, we don't feel so good about what we have done. Ask if your child has had such an experience of thinking something was fun, but feeling bad afterward.

Ask if your child has ever seen other children be cruel to animals. Explain that to be cruel means not to care about the pain, sadness, or injuries of others, including animals. Explain that it is not a good thing to be cruel, and that after we have been cruel, we often feel bad and dirty inside. Sometimes we even do more cruel things to cover up that bad feeling. The best thing to do, though, is to stop doing the cruel things.

Explain that the boys in the story thought it was fun to throw rocks at the frogs, but they didn't realize that it was not fun for the frogs. Ask, "How did the frogs feel about the throwing game?" Affirm that the boys were bigger and stronger than the frogs, and they had rocks that could hurt and maybe even kill the frogs. From the frogs' point of view, the boys were being cruel.

Ask your child if he/she thinks animals can feel pain. Agree that animals can feel pain. Ask your child if he/she thinks animals have feelings, like fear or anger or happiness. Agree that animals have feelings.

Ask the following questions:

"What does a cat do when it is afraid?" (Hisses, fluffs up its fur to stand on end, raises its back, runs) Ask your child to imitate a cat when it is afraid.

"What does a horse do when it is angry?" (Kicks, butts with its head, rears up on its hind legs) Let your child have fun imitating rearing, angry horses—no kicking each other, though!

"What does a dog do when it is happy?" (Rolls on its back, licks with its tongue, wags its tail, barks joyfully) Let your child imitate happy dogs.

Conclude: "So animals do feel pain, and they have feelings too. Should we be nice, not cruel, to animals, then?" "Yes!"

If there is time, explain about how well animals take care of his/her families. Mother birds, for instance, sit on the eggs for a long time to keep them warm. They gently turn the eggs every day, so the babies don't stick to one side of the shell. The father bird flies

around and brings food to the mother so she can take care of the eggs. Fox mothers are very clever—sometimes they dig two or three dens so that, if hunters come, they can carry his/her babies to a new hiding place. Fox fathers take his/her little fox children hunting with them to teach them how to hunt. Animals take good care of his/her families, so we should respect them and take good care of them too.

Session 2

Remind your child of the story about the boys and the frogs. Mention that, to the frogs, the boys were acting like bullies.

Ask your child if he/she knows what a bully is. Affirm accurate answers. Clarify that a bully is someone who teases or hurts someone else and is cruel, often just for the fun of it. Sometimes bullies tease or hurt others because they want to show that they are bigger and stronger than someone else. Ask your child, "Do you think the brothers realized they were bullies to the frogs at first? Maybe they were having too much fun to realize his/her mistake. How did they change after the frogs talked with them?"

Explain that one way to get a bully to leave you alone is to help the bully understand how you feel about what he or she is doing and saying, like the frogs did. Say, "If you are being bullied, like the frogs in the story, you can try speaking up, as the frogs did. You can tell the bully how what he or she is doing or saying makes you feel. If the bully doesn't want to stop, then you need to tell someone you trust, a parent or elder person you know, so you can get the help you need. Many bullies have stopped once someone called his/her parents or a person talked to them."

Mention that if anyone has ever called one of them a bully, then he or she needs to listen and try to understand why the other person thought so. Sometimes, like the boys in the story, we don't understand how we are making the other person feel. Once we do understand, we can stop.

Conclude that this story is about learning to respect each other. It has a happy ending, because the boys listened to the frogs; then they changed his/her hurtful behavior. They understood the frogs' feelings and changed the way they were acting. Affirm that this is very good.

Encourage your child, "Let's try to understand how people smaller and weaker or not as good at something as we are might feel, so that we don't hurt anyone's feelings. Let's say a smaller child than you has a funny haircut. When you first see him, you start to laugh. How do you think the child might feel, being laughed at? How would you feel?"

Give as a second example: "A person reading aloud makes lots of mistakes. You start drumming your fingers and sighing. How do you think she might feel about that?"

Give as a third example: "The teacher calls on a student to give an answer to a math problem. He says the wrong answer. It seems so funny to the class that everyone starts making fun of him. How do you think he feels?"

A fourth example might be: "You see a little animal that is hurt. What do you think that animal is feeling?"

Try an online activity with Mr. Gruff and the Twins: Check out this story about a boy who meets some animals and twin sisters. The twins are really mean to him. Find out why they act so mean. This online activity requires Flash.

http://www.sillybooks.net/books_2/mrgruff/mrgruff.htm

Chapter 3: Theme – Small Steps to a Goal

OBJECTIVES

Cognitive: Your child will learn the difference between being responsible and being careless. Your child will understand that it is important to have good goals, and that there are little steps that lead to the accomplishment of those goals. It is important to do each step well, in the right order, to meet a goal.

Affective: Your child will feel sorry for the milkmaid, but will also realize that she needed to be more careful, doing each task well, not carelessly, in order to reach her goal.

Behavioral: Your child will make goals, with your help, and define the steps he/she needs to take in order to reach his/her goals. The family could also have a goal that they work on together. It's important to stress that being responsible means that we do our best to do each step well.

Session 1

Materials Needed:

Ingredients to make a sandwich

Read this story:

The Milkmaid and Her Pail

The cock crowed, and the yellow sun appeared at the beginning of a new day. The farm animals opened his/her eyes and stretched. The milkmaid sat up in her bed and yawned.

"I'm so tired. I want to go back to sleep," she complained. But she crawled out of bed, got dressed, put on her shoes, fetched a pail, and walked over to the barn.

"Time to milk the cows again," she grumbled. When the pail was full of fresh milk, she was surprised to see how creamy it was today, good for making butter. The milkmaid smiled and started walking toward the house, balancing the heavy pail on her head. She was walking carelessly, swishing from side to side.

"You'd better be more careful or you'll spill the milk," said the farmer.

The milkmaid just smiled as she started to imagine what she would do with this rich milk.

"I'll make some good butter and take it to the market. Then I'll buy some eggs with the money from the butter, which I will bring home and hatch," she dreamed. "The little chicks will grow into hens, which I can sell at the market. With all that money, I can buy myself a beautiful dress. I'll wear the dress in the village, and everyone will admire me! Everyone will want to be my friend. I'll be the most popular of all."

As she imagined herself in her beautiful dress, she tossed her head in a proud way. Then she cried out, for the pail slipped off her head and crashed to the ground, spilling milk all over.



“Oh, no! Now I won’t be able to make butter and sell it. I’ll never be able to buy the eggs, hatch the chicks, sell the hens, or buy the dress. Now I’ll never be the most popular girl in town, ever.”

The farmer walked over to her. He heard her moaning and complaining about the milk, the eggs, the chickens, the dress, and the lost friends.

He shook his head. “Next time, don’t count your chickens before they hatch, milkmaid!”

Ask your child what things in the story showed that the milkmaid was a little lazy and quite careless. Prompt him/her, if he/she needs it, by saying that she complained and grumbled at the beginning of the story. Reread the sentences where she complained and grumbled. Then, if your child didn't mention it, point out that she did not listen well when the farmer told her to be more careful with the milk. Then, of course, she wasn't careful, and she spilled it.

Explain that, like the milkmaid, many people dream of a better, happier life. There is nothing wrong with having such dreams. Clarify that you are not talking about the dreams we have when we sleep, but the dreams we have of doing or being something great. Ask if your child have ever dreamed of being an Olympic Gold Medal winner, or a famous singer, sports star, beauty queen, or president. Most people dream of such things.

Explain that some dreams aren't going to come true, but some dreams can come true if they work toward them carefully, doing all that they need to do. To work toward a dream like that means having a goal. It is like the goal in a sports game—it takes a lot of effort to reach it. People can't just dream about it and not do the work in front of them.

Ask your child if the milkmaid could have made her dream come true if she had been more careful. Does your child think she could have made the butter? Could she have sold the butter and bought some eggs? Could she have hatched some chicks, raised them into chickens, and then sold them? Affirm that she could have done all these things.

Comment that to make a dream come true, we have to do all the steps carefully, one by one.

Tell your child you are a robot who can only do exactly what you are told. Bring out the sandwich-making materials. Ask your child to tell you, step by step, how to make a sandwich. Do exactly as they say. If they say, "Put spread on the bread," then put the jar of spread right on top of the bread without opening it. They will laugh and go back to the first step: "Open the jar of spread."

Emphasize again that, to finish something or get to your goal, you have to do things carefully, step by step.

Session 2

Remind your child of the story of the milkmaid. Mention what the farmer said at the end of the story: "Don't count your chickens before they hatch." What does your child think this means? Listen to his/her answers and affirm any that are accurate. Then explain, briefly, that it means not to dream ahead too far but to take care of things step by step in the present. Remind him/her of the robot visitor they had last time, and how the robot had to do everything carefully, step by step.

Say, "Let's think about some goals you could make. I'll write a list of your ideas, and we'll talk about the steps you need to take in order to reach the goals. Remember that each step is important, and that we need to do our best every day, as we take the steps to reach our goals. Here's an example. Let's say your goal is to improve in reading this year. What steps could you take to do that?"

Listen and affirm any good ideas. Gently point out any unrealistic ones and why they wouldn't work so well. Suggest, "You could do extra reading each day. If you practice every day, and ask for help when you need it, by the end of the year, you will reach your goal. Along the way, you can ask me how you are doing, and I can make suggestions. At the end of the year, we'll look at what you were reading in the beginning of the year and compare it to what you are reading at the end of the year. If you practice carefully every day, you will see lots of progress. Do well in the little steps and you will succeed with your goal."

Mention another goal, such as becoming better at baseball or drawing etc. Ask your child to name steps he/she could take to achieve such a goal. Affirm realistic ones; help your child sort out which steps would come first.

Learn a song about responsibility [here](#).

Here are the words:

Responsibility Song Lyrics

I am responsible, I am reliable
I always follow through, with what I say I'm gonna do
I am dependable, I hold myself accountable
I take responsibility, and do what needs to be done

I show self-control, use good judgment
I think about the consequences of my actions
Responsibility, it is my duty
Fulfilling all of my moral obligations

If mess up I will always fess up
I will keep my head up, I'm never gonna give up
It is my duty and responsibility to follow through
You can count on me to do what I say that I'm gonna do

I never make excuses, when everything goes wrong
I take responsibility and don't blame anyone
I put the blame on me, stand up and take the lead
Come now and follow me, let's make this a priority

I show self-control, use good judgment
I think about the consequences of my actions
Responsibility, it is my duty
Fulfilling all of my moral obligations

Chapter 4: Theme – Loyalty and Friendship

OBJECTIVES

Cognitive: Your child will understand the meaning of loyalty in friendship.

Affective: Your child will see how the man who climbed the tree was not a loyal friend. They will desire to be loyal and to experience loyalty in his/her friendships.

Behavioral: Your child will choose to support each other when help is needed.

Session 1

Read this story:

The Bear and the Two Travelers

Two men were hiking along a path in the forest. They were talking about friendship.

One man said to the other, “A true friend is a person you can trust to help you when you really need it.”

The other man was about to agree with this, when suddenly they heard a crashing sound in the trees nearby.

“That sounds like something big!” shouted the first man, as he ran to the nearest tree and climbed it. The second man started running, too. Then a huge bear appeared. She was up on her hind legs, and she blocked the path to the tree, where the other man sat quietly, hoping she would not see or smell him.

The unlucky man on the ground was in big trouble. He did the only thing he could think of: he fell down and lay still, as if he was dead. The bear became very curious then, and she walked over to the man on the ground. When the bear was right next to the man’s body, she started sniffing him. The poor man tried hard not to sneeze. Fortunately, he didn’t, even when the smelly bear sniffed very close to his ear and tickled him with her wet nose. To the man in the tree, it looked like the bear was whispering something in his friend’s ear!



The bear stopped sniffing. Thinking the man was dead, she rambled away through the forest. Both men waited until they were sure the bear was gone. Then they hurried to get as far away from the bear as possible.

The man who had played dead was very quiet as they walked quickly down the path.

The man who had climbed the tree said, “It looked like the bear was whispering in your ear! Did she say anything?”

The other man said, “Yes, the bear said, ‘Go find a true friend who won’t desert you when you are in danger!’”

Ask your child if he/she thinks the bear really whispered to the man when she was sniffing him! Then mention that this story is about loyalty and friendship. Ask him/her if he/she knows what loyalty means. Affirm correct answers.

Clarify that loyalty is when people stand together, no matter what. They stand up for each other, and they help each other—even in times of difficulty or danger.

Ask your child what he/she thinks the man who climbed the tree could have done to help his companion. Listen to his/her suggestions, affirm any accurate ones, and gently

explain why some ideas might not work or help. You can say that the man who climbed the tree could have tried to scare the bear or distract her by yelling or throwing something. If he had candy in his pocket, throwing that to the bear to eat might have given the two men a few minutes to run away without the bear noticing them. Point out that instead of trying to help, though, this friend only saved himself.

Ask your child if he/she would like to have a friend like that. Ask him/her why or why not. Does your child think the two travelers will remain friends? Why or why not?

Explain that loyalty is an important part of being a friend or being in a family. There are lots of times when we can act with loyalty toward our friends and family. For example, a family member may fall and get hurt. You can stop whatever you're doing and go over to the person to see if you can help. This is loyalty. Explain that sometimes children his/her age have even saved another person's life, because they cared enough to try to help. Ask, "Did you ever help a friend or member of your family when they were in trouble?"

Add that showing loyalty may involve defending or protecting someone from teasing or bullying. Loyal persons will do something to rescue a friend from this kind of hurtful behavior. Encourage him/her to tell an adult if he/she sees a friend or family member being bullied or teased. He/she should get a grown-up to help stop it. This is the right thing to do.

Ask: "What is the loyal thing to do if someone says something bad or mean about your friend or family member? Affirm that the loyal thing to do is to say something nice about the friend or family member and then start talking about something else.

Continue on the theme of loyalty by explaining, "You are also a loyal friend when you help someone do the right thing. If your friend wants to do something that is wrong, you can tell them not to do it. That is being a loyal friend. Did you ever experience this?" Let your child recount times when he/she stopped a friend from doing something wrong.

Assure your child, "You will keep and make friends when you show you are loyal. When you ask most people what kind of a friend they want, they say they want a loyal one—someone who will stay with them no matter what!"

Learn a friendship [song here](#).
Here are the words:

Friend Song Lyrics

I'm your friend, you're my friend
We'll stick together until the end
We're caring, we're sharing

Respecting, connecting

I believe in you, you believe in me
Showing loyalty and honesty
We share our history, nothing's a mystery
We both have the key to reach our dreams

I'm your friend, you're my friend
This friendship lasts forever

There's so much more to me than how I look, you see
Get, get to know me, look in my heart and see
And when you see me for the real me
I know that we could be friends forever

And I know, yes I know
I'm not alone, I'm not alone
We got each other, we got each other
I know that we could be friends forever

I'm your friend, you're my friend
This friendship lasts forever

F-R-I-E-N-D

Session 2

Remind your child of the story of "The Bear and the Two Travelers". Ask him/her if he/she remembers what a loyal friend is like.

Gather a group of kids to play a game called "Loyalty Freeze Tag". Form two teams. You can choose the teams according to boys or girls, or children wearing dark shirts as opposed to light shirts, or colored shirts as opposed to white ones.

Each team selects two people to be "taggers". The teams face each other, standing in lines. When the parent says, "Go!" the taggers try to tag rival team members. Team members try to avoid the taggers from the rival team. Once tagged, the student has to freeze. He or she can only be unfrozen when a member from his/her team comes and tags him or her. Then the student can run and play again. When the whistle blows, the team that has the least number of frozen members wins.

After playing this game, have a discussion. Begin by asking why they think this game is called "Loyalty Tag". Then explain that players are loyal when they risk being tagged to

try to unfreeze his/her team members. Then ask if anyone got unfrozen by a team member, or if anyone unfroze a team member. Go on to ask, "How did that feel?" Call on several children to share his/her experiences of the game. Conclude by saying, "This is how loyalty feels. It feels good, doesn't it?"

If you aren't able to gather a group of kids, make a loyalty collage.

Materials:

Poster board or large sheet of paper

A variety of materials: magazine pictures, pencils, color pencils, pastels, paints and crayons.

Scissors and Glue

Procedure:

You can write or use a computer and print out the following words: Loyalty, faithfulness, devotion, allegiance, trustworthiness, constancy, reliability, fidelity, dependability, and steadfastness. Review the words with your child.

To make a collage, paste the words on the poster board or paper. Add pictures. Color or paint designs or sketches on the collage.

Hang the collage on the wall and compliment your child's creativity.

Chapter 5: Theme – Loyalty and Appreciation

OBJECTIVES

Cognitive: Your child will understand that when people are loyal to you, you need to show loyalty and appreciation back to them.

Affective: Your child will feel sorry for the hungry goats. They will want to express appreciation to those who are loyal to them, such as parents, family members, teachers, and friends.

Behavioral: Your child will spend time making cards or gifts you. Your child will practice appreciating others.

Session 1

Read this story:

The Goatherd and the Wild Goats

A goatherd was leading his herd of goats to a meadow up on a mountain. The goats had been with him since they were “kids”, or baby goats. They were loyal to the goatherd and always did what he said. In turn, he usually fed them well and took care of them when they were sick.

As they walked up the path, they could see a lightning bolt strike the mountainside. A loud boom of thunder followed, and the goatherd quickly gathered his goats.

“I had better look for a shelter right away,” he said. “This weather looks pretty bad. A storm will be upon us any minute now!”

Just then, a lightning bolt struck very close, and the goatherd and his goats scurried into a nearby cave.

“Now we’re safe,” he told the goats. “We’ll stay here until the storm blows over the mountain.”

When his eyes got used to the dim light of the cave, he was surprised to see a herd of wild goats huddled together in the back. All of a sudden, he thought of a plan.

“I’ll feed these wild goats, and they’ll like it so much, they’ll want to stay with me. This will increase my herd, and I can sell some at the market, and make some money.”

So he took the bag of feed he was going to give to his own goats and fed the wild ones with it. His own goats were hungry, too, but the goatherd gave them nothing.

They were there for several hours. Finally, the storm swept over the mountain, and the sky cleared. The goatherd brought his goats out of the cave, and the wild goats followed. He was certain they would stay with him. But as soon as they left the cave, they ran off without a word of thanks.

The goatherd yelled after them, “Come back! I took care of you. You should stay with me!”

One of the wild goats turned toward him and said, “We saw how you treated your own goats in the cave, giving them nothing to eat. You only treated us nicely because we were new. Once we belonged to you, you would starve us!”



The wild goats bounded away. The goatherd learned a lesson that day. He realized that because of his greed, he didn't take care of his own loyal goats, his old friends. Yet they had never run away from him. From that day on, he always treated them well, with gratitude for his/her loyalty.

Say, "This story is about loyalty and appreciation. Remember our last story, and the game we played called 'Loyalty Tag?' What does loyalty mean?" Clarify that to be loyal to others means that you take care of them when they need your help.

Ask, "Who was loyal in this story?" (The goats that had always been with the goatherd.) Then ask, "Who was not loyal?" (The wild goats and the goatherd.)

Explain that loyalty also means that you do what people want you to do as long as it is a good thing. For instance, the loyal goats followed the goatherd and never ran away from

him. Tell your child, "You are loyal to your mommy and daddy because you do what they tell you. You are like the loyal goats!"

Explain that "appreciation" means that you are grateful to someone for all the loyalty they have shown you. Ask if the goatherd showed appreciation to his loyal friends, his goats. Affirm that at first he did not. He did not take good care of his loyal goats that day. Mention that he became greedy, thinking about the money he could get from selling the wild goats, and he didn't let his loyal goats eat any of the food. Ask your child, "How would you feel if you were one of the goats, and you didn't get any food? You might feel especially bad because you had always been loyal to the goatherd, but he was just being nice to somebody new."

Ask your child to imagine a real or imaginary best friend. This best friend always plays with him/her. When he/she is lonely, this friend stays with him/her. When he/she wants someone to be with, this friend is there, always ready to play his/her favorite games together. When they forget his/her lunch, this friend shares his or her lunch with them. Now, Ask your child to imagine that a new boy or girl has moved into town. This new friend seems very exciting. Ask if he/she should forget the old best friend and just spend time with the new one? Would that be showing loyalty and appreciation for this good best friend? No. Remind him/her that, like the goatherd, he/she should treat his/her old friends as well as he/she treats new ones.

There is a little song about friendship. If you do not know the tune to sing it to your child, here is the [melody](#):

Make new friends,
But keep the old.
One is silver
and the other gold!

Comment that new friends and old friends are valuable, and both should be treated well.

Remind your child that the goatherd did learn to show appreciation to his old friends, the loyal goats.

Encourage your child to remember this story when he/she is with friends and family members, urging him/her to remember to show loyalty and appreciation to those who have always been there for him/her when he/she is in need.

Session 2

Materials Needed:

Colored construction paper
Marking pens, colored pencils, watercolors

Ask your child: "Who has been loyal to you all your life?" If he/she doesn't guess correctly, tell them, "Your parents!" Assert that today he/she is going to make a nice "Thank you" card for one or both of his/her parents or grandparents or another person.

Write, "Thank You, Mom and Dad!" in big letters on a paper. (Replace these words with the appropriate words if necessary.) Ask your child to fold a piece of colored construction paper in half and make a nice drawing on the cover. Inside, he/she should write, "Thank You, _____ and _____!" and sign the card with love. Tell him/her that he/she can tell the story of the goatherd and the wild goats to his/her parents (or whoever) to explain that he/she wants to show appreciation to the people who have been loyal to them all these years—his/her parents! (or whoever)

Have your child brainstorm some other ways he/she could show appreciation to his/her parents. (or whoever) Suggest that he/she could do extra chores around the house, give hugs, say thank you whenever someone does something nice for them, etcetera.

Chapter 6 : Theme – Matching Words and Deeds

OBJECTIVES

Cognitive: Your child will understand more about what it means to be loyal and honest. They will understand that his/her words and deeds should match.

Affective: Your child will feel that the woodcutter was disloyal and dishonest towards the fox, since he promised he would help, and then didn't. They will agree that this was the wrong thing to do, and they will not want to be like him.

Behavioral: Your child will demonstrate honesty and loyalty in his/her relationships. They will back up his/her words with deeds.

Session 1

Read this story:

The Woodcutter and the Fox

In some places in our world, hunting foxes is a sport. This story took place in a country called England, where horsemen go on fox hunts.

A fox was being chased by a huntsman on horseback and his hounds. It was a game to the huntsman—but not to the fox!

The fox was tired from running, and she was limping. She was looking for a good hiding place so she could escape from the huntsman and his hounds. The fox came to a clearing in the woods and saw a woodcutter chopping down an oak tree.

The fox begged for help: “Oh, kind woodcutter, give me shelter. They’re right behind me!”

The woodcutter motioned to a hut nearby.

“Hide in there, and I’ll protect you,” he said.

The huntsman rode up with his hounds and questioned the woodcutter.



“Have you seen a fox running across your clearing?” he asked.

The woodcutter said loudly, “The fox went through the woods over there to the east.”

But instead of pointing to the east, he pointed to the hut where the fox was hiding. The huntsman was confused, and he asked again about the fox.

“Where did you say he went?”

The woodcutter replied, "To the east." Then he pointed to the hut, which was in the west.

Puzzled, the huntsman steered his horse toward the east and galloped off with his hounds.

After they had gone, the fox ran out of the hut and took off in the opposite direction.

The woodcutter called after her, "Hey! You should thank me for protecting you!"

The fox replied, "Protecting me! Even though you told the huntsman to go east, you pointed to where I was hiding. I have no reason to thank you. I can only give you this advice. Your deeds should say the same thing as your mouth!"

She ran off and never went near the woodcutter again.

Ask your child the following questions:

Why was the fox scared, and what was she looking for?

What did the woodcutter tell the fox when she asked for his help?

What did the huntsman want the woodcutter to tell him?

Did the woodcutter tell the huntsman where the fox was?

Why didn't the fox want to thank the woodcutter for letting her hide in his hut?

Tell your child that the fox was mad at the woodcutter because he was a traitor to her. Tell him/her that to betray someone means that you say you are someone's friend or that you are loyal to them, but then you do something that will hurt them. Let him/her know that true friends do not betray one another. Point out that the woodcutter was dishonest with the fox, because he didn't tell her the truth about what he planned to do, which was to give away her hiding place to the huntsman. He pretended to be her friend then he pointed his finger to show where she was hiding. Ask, "Who wants a friend like that?" Comment that if the woodcutter didn't want to help the fox, he could have said so and just told her to go find someplace else to hide.

Ask your child how he/she would feel if he/she were the fox. Encourage him/her to be loyal to those he/she cares for and not to be a traitor to others.

Session 2

Remind your child of the story of the woodcutter and the fox. Ask him/her if he/she remembers what the fox said to the woodcutter about his deeds and his mouth. Affirm accurate answers and then explain, "Your deeds should say the same thing as your mouth! In other words, you should do what you say you are going to do. The woodcutter said he would protect the fox. He shouldn't have been a traitor to her then."

Mention that doing what you say you will do is the same as keeping a promise. Ask him/her what he/she should do if he/she:

Promised to help Mother with the dishes.

Promised to meet a friend at the corner at three o'clock.

Told Grandma, "I am going to give you a birthday present!"

Told the teacher, "I will never copy from anyone's paper."

Said to a friend, "I won't tell anyone else what you told me."

Explain that keeping a promise is very important, and he/she should practice always keeping his/her promises. Some of the promises he/she will make when he/she are grown up will be very important—so it is good to learn how to keep promises now.

Clarify that the only time he/she should break a promise is when keeping it would hurt someone. Give as an example: "A friend stole a cigarette from his mother's pack. He is going to steal some matches and light and smoke the cigarette. He made you promise you wouldn't tell his mother, and you promised. Should you keep your promise?"

Mention that, in a case like this, it is okay to break your promise not to tell, because your friend might burn himself or set something on fire, and smoking is very bad for all people and especially for your child.

Emphasize that it is best not to make promises you can't keep. Instead of promising not to tell on the friend, it would have been better to have said, "I can't promise I won't tell because smoking is very bad for you. I wouldn't be your true friend if I let you do something bad to yourself. I need to tell your mother, or you do."

Encourage Your child to be careful what promises he/she make, to only make good promises, and then to keep those promises. Remind him/her of what the fox said to the woodcutter: "Your deeds should say the same thing as your mouth!"

This [Fruit of the Spirit video](#) is a song on YouTube based on the Bible verse: Galatians 5:22-23a. “The fruit of the Spirit's not a coconut... This wacky song helps kids learn what the Fruit of the Spirit really is - Love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. Enjoy!”

Chapter 7: Theme – Self Control

OBJECTIVES

Cognitive: Your child will understand that greed can get you into trouble.
Your child will understand that when he/she feel greedy, he/she need to use self-control.

Affective: Your child will realize that it is often hard to use self-discipline, but at the same time, he/she will want to learn to be self-disciplined to avoid getting into trouble.

Behavioral: Your child will use self-discipline when he/she is tempted to be greedy.

Session 1

Read this story:

The Boy and the Filberts

There once was a little boy named Peter, who loved to eat. He especially liked to eat nuts. He would do almost anything for a handful of nuts. You could say he was "nuts" about "nuts"! This got him in trouble one day.

Peter’s mom was making a special dinner, and the best part of it was going to be her prize-winning pie. The pie had nuts in it, so she had a jarful of these nuts on the kitchen table, waiting to go in the pie. Peter’s mom needed one more cup of sugar for the crust. When she looked for some sugar, she couldn’t find any.

She called to Peter, "I'm going over to the neighbor's to see if I can borrow some sugar. I'll be back in a minute."



Peter came running into the kitchen and asked, "Mom, can I have some yummy nuts, please?"

"Only two—no more!" said Peter's mother as she walked down the steps to go to the neighbor's house.

The little boy grabbed the jar of filbert nuts from the table and thrust his hand inside. He could almost taste his favorite food, without even putting it into his mouth.

"Only two?" he complained as he grabbed a whole handful. "I want more than that!"

Peter tried to pull his hand out of the jar, so he could stuff the nuts in his mouth quickly before his mother returned.

"Ouch! Help! My hand is stuck in the jar!" he cried. He tried and tried to pull it out, but his fist was stuck.

“Peter, what’s going on?” his mother asked when she came back. When she realized what had happened, she told him to let go of the nuts.

But Peter, scared of being punished, wanted to hide how many nuts he had by keeping his fist closed tight over them. So he was still stuck.

Poor little Peter’s hand was stuck for over an hour, and it got very sore. Finally, he agreed to let go of the nuts and got his hand out of the jar.

Do you think his mom let him eat any nuts that afternoon? No, she didn’t. Not even one. Instead, he got a scolding and had a sore hand all day.

Poor Peter! He shouldn't have been so greedy!

Children this age usually understand what it means to be greedy. Ask him/her to explain to you what it means to be greedy. Affirm accurate answers; correct less accurate ones. Sum it up by saying, "Being greedy means wanting more than your fair share."

Explain that the boy in the story really liked to eat nuts. Comment that it's all right to like things very much; everyone has things he or she likes very much. Share about something you like very much. Ask your child to tell you things he/she like very much. (It doesn't have to be something to eat.)

Then explain that too much of what we like hurts us. If we love ice cream and eat too much of it, we might get a stomachache. If we watch too much TV or play video games too long, we might get a headache or not be able to sleep that night. Ask your child to tell you about times when he/she, or someone he/she know, ate too much of something he/she liked.

Explain that someone might not get sick or get a headache right away, but in time, bad things will happen if we take too much of something good, or take it at the wrong time. Give the example: "We may like candy bars, but if we eat him/her right before bed and don't brush our teeth, in a few months we will get cavities and have to have our teeth drilled by the dentist. That's no fun! If we eat too many candy bars, even if we do brush our teeth, we will get cavities. Sweet things are delicious, but too much of them or at the wrong time means that something bad happens."

Explain that we have to learn to control ourselves. We have to hold ourselves back. We can enjoy the things we like, but not too much and not at the wrong time or in the wrong way.

Ask, "How do we hold ourselves back? What could Peter have done to eat just two nuts and no more?" Listen to your child's suggestions. Affirm good suggestions; gently explain

why some suggestions might not work. Mention that a good way to control ourselves is to find something else to do so we don't think about what we want so much. Inquire, "What if Peter had enjoyed his two nuts and then went and found something else to do? What if he went outside and played with a friend, or went and got a picture book and looked through it, or went and played a game? Pretty soon, he would have forgotten about the nuts."

Clarify that we are using "self-control" when we stop ourselves from taking more than our share. Assure your child that if he/she use self-control and don't take more than his/her share, he/she won't end up crying and unhappy like naughty Peter.

You might want to sing the Fruit of the Spirit YouTube song from the last lesson again.

Session 2

Materials and Preparation Needed:

Two cookies broken in half and a two whole cookies
Napkins

Remind your child about the story of Peter and the Filberts. Repeat the word "greedy" and say that it means taking more than your fair share.

Put the plate of whole and broken cookies on the table. Now put one half of a cookie on a napkin in front of your child, but ask your child not to eat any of the cookies or touch them until you tell him/her to. Then, put a whole cookie on a napkin in front of you. This is deliberately unfair.

Ask your child to look at his/her own cookie and to look at your cookie. Ask if he/she got a fair share. Your child may be afraid to speak up, or some children may be angry and cry, "No fair!"

Now, switch the cookies so your child has the whole cookie and you have the half.

Ask, do you feel it is unfair that you got more than your fair share? Ask if he/she is happy that he/she got more than you. Say that, if he/she is, maybe he/she needs to think about whether that is greedy or not. Ask if he/she feels like sharing part of his/her cookie with you? Say he/she are very kind!

Say, "When other people get more than their fair share, it usually hurts and upsets the people who didn't get their fair share."

Ask him/her to enjoy his/her cookies! Any extras or portions can be divided —fairly!

Chapter 8: Theme – Attention to Warnings and Rules

OBJECTIVES

Cognitive: Your child will understand that it is important to pay attention to warnings and rules. Your child will also understand that we should try to help others to do the same.

Affective: Your child will feel sorry for the flies. He/she will want to make good choices regarding warnings and rules. Your child will want to be like the bees that tried to take responsibility and warn the flies.

Behavioral: Your child will remember this story when he/she are tempted to break a rule or not heed a warning. He/she will demonstrate more self-control in these situations. Your child will remind others to do the same, and in this way he/she will become more responsible.

Session 1

Read this story:

The Flies and the Honey Pot

One day a bee farmer left a small pot of honey on a table outside his house. Honey, because it is so sweet, is a delicious treat. This honey attracted a family of flies. Flies are quick to find any leftover food, so as soon as they discovered the honey, they flew over to the pot. This wasn't just a dab of honey. This was a whole pot! Yummy!

The bees that had made the honey were nearby, and as soon as they saw the flies, they buzzed a warning, "Watch out! It's not safe!"

The flies didn't realize that, although honey may be sweet and delicious, it is also very sticky and dangerous for tiny creatures like flies.

The flies kept flying around the honey pot, getting ready to land, while the bees continued to warn them, “Don’t go there, you’ll get stuck!” The bees buzzed as they tried to block the flies from reaching the honey.

The flies were now so close to the honey pot they were getting more and more excited to taste its sweet contents. They managed to get through the wall of bees that were trying their best to protect his/her fellow insects, and the flies landed in the sticky honey. They ate and ate and ate, not noticing that their wings and legs were now heavy with sticky honey. The bees sadly watched as the flies tried to fly or walk out of the honey pot and couldn't. The flies all drowned in the honey.

When the bees flew back to their hive, they told the Queen Bee all about it. She listened to what they said; then she shared her thoughts.

“You did the right thing to warn them of danger. Too bad they didn’t listen!”



Point out that even though most of us don’t like flies, we still feel sorry for him/her in the story. Mention that the author used the flies to teach us a lesson. What does your child think that lesson is? Affirm any accurate answers; gently correct any inaccurate ones.

Point out that often people make bad choices, like the flies in the story. Even though we are warned that something might happen if we do something, we don’t always listen to the warning or follow it. Ask your child, "Can you think of a time when you were warned to not do something, but you did it anyway? Solicit stories from him/her about times

when a friend or someone else he/she knows did not listen to warnings and then something bad happened.

Explain that this can happen to all of us, so we need to help each other heed warnings and follow rules. Did the bees try to help the flies? Yes, they did. Ask your child why he/she thinks the flies didn't listen. Explain that sometimes things that are bad for us seem very sweet! A part of us very much wants to do them, and they may even feel good for a time. It may be fun and exciting to play with matches—but then if you burn your hand, you'll remember the pain a lot longer than you remembered the fun! If your house burns down because you played with matches, you will never forget that! Emphasize that sometimes we make a bad choice because it seems sweet, fun, or delicious. Encourage him/her to remember that some things that are sweet, fun, or delicious are not good for us.

Say, "Let's remember this story when we are tempted to make a bad choice. We don't want to be like the poor flies in the story that never escaped from the honey pot. Let's remember to be more like the bees that took responsibility to warn the flies."

On a last note, Ask your child if he/she see any similarities between this story and "The Boy and the Nuts." What made the boy disobey his mother and take too much? What made the flies disobey the bees and get themselves stuck? (It was greed.)

Session 2

Materials Needed:

Simple but readable signs saying:

Stop
Beware of Dog
Do Not Enter
Swim at Your Own Risk
Danger
Keep Away from Your child
Fire Escape
Exit

Explain to your child, "Here are some signs that you may see in our neighborhood. Let's talk about each one of these signs, and what they might mean."

Near a street is a STOP sign.

On a neighbor's gate is a BEWARE OF DOG sign.

DO NOT ENTER is a sign on a building that is falling down.

SWIM AT YOUR OWN RISK is a sign on the beach or at a pool or pond.

DANGER is a sign on something electrical.

KEEP AWAY FROM YOUR CHILD is on the label of a medicine bottle.

FIRE ESCAPE is a sign in a building.
EXIT is a sign at your school or in a building.

Ask what the consequences (things that follow after doing something) are of not obeying each sign. What could happen? Let your child come up with answers and if he/she cannot, supply some.

Encourage your child to think of and name any other warning signs at school, in the community, or in your home. Urge him/her to follow the advice on all such signs. If he/she see someone who needs reminding about a warning, urge him/her to please help that person to do the right thing, just as the bees tried to help the flies keep out of the honey.

Chapter 9: Theme – Following Good Advice

OBJECTIVES

Cognitive: As he/she compare the two stories and his/her outcomes, Your child will understand the value of being humble and following good advice. He/she will understand the meaning of the word “conscience”.

Affective: Your child will see that the Gully Frog was too stubborn and unwilling to listen to reason, and that is why she died. He/she will want to be wise like the frogs, old and young, in the second story.

Behavioral: Your child will demonstrate more willingness to listen to the good advice of his/her parents, relatives and friends. He/she will “think twice” before acting on an impulse. He/she will become more aware of the “voice” of the conscience.

Session 1

Read these stories:

Frog Friends

Here are two stories about frog friends that did what friends should always try to do. He/she tried to watch out for each other.

Two Country Frogs

Two frogs were good friends. One frog lived near a pond, while the other lived in a gully by the side of the road. Pond Frog and Gully Frog were talking one day.

Pond Frog warned his friend, Gully Frog, "I heard from a flock of geese drinking at the pond yesterday that there is a big thunder storm coming."

Gully Frog responded, "A good reason to celebrate! We need more rain."

Pond frog replied, "Why don't you come stay by the pond during the storm? It'll be a lot safer there than by a road."

Gully Frog hopped off.

"No thank you," she said. "I like living in the gully, even though it's dangerous sometimes."

As soon as Gully Frog returned home, the thunderstorm arrived. The rain came down as if it was being poured out of a bucket! Wagon drivers and his/her horses had a hard time seeing the ruts in the road. Gully Frog was unafraid as she sat by the side of the road. She was enjoying the cool shower and thinking about how foolish Pond Frog was for worrying.

All of a sudden, a wagon rolling by sunk into a rut and then toppled over, crushing poor Gully Frog underneath its huge wheel.

Pond Frog came to check on his friend the next day. He found her squashed by the side of the road.

"I wish she hadn't been so stubborn," he sobbed. "She would be alive today if only she had listened to me."



Older Frog and Younger Frog

There was a drought in the village where two frogs lived. The stream that ran through the village had dried up, and the frogs had no water to drink.

“Maybe someone left some water in a dish for a pet. Let’s look over at that house,” said Older Frog.

As he/she hopped over to the house, he/she passed a well.

“Look,” said Younger Frog. “A well! Let’s see if we can get water from it.”

He/she both looked down into the well, but it was dark, and he/she couldn’t see where it ended. Older Frog dropped a pebble, and he/she listened to it as it hit the water, way down below.

Younger Frog got very excited and eagerly said, “Let’s jump in! I’m thirsty!”

Older Frog cautioned, “Wait. We don’t know how much water there is in the well, and it may be hard to get out of there. I don’t think we should take the chance.”

Younger Frog cried, "But we're thirsty! What else can we do? I think we should try."

Older Frog said sternly, "Try if you wish, but I'm not getting in that well."

Younger Frog finally agreed: "You are older and wiser than me. You've always given me good advice. I'll trust your words."

So he/she hopped away from the well, thirsty but alive. After hopping from house to house, he/she finally found a dish of water and happily quenched his/her thirst.

Suggest, "Let's compare these two stories. To compare means to see what is the same and what is different."

Ask, "What is the same about the stories, and what is different?" It would be good to write his/her responses on a paper under the headings: Same and Different.

Some similarities are: the main characters are frogs, there is a problem having to do with water, and one frog gives advice to another.

Some differences are: one story has a happy ending, the other has a sad one; there is too much water in the first story, and too little in the second one; advice is not followed in the first story, and it is heeded in the second.

Emphasize to your child, "Out of all these differences, the most important one to remember is the difference in the endings of the stories. Can you explain why one ending was sad, while the other was happy?" Affirm accurate answers. Then explain, "In each case, the frogs had a choice of whether or not to follow good advice. We all make choices every day. It's important to ask for and listen to advice when you have to choose what to do. Additionally, we all have a conscience inside of us to help us make good decisions."

Ask your child if he/she have ever heard of a conscience before and what he/she thinks it is. Some will know and give very good answers. Clarify that the conscience is like a voice inside of us that helps us to figure out what's right and what's wrong. Explain that these fables or stories are going into his/her consciences to help him/her know more about right and wrong. Comment, "Your conscience is like a good friend, and it will help you to do the right thing. There's a famous saying: 'Always let your conscience be your guide'. Ask him/her what he/she thinks that means.

Explain that in both stories, the conscience would have said: "Listen to the frog that is advising you. Be humble, listen, and follow the advice." Encourage your child, "Let's remember always to let our conscience be our guide."

Session 2

Tell your child you are going to read him/her some little scenes, and then you are going to ask him/her to tell you what the conscience would say in each one.

Scenes:

What does the conscience say when:

A boy is about to throw a rock at a bird?

A girl is about to say something mean to another student?

An older brother is about to hit a younger sibling because she knocked over something he had built?

A student is mad at another and is about to yell at her for spilling her soup on his clothes?

Ask your child to tell you what would happen in each scene if the person listened to the voice of conscience and what would happen in each scene if the person didn't listen to the voice of conscience.

Encourage your child, "Let's try to see if we can hear the voice of our conscience when we have a choice to make. Let's ask ourselves, 'What is my conscience telling me to do?'"

If your child enjoys stories, read this Native American tale about conscience:

Old Man and His Conscience

Not so many miles away from the village, the great mountain range so divides the streams that are born there, that their waters are offered as tribute to the Atlantic, Pacific, and Arctic Oceans. In this wonderful range the Indians believe the winds are made, and that they battle for supremacy over Gunsight Pass. I have heard an old story, too, that is said to have been generally believed by the Blackfeet, in which a monster bull elk that lives in Gunsight Pass lords it over the winds. This elk creates the North wind by "flapping" one of his ears, and the South wind by the same use of his other. I am inclined to believe that the winds are made in that Pass, myself, for there they are seldom at rest, especially at this season of the year.

To-night the wind was blowing from the north, and filmy white clouds were driven across the face of the nearly full moon, momentarily veiling her light. Lodge poles

creaked and strained at every heavy gust, and sparks from the fires inside the lodges sped down the wind, to fade and die.

In his lodge War Eagle waited for us, and when we entered he greeted us warmly, but failed to mention the gale. "I have been waiting," he said. "You are late and the story I shall tell you is longer than many of the others." Without further delay the storytelling commenced.

"Once OLD-man came upon a lodge in the forest. It was a fine one, and painted with strange signs. Smoke was curling from the top, and thus he knew that the person who lived there was at home. Without calling or speaking, he entered the lodge and saw a man sitting by the fire smoking his pipe. The man didn't speak, nor did he offer his pipe to OLD-man, as our people do when they are glad to see visitors. He didn't even look at his guest, but OLD-man has no good manners at all. He couldn't see that he wasn't wanted, as he looked about the man's lodge and made himself at home. The linings were beautiful and were painted with fine skill. The lodge was clean and the fire was bright, but there was no woman about.

"Leaning against a fine back-rest, OLD-man filled his own pipe and lighted it with a coal from the man's fire. Then he began to smoke and look around, wondering why the man acted so queerly. He saw a star that shone down through the smoke hole, and the tops of several trees that were near the lodge. Then he saw a woman - way up in a tree top and right over the lodge. She looked young and beautiful and tall.

"'Whose woman is that up there in the tree top?' asked OLD-man.

"'She's your woman if you can catch her and will marry her,' growled the man; 'but you will have to live here and help me make a living.'

"'I'll try to catch her, and if I do I will marry her and stay here, for I am a great hunter and can easily kill what meat we want,' said Old-man.

"He went out of the lodge and climbed the tree after the woman. She screamed, but he caught her and held her, although she scratched him badly. He carried her into the lodge and there renewed his promise to stay there always. The man married them, and they were happy for four days, but on the fifth morning OLD-man was gone - gone with all the dried meat in the lodge - the thief.

"When they were sure that the rascal had run away the woman began to cry, but not so the man. He got his bow and arrows and left the lodge in anger. There was snow on the ground and the man took the track of OLD-man, intending to catch and kill him.

"The track was fresh and the man started on a run, for he was a good hunter and as fast as a Deer. Of course he gained on OLD-man, who was a much slower traveler; and the Sun was not very high when the old thief stopped on a hilltop to look back. He saw the man coming fast.

"'This will never do,' he said to himself. 'That queer person will catch me. I know what I shall do; I shall turn myself into a dead Bull-Elk and lie down. Then he will pass me and I can go where I please.'

"He took off his moccasins and said to them: 'Moccasins, go on toward the west. Keep going and making plain tracks in the snow toward the big-water where the Sun sleeps. The queer-one will follow you, and when you pass out of the snowy country, you can lose him. Go quickly for he is close upon us.'

"The moccasins ran away as OLD-man wanted them to, and they made plain tracks in the snow leading away toward the big-water. OLD-man turned into a dead Bull-Elk and stretched himself near the tracks the moccasins had made.

"Up the hill came the man, his breath short from running. He saw the dead Elk, and thought it might be OLD-man playing a trick. He was about to shoot an arrow into the dead Elk to make sure; but just as he was about to let the arrow go, he saw the tracks the moccasins had made. Of course he thought the moccasins were on OLD-man's feet, and that the carcass was really that of a dead Elk. He was badly fooled and took the tracks again. On and on he went, following the moccasins over hills and rivers. Faster than before went the man, and still faster travelled the empty moccasins, the trail growing dimmer and dimmer as the daylight faded. All day long, and all of the night the man followed the tracks without rest or food, and just at day-break he came to the shore of the big-water. There, right by the water's edge, stood the empty moccasins, side by side.

"The man turned and looked back. His eyes were red and his legs were trembling. 'Caw--caw, caw,' he heard a Crow say. Right over his head he saw the black bird and knew him, too.

"'Ho! OLD-man, you were in that dead Bull-Elk. You fooled me, and now you are a Crow. You think you will escape me, do you? Well, you will not; for I, too, know magic, and am wise.'

"With a stick the man drew a circle in the sand. Then he stood within the ring and sang a song. OLD-man was worried and watched the strange doings from the air overhead. Inside the circle the man began to whirl about so rapidly that he faded from sight, and from the centre of the circle there came an Eagle. Straight at the Crow flew the Eagle, and away toward the mountains sped the Crow, in fright.

"The Crow knew that the Eagle would catch him, so that as soon as he reached the trees on the mountains he turned himself into a Wren and sought the small bushes under the tall trees. The Eagle saw the change, and at once began turning over and over in the air. When he had reached the ground, instead of an Eagle a Sparrow-hawk chased the Wren. Now the chase was fast indeed, for no place could the Wren find in which to hide from the Sparrow-hawk. Through the brush, into trees, among the weeds and grass, flew the Wren with the Hawk close behind. Once the Sparrow-hawk picked a feather from the Wren's tail - so close was he to his victim. It was nearly over with the Wren, when he

suddenly came to a park along a riverside. In this park were a hundred lodges of our people and before a fine lodge there sat the daughter of the chief. It was growing dark and chilly, but still she sat there looking at the river. The Sparrow-hawk was striking at the Wren with his beak and talons, when the Wren saw the young-woman and flew straight to her. So swift he flew that the young-woman didn't see him at all, but she felt something strike her hand, and when she looked she saw a bone ring on her finger. This frightened her, and she ran inside the lodge, where the fire kept the shadows from coming. OLD-man had changed into the ring, of course, and the Sparrow-hawk didn't dare to go into the lodge; so he stopped outside and listened. This is what he heard OLD-man say:

"Don't be frightened, young-woman, I am neither a Wren nor a ring. I am OLD-man and that Sparrow-hawk has chased me all the day and for nothing. I have never done him harm, and he bothers me without reason."

"Liar - forked-tongue," cried the Sparrow-hawk, "Believe him not, young-woman. He has done wrong. He is wicked and I am not a Sparrow-hawk, but conscience. Like an arrow I travel, straight and fast. When he lies or steals from his friends I follow him. I talk all the time and he hears me, but lies to himself, and says he does not hear. You know who I am, young-woman, I am what talks inside a person."

"OLD-man heard what the Sparrow-hawk said, and he was ashamed for once in his life. He crawled out of the lodge. Into the shadows he ran away - away into the night and the darkness - away from himself!

"You see," said War Eagle, as he reached for his pipe, "OLD-man knew that he had done wrong, and his heart troubled him, just as yours will bother you if you do not listen to the voice that speaks within yourselves. Whenever that voice says a thing is wicked, it is wicked - no matter who says it is not. Yes, it is very hard for a man to hide from himself. Ho!"

Chapter 10: Theme – Obedience and Gratitude

OBJECTIVES

Cognitive: Your child will understand the meaning and importance of listening to parents well. Your child will understand what envy is, and why it is something we have to control.

Affective: Your child will feel the need and desire to obey his/her parents and to trust his/her good advice. He/she will want to avoid being envious of others.

Behavioral: Your child will choose to obey authority figures, especially his/her parents. He/she will express gratitude for what he/she has and combat envy with the idea: "The grass is not always greener on the other side of the fence!"

Session 1

Read this story:

The Country Mouse and the Town Mouse

A country mouse family was preparing for guests. His/her cousins from the city were coming for a visit. The eldest son was especially excited, because he wanted to know all about city life from his cousins. He was getting bored with his life in the country, especially the food.

The city mouse family arrived at noon the next day. After a lot of greeting and talking, they sat down to a simple meal of roots, corn, acorns, and water.

“Same old thing to eat,” murmured the eldest son. What made things worse was the city mouse family talked and talked about his/her feasts of rich food in the city until the elder son could stand it no longer. He became jealous of his city cousins. That night, he dreamed of delicious food and endless meals.

The next day, he told his parents he was leaving with his cousins to live in the city. His parents were very unhappy and worried, for they knew of the dangers he would face. They were especially afraid of the house dogs and cats. They warned him, and told him not to go.

"You are not used to the city," they said. "You are a country mouse, used to the ways of the country. You will have trouble in the big city."

But the country mouse went anyway.



As soon as they arrived in the city, the city mice showed their country cousin the dining table. The human family had just left, and uneaten food was still on the table. The country cousin followed his city cousins up the table leg. He had just opened his mouth to take a bite off the cheese plate, when he heard a frightful sound.

The other mice screamed, “It’s the cat! RUN!”

The country mouse scrambled to get to the mouse hole. The cat was chasing him, and her claws were inches away when he ducked inside, just in time. The mice waited hungrily inside the mouse hole until it was quiet again.

Again, they approached the table. Just as the country mouse was about to take a bite out of a piece of fruit, he heard a barking noise.

“It’s the dog! RUN!” squeaked the city mice. As the country mouse ran, the dog’s sharp teeth snapped on his tail. He pulled away, and luckily, he escaped into the hole. By this time, the country mouse was very hungry and scared.

He said to his cousins, “This is no life for me. I’ll be gone in the morning, back to my family and peaceful home in the country. I really should have listened to my parents. I am a country mouse.”

In the morning, he bid farewell to his cousins, returned home, and apologized to his parents. From that day on, he always listened to his/her wise advice.

Explain that this story teaches two lessons: one is to listen to and obey the wise advice of parents, and the other is not to be jealous of or envy others for what they have. It might not be so good after all!

Ask your child what he/she thinks obedience is and to give some examples. Mention that, in the story, the eldest son didn't obey his parents when they told him not to go to the city. Ask your child if he/she thinks this was a good choice.

Point out that because they were older and wiser, the parents knew city life was dangerous. Emphasize that the country mouse was almost killed by the cat and the dog. Sometimes young people do things that are very dangerous when they don't listen to their parents. Sometimes young people drive cars very, very fast, even when their parents have told them not to. Many young people die in car accidents. Ask your child if he/she knows that many young people are hurt or die in car accidents because they drive too fast.

Point out that parents tell their children not to do all kinds of dangerous things: They tell them not to play with matches, not to walk alone after dark, not to get into a car with someone their mommy or daddy said not to. Parents tell their children these things to keep them safe.

When children are teenagers, the parents tell them not to smoke cigarettes, drink alcohol, or take drugs. All these things can hurt and even kill a young person. But sometimes, like the country mouse, young people choose not to listen to or obey their parents' wise advice.

Suggest, "Let's see if we can imagine why parents say no to their children's requests in the following stories."

Donatello wants to stay up late to finish a game he's playing. Tomorrow is school, and he needs get up early. Why do his parents tell him not to stay up late?

Sonia wants to go to the beach with her friends. She doesn't know how to swim. There aren't any parents who can go with them. Why do her parents say she can't go?

Alfredo is not feeling well. But there is something he really wants to eat. His parents tell him to wait until he feels better. He doesn't want to wait. Why should he listen?

Patricia wants to cross the street by herself. It is a busy street and there is no crosswalk. Why do her parents tell her not to cross the street by herself?

Ask your child to think of some things you (or his/her parents) have told him/her not to do. Discuss and see if your child can figure out why you (or his/her parents) did not want him/her to do these things.

Session 2

Explain that the second lesson in the story is about jealousy or envy. Ask your child if he/she knows what jealousy is. Explain that envy is very similar to jealousy. Clarify that jealousy usually means what we feel about a person; envy is often what we feel about what the person has or owns, so envy is usually more about things.

Ask your child, "What is the country mouse especially envious of?" Affirm that he is envious of the good food in the city that his cousins describe. He thought his cousins had something better than what he had. Explain that when we are envious, it means we wish we had something someone else has. To the country mouse, living in the city looked better than his simple life in the country.

Explain to your child that there is an old saying, "The grass is always greener on the other side of the fence." Clarify that the grass is not really greener on the other side of the fence—meaning on someone else's land or property—but just that it looks greener. Sometimes green is thought to be the color of envy. We say, "I was green with envy" or jealousy is "the green-eyed monster." Assert that maybe we think of envy as being green because of this old saying about the grass always being greener on the other side of the fence.

Clarify that this saying means that what other people have always seems a little better than what we have, but it really isn't. (Admit that, of course, in some cases, some people have better things than others.) Many times, what we have is just as good as what other people have. Encourage your child to be grateful for what he/she has and to realize that, to others, what he/she has may seem "greener" or to be envied!

Ask your child, "Did the town mice really have things better than the country mice?" Affirm that they did not. The city mice had to live in constant fear of the household cat and dog. Emphasize that the country mouse almost lost his life chasing after a town life. He realized that what appeared to be wonderful was actually very scary.

Encourage your child to be grateful for what he/she has. Remind him/her that it is very easy to think that others have better things than we have, because the grass always looks greener on the other side of the fence, but it really isn't. Emphasize that part of being grateful for what we have is being grateful to our parents, who gave it all to us. Because they give us so much, and because they are older and wiser, it is best to listen to and obey their wise advice.

Suggest to your child, "Let's think about what we have to be grateful for. When we are not grateful, we look at what others have, and we can become envious. We'll make a list of your responses on this paper. Aren't we lucky to have so much!"

Explain that sometimes it's okay to want to have something someone else has, as long as we're willing to work for it, and it's something reasonable. Provide the following example: "A student in your class is a good reader. You feel envious and wish that you could read like that. Is it okay to want to be like the good reader? Yes, it's okay. The next step is to try harder and practice more. You can become a good reader, too!"

Encourage your child to think of some other things that may make him/her envious and to think about whether or not what he/she wants is reasonable. Then ask him/her to name what steps he/she can take to attain what he/she wants.

Chapter 11: Theme – Patience

OBJECTIVES

Cognitive: Your child will understand the value of patience.

Affective: Your child will see that the donkey was impatient. He/she will want to learn how to be patient and to think before he/she act.

Behavioral: Your child will demonstrate more willingness to listen to good advice and will act with patience when necessary, especially when tempted to be impulsive. He/she will think before he/she act.

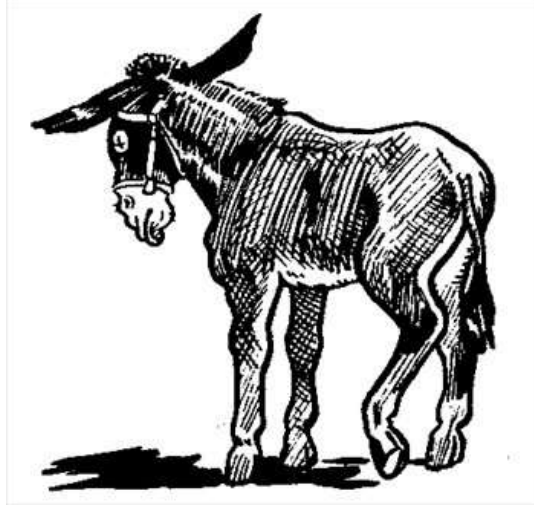
Session 1

Read this story:

The Donkey and His Driver

A man and his donkey were headed down a mountainside trail. The donkey was very hungry and thirsty. He/she paused to rest along the steep path. The donkey looked down and saw the barn with her stall in it at the bottom of the mountain. She knew there would be grain in the trough and drinking water in the bucket near her stall.

She got very excited and said, “I’m so hungry and thirsty! I just can’t wait to get to the bottom of this mountain!”



It seemed like a shorter distance if she went straight down the steep cliff instead of taking the winding trail. As she stepped out over the edge, the driver pulled her back.

“That’s too dangerous! You’ll fall and hurt yourself. Let’s use the trail. It’s safer that way,” he warned.

The donkey resisted this good advice, and again she stepped out over the edge of the cliff.

“Don’t!” yelled the driver, as he pulled the donkey’s tail.

“Ouch! Let me go! I’m hungry and thirsty!” retorted the donkey. “I’ll do what I want. Don’t try to stop me.” The donkey pulled and pulled.

The driver gave up and said, “As you wish, poor thing. Since you won’t listen, I can’t save you.”

The donkey leaped off the cliff and scrambled down the steep sides of the mountain. Her short legs couldn't find a grip on the rocks. She slipped, tumbled, and fell all the way to the bottom.

The driver hurried down the trail. When he reached his donkey, the poor beast was all bloody, with several broken bones. It took months for the donkey to get better. From that day forward, she always listened to the good advice of her wise driver and waited patiently for her rewards.

Ask your child if the donkey reminds him/her of any animals that have been in stories the class read before. Ask, "Do you remember the flies who would not listen to the bees' good advice? How about the Gully Frog? The country mouse? In those stories, too, some animals would not listen to good advice and they ended up in trouble, just like the donkey. Should we listen to the wise advice of our parents, coaches, elders, and friends?"

Explain that the donkey in the story was impatient. She didn't listen to the driver because she wanted something right away. Clarify that when we want something right now and can't wait for it, we are being "impatient." To be impatient means that a person just can't wait for something to happen, even though he or she is supposed to wait. Say, "You start to feel upset that you can't have it right away, and then you do things you shouldn't because you can't, or won't, make yourself wait anymore." Ask your child to share with you the times he/she or someone they know did things they shouldn't because they were impatient.

Emphasize, "Not everything we want can happen right away. This is why we need to be patient. Sometimes we have to wait a very long time, even years for something—like growing up! Sometimes, we may have to wait only a short time. The donkey would have made it down the trail within an hour. That's not very long, is it? She should have been patient and waited."

Ask your child if you ever say to him/her, "You just have to be patient." Invite him/her to tell you about times like that. Ask him/her if he/she is ever impatient for his/her birthdays or for a special holiday. Affirm that it is hard to wait—but what if he/she opened all his/her presents ahead of time just because he/she was impatient? Then his/her birthday or holiday wouldn't be so special or much fun anymore!

Ask your child what words he/she thinks the donkey could have said to herself so that she'd have had more patience on the trail. Affirm helpful responses. Suggest, "She could have told herself, 'Yes, he's right. It's too dangerous to go that way. I'm hungry, but I can wait. I'll just have to think of something other than food right now. I know! I'll think about my donkey friends and how much fun we'll have playing in the meadow!'" Explain that when he/she feels impatient, he/she can try to think of something else, and that will

help him/her to be more patient. Urge him/her, "Let's remember this story, when we feel impatient, and think before we act."

Session 2

You can choose between doing the germination activity or reading “The Magic Thread”. Or, do both if you have the time and interest.

Review Session 1 and have an informal discussion about patience with your child based on the activity or read-aloud story.

The germination activity is from [PBS Kids ZOOM](#). One way to experience patience is to grow something from a seed and watch it grow over time. If you watch it, you don't see it change in the moment but over time it does change.

Materials Needed for the Germination Activity

a few seeds
paper towel
stapler
plastic bag (the kind with the zipper works best)
ruler
a half cup of water

Instructions for the Germination Activity

1. First, fold a paper towel so that it just fits inside the bag.
2. Put it into the plastic bag.
3. Take your ruler and measure 3 inches from the top of the bag and staple a bunch of staples in a row. Now you have a mini-pocket, 3 inches deep, with paper sticking out. This is where your seeds are going to sit.
4. Then, pour the half cup of water into the bag so that your seeds have something to drink. Then it gets heavy.
5. Then, take your seeds and put them in that mini-pocket.
6. Zip up your bean bag so no air can escape or get into it, sealing the mini-pocket. Tape them to a window and watch your seeds. When you can see the roots and stems, your seeds have germinated.
7. Plant them in a pot or in the ground and see if they grow!

Read this story to your child if he/she likes to listen to you read stories aloud:

The Magic Thread

Too often, people want what they want (or what they think they want, which is usually "happiness" in one form or another) right now. The irony of their impatience is that only by learning to wait, and by a willingness to accept the bad with the good, do we usually attain those things that are truly worthwhile. "He that can have patience, can have what he will," Benjamin Franklin told us, and this French tale bears him out.

Once there was a widow who had a son called Peter. He was a strong, able boy, but he did not enjoy going to school and he was forever daydreaming.

"Peter, what are you dreaming about this time?" his teacher would say to him.

"I'm thinking about what I'll be when I grow up," Peter replied.

"Be patient. There's plenty of time for that. Being grown up isn't all fun, you know," his teacher said.

But Peter found it hard to enjoy whatever he was doing at the moment, and was always hankering after the next thing. In winter he longed for it to be summer again, and in summer he looked forward to the skating, sledging, and warm fires of winter. At school he would long for the day to be over so that he could go home, and on Sunday nights he would sigh, "If only the holidays would come." What he enjoyed most was playing with his friend Liese. She was as good a companion as any boy, and no matter how impatient Peter was, she never took offense. "When I grow up, I shall marry Liese," Peter said to himself.

Often he wandered through the forest, dreaming of the future. Sometimes he lay down on the soft forest floor in the warm sun, his hands behind his head, staring up at the sky through the distant treetops. One hot afternoon as he began to grow sleepy, he heard someone calling his name. He opened his eyes and sat up. Standing before him was an old woman. In her hand she held a silver ball, from which dangled a silken golden thread.

"See what I have got here, Peter," she said, offering the ball to him.

"What is it?" he asked curiously, touching the fine golden thread.

"This is your life thread," the old woman replied. "Do not touch it and time will pass normally. But if you wish time to pass more quickly, you have only to pull the thread a little way and an hour will pass like a second. But I warn you, once the thread has been pulled out, it cannot be pushed back in again. It will disappear like a puff of smoke. The ball is for you. But if you accept my gift you must tell no one, or on that very day you shall die. Now, say, do you want it?"

Peter seized the gift from her joyfully. It was just what he wanted. He examined the silver ball. It was light and solid, made of a single piece. The only flaw in it was the tiny hole

from which the bright thread hung. He put the ball in his pocket and ran home. There, making sure that his mother was out, he examined it again. The thread seemed to be creeping very slowly out of the ball, so slowly that it was scarcely noticeable to the naked eye. He longed to give it a quick tug, but dared not do so. Not yet.

The following day at school, Peter sat daydreaming about what he would do with his magic thread. The teacher scolded him for not concentrating on his work. If only, he thought, it was time to go home. Then he felt the silver ball in his pocket. If he pulled out a tiny bit of thread, the day would be over. Very carefully he took hold of it and tugged. Suddenly the teacher was telling everyone to pack up their books and to leave the classroom in an orderly fashion. Peter was overjoyed. He ran all the way home. How easy life would be now! All his troubles were over. From that day forth he began to pull the thread, just a little, every day.

One day, however, it occurred to him that it was stupid to pull the thread just a little each day. If he gave it a harder tug, school would be over altogether. Then he could start learning a trade and marry Liese. So that night he gave the thread a hard tug, and in the morning he awoke to find himself apprenticed to a carpenter in town. He loved his new life, clambering about on roofs and scaffolding, lifting and hammering great beams into place that still smelled of the forest. But sometimes, when payday seemed too far off, he gave the thread a little tug and suddenly the week was drawing to a close and it was Friday night and he had money in his pocket.

Liese had also come to town and was living with her aunt, who taught her housekeeping. Peter began to grow impatient for the day when they would be married. It was hard to live so near and yet so far from her. He asked her when they could be married.

"In another year," she said. "Then I will have learned how to be a capable wife."

Peter fingered the silver ball in his pocket.

"Well, the time will pass quickly enough," he said, knowingly.

That night Peter could not sleep. He tossed and turned restlessly. He took the magic ball from under his pillow. For a moment he hesitated; then his impatience got the better of him, and he tugged at the golden thread. In the morning he awoke to find that the year was over and that Liese had at last agreed to marry him. Now Peter felt truly happy.

But before their wedding could take place, Peter received an official-looking letter. He opened it in trepidation and read that he was expected to report at the army barracks the following week for two years' military service. He showed the letter to Liese in despair.

"Well," she said, "there is nothing for it, we shall just have to wait. But the time will pass quickly, you'll see. There are so many things to do in preparation for our life together."

Peter smiled bravely, knowing that two years would seem a lifetime to him.

Once Peter had settled into life at the barracks, however, he began to feel that it wasn't so bad after all. He quite enjoyed being with all the other young men, and their duties were not very arduous at first. He remembered the old woman's warning to use the thread wisely and for a while refrained from pulling it. But in time he grew restless again. Army life bored him with its routine duties and harsh discipline. He began pulling the thread to make the week go faster so that it would be Sunday again, or to speed up the time until he was due for leave. And so the two years passed almost as if they had been a dream.

Back home, Peter determined not to pull the thread again until it was absolutely necessary. After all, this was the best time of his life, as everyone told him. He did not want it to be over too quickly. He did, however, give the thread one or two very small tugs, just to speed along the day of his marriage. He longed to tell Liese his secret, but he knew that if he did he would die.

On the day of his wedding, everyone, including Peter, was happy. He could hardly wait to show Liese the house he had built for her. At the wedding feast he glanced over at his mother. He noticed for the first time how gray her hair had grown recently. She seemed to be aging so quickly. Peter felt a pang of guilt that he had pulled the thread so often. Henceforward he would be much more sparing with it and only use it when it was strictly necessary.

A few months later Liese announced that she was going to have a child. Peter was overjoyed and could hardly wait. When the child was born, he felt that he could never want for anything again. But whenever the child was ill or cried through the sleepless night, he gave the thread a little tug, just so that the baby might be well and happy again.

Times were hard. Business was bad and a government had come to power that squeezed the people dry with taxes and would tolerate no opposition. Anyone who became known as a troublemaker was thrown into prison without trial and rumor was enough to condemn a man. Peter had always been known as one who spoke his mind, and very soon he was arrested and cast into jail. Luckily he had his magic ball with him and he tugged very hard at the thread. The prison walls dissolved before him and his enemies were scattered in the huge explosion that burst forth like thunder. It was the war that had been threatening, but it was over as quickly as a summer storm, leaving behind it an exhausted peace. Peter found himself back home with his family. But now he was a middle-aged man.

For a time things went well and Peter lived in relative contentment. One day he looked at his magic ball and saw to his surprise that the thread had turned from gold to silver. He looked in the mirror. His hair was starting to turn gray and his face was lined where before there had not been a wrinkle to be seen. He suddenly felt afraid and determined to use the thread even more carefully than before. Liese bore him more children and he seemed happy as the head of his growing household. His stately manner often made people think of him as some sort of benevolent ruler. He had an air of authority as if he held the fate of others in his hands. He kept his magic ball in a well-hidden place, safe

from the curious eyes of his children, knowing that if anyone were to discover it, it would be fatal.

As the number of his children grew, so his house became more overcrowded. He would have to extend it, but for that he needed money. He had other worries too. His mother was looking older and more tired every day. It was of no use to pull the magic thread because that would only hasten her approaching death. All too soon she died, and as Peter stood at her graveside, he wondered how it was that life passed so quickly, even without pulling the magic thread.

One night as he lay in bed, kept awake by his worries, he thought how much easier life would be if all his children were grown up and launched upon their careers in life. He gave the thread a mighty tug, and the following day he awoke to find that his children had all left home for jobs in different parts of the country, and that he and his wife were alone. His hair was almost white now and often his back and limbs ached as he climbed the ladder or lifted a heavy beam into place. Liese too was getting old and she was often ill. He couldn't bear to see her suffer, so that more and more he resorted to pulling at the magic thread. But as soon as one trouble was solved, another seemed to grow in its place. Perhaps life would be easier if he retired, Peter thought. Then he would no longer have to clamber about on drafty, half-completed buildings and he could look after Liese when she was ill. The trouble was that he didn't have enough money to live on. He picked up his magic ball and looked at it. To his dismay he saw that the thread was no longer silver but gray and lusterless. He decided to go for a walk in the forest to think things over.

It was a long time since he had been in that part of the forest. The small saplings had all grown into tall fir trees, and it was hard to find the path he had once known. Eventually he came to a bench in a clearing. He sat down to rest and fell into a light doze. He was woken by someone calling his name, "Peter! Peter!"

He looked up and saw the old woman he had met so many years ago when she had given him the magic silver ball with its golden thread. She looked just as she had on that day, not a day older. She smiled at him.

"So, Peter, have you had a good life?" she asked.

"I'm not sure," Peter said. "Your magic ball is a wonderful thing. I have never had to suffer or wait for anything in my life. And yet it has all passed so quickly. I feel that I have had no time to take in what has happened to me, neither the good things nor the bad. Now there is so little time left. I dare not pull the thread again for it will only bring me to my death. I do not think your gift has brought me luck."

"How ungrateful you are!" the old woman said. "In what way would you have wished things to be different?"

"Perhaps if you had given me a different ball, one where I could have pushed the thread back in as well as pulling it out. Then I could have relived the things that went badly."

The old woman laughed. "You ask a great deal! Do you think that God allows us to live our lives twice over? But I can grant you one final wish, you foolish, demanding man."

"What is that?" Peter asked.

"Choose," the old woman said. Peter thought hard.

At length he said, "I should like to live my life again as if for the first time, but without your magic ball. Then I will experience the bad things as well as the good without cutting them short, and at least my life will not pass as swiftly and meaninglessly as a daydream."

"So be it," said the old woman. "Give me back my ball."

She stretched out her hand and Peter placed the silver ball in it. Then he sat back and closed his eyes with exhaustion.

When he awoke he was in his own bed. His youthful mother was bending over him, shaking him gently.

"Wake up, Peter. You will be late for school. You were sleeping like the dead!"

He looked up at her in surprise and relief.

"I've had a terrible dream, Mother. I dreamed that I was old and sick and that my life had passed like the blinking of an eye with nothing to show for it. Not even any memories."

His mother laughed and shook her head.

"That will never happen," she said. "Memories are the one thing we all have, even when we are old. Now hurry and get dressed. Liese is waiting for you and you will be late for school."

As Peter walked to school with Liese, he noticed what a bright summer morning it was, the kind of morning when it felt good to be alive. Soon he would see his friends and classmates, and even the prospect of lessons didn't seem so bad. In fact he could hardly wait.

Anonymous

This story is excerpted from *The Book of Virtues* by William J. Bennett

Chapter 12: Theme – Conflict Resolution Skills

OBJECTIVES

Cognitive: Your child will understand how using words in the wrong way can lead to physical fighting. He/she will realize how important it is to use conflict resolution skills at the beginning of an argument. He/she will see the difference between good and bad competition.

Affective: Your child will feel that the fighting cocks were not doing the right thing by fighting all of the time, and he/she will not want to follow his/her example. He/she will want to try to resolve conflict, as the one cock tried to do, and do it earlier, before physical fighting occurs.

Behavioral: Your child will practice conflict resolution skills. Your child will remember to use his/her words, and not his/her bodies, when he/she is upset.

Session 1

Read this story:

The Fighting Cocks and the Eagle

The sun had just come up, and the roosters were waking up the farm with his/her loud crowing. On this farm there were two roosters, also known as “cocks”, and they were enemies. Each one wanted to be the Number One rooster on the farm—the boss.

This morning, one cock called out to the other, “You have an awful voice this morning. It hurts my ears. Be quiet, why don’t you?”

The other cock responded, “You have such weak wings, you can hardly fly. But I wish you could fly far away from here, so I wouldn’t have to see you every day.”

They continued to say mean things like this to each other all morning. The other animals were getting tired of hearing it, but they couldn't do anything about it. Finally, one cock swatted the other with his wings, and they started to fight, using their sharp claws and beaks.

Finally, one of the cocks gave up.

“You win this time. I’m done,” he said. “Listen, let’s figure out a way we can get along better. I’m tired of fighting every day.”



The other cock, who was delighted to have won this battle, just laughed and flew up to the rooftop. Full of pride, he flapped his wings and crowed about his victory so that the whole farm would know he had won.

He strutted back and forth on the roof, spreading his wings, and holding his head high, boasting, “I’m Number One! I’m the great and mighty Number One!”

He was so busy boasting, he didn’t see the large shadow above him until it was too late. An eagle had been listening to his boastful talk and decided to teach him a lesson. She swooped down, grabbed the arrogant cock, and flew him far away. The other cock was Number One from that day on, and the boastful cock was never to be seen again on that farm.

Ask your child, "How did you like this story? Do you think it had a happy or sad ending? Why or why not? Even though there was no more fighting at the end of the story, it was a sad ending, because the cocks never had a chance to learn to get along."

Ask your child what it means to apologize. Affirm that it means saying, "I'm sorry". Ask your child what it means to forgive someone. Affirm that it means that you let someone who hurt you be your friend, and that you will try to forget that he or she hurt you. Tell your child that when someone says "I'm sorry" and the other person forgives him or her, we call it "making up".

Point out that in this story, one cock wanted to make up. Ask your child if he/she remembers what the cock who wanted to make up said. Then ask, "Did the other cock agree to make up? What did he do instead? Then what happened to him?" Point out that because he did not want to make up and try to learn to stop fighting, and because he was boastful, he was taken away from the farm forever.

Ask your child to think of a different, happier ending for this story. It might be fun to have your child and another child (or you) act out the roles of cocks, just pretending to peck and claw, and one being snatched away by a third person who pretends to be the eagle. Then act the story out with a happy ending where the cocks make up. Suggest that perhaps the two cocks could agree to taking turns being Number One each day.

Remind your child that it is best to try to make up and not fight any more. And it is never good to brag. Comment that bragging people get into lots of fights!

Session 2

Remind your child of the story of *The Fighting Cocks and the Eagle*. Ask your child, "We want to be better than the cocks at not fighting, don't we?"

Explain that when two or more people are arguing, he/she can suggest that they stop fighting and find a parent, older relative, or teacher to help them talk things out. When the people who are fighting talk things out, they take turns talking about what they are feeling. One person talks at a time, and the other listens without interrupting. The parent, older relative, teacher, or teacher is the "middle person". He or she doesn't take sides but helps each side to understand the other and to look for ways to get along better. It's important to say that you are sorry to each other. Then afterwards, you can shake hands and agree to be friendly.

Suggest that your child pretend that, instead of snatching away the one cock, the eagle acted as a "middle person" between the two fighting cocks. You can repeat the role play similar to Session 1 until all possible solutions have been explored, or all participants have had a turn to be a cock or an eagle.

Point out that the two cocks were *competing* with each other. Explain that competing or competition means that people try to win against one another. Say that competition is not bad as long as everyone is a good sport about it. Ask your child if he/she knows what being a good sport is.

Tell your child that competition is fun—that is why people love to watch sports games and play sports and why we like singing contests and other competitions to see who is number one. The important thing is not to cheat and not to be a "sore loser" or a boastful winner. Check to see if your child understands what competition is and what a "sore loser" is.

If possible, gather a group of kids to do a relay race. Divide into two teams and form two lines behind the starting line. Make a mark or put something down to create a loop. Each person on the team runs around the loop and then passes a stick or other object to the next runner and then returns to the end of the line. The first team that completes the loops wins. Before starting, explain that it is being a good sport to cheer for others on your team. Have the winning and losing team face each other afterwards in a line, shake hands or give one another high fives, and say, "Good game!" Explain that this is good and fun competition.

You can watch this one minute video about sportsmanship and honesty.

<http://www.values.com/inspirational-stories-tv-spots/106-Basketball>

Chapter 13: Theme - Humility

OBJECTIVES

Cognitive: Your child will understand the difference between arrogance and humility, as he/she discuss the personalities of the oak tree and the reeds.

Affective: Your child will feel sorry for the oak tree, but he/she will realize that he should have listened to the reeds.

Behavioral: Your child will choose to be more humble when someone is giving good advice.

Session 1

Read this story:

The Oak and the Reeds

One afternoon, as clouds gathered in the sky and blocked the sun, a conversation between an oak tree and some reeds began. This oak tree had been around a very long time, and was proud of its history and its strength.

The oak tree was explaining to the reeds, “I used to be a little acorn seed about two hundred years ago. Look how big and strong I am now. Nothing—not wind, fire, rain, or insects—has ever knocked me down. I am great and powerful. I’m not afraid of anything! But I do feel sorry for you skinny little reeds. You certainly won’t live long. Why, every time a breeze blows, you bend over. One day you will surely snap. I remain upright, tall and strong, not moving at all.”



The reeds responded, "You are truly great, and we respect your many years. We reeds are smaller and more breakable than you. We've discovered that, in order to keep from being pulled out of the ground, we need to allow the wind to blow over us. So we bow down, and, in that way, we keep our roots in the ground and survive. We've heard that a hurricane is coming today. See how dark the sky is over there? You should try our way to save yourself from the strong winds. Bow down when the fierce wind starts to blow."

"Me, bow down?" sneered the oak tree, "Almighty, powerful me? Never!"

The oak tree's words were swallowed up by the crashing sound of thunder. Lightning split the sky, and rain burst out of the dark clouds, covering the ground. The rain came fast and furiously, digging into the soil and loosening the earth around the roots of the oak tree. Then the winds came. The reeds bowed and bowed. The oak tree did not bend like the reeds when the hurricane winds struck. As the wind blew closer and closer to the reeds and the oak tree, the reeds bowed down so low, he/she almost touched the ground. The wind blew over him/her and rushed at the tree.

The proud oak tree refused to follow the advice of the reeds, and he stood even straighter as the wind came and pushed against him. The wind was so strong it shook the oak right down to its roots. The tree tried to hold onto the ground, but the roots started to rip and tear. The water had loosened the soil, and the wind was so strong. The sound of the falling oak tree could be heard as it crashed into other smaller trees around it and finally hit the ground.

The loud voice of the proud oak tree was no longer heard after that. But the whispers of the humble reeds bending in the wind were still enjoyed by all who came to sit on the fallen log of the old oak tree.

Explain that this story is about being “arrogant” and being “humble”. The oak tree was “arrogant”, while the reeds were “humble”.

Ask your child what he/she thinks being “arrogant” means. Prompt him/her that it means being like the oak tree. Affirm accurate answers and explain that being arrogant means thinking that you are better than everyone else or that you “know it all”. Sometimes it is called “pride.” Explain that, of course, we are all proud of ourselves sometimes, especially when we have done something good. But if we think too highly of ourselves, it becomes a bad kind of pride. Then we start bragging or boasting, and others don’t like it.

Explain that an arrogant person will often “put down” others because he or she thinks he or she is the very best at everything. To “put down” someone means to say something mean that makes that person look little or foolish or like they are not valuable. The oak tree was like this. He told the reeds how weak they were instead of respecting their good qualities.

Ask, “Does anyone here like it when someone else says something mean to you? No, none of us do. We don’t want to hurt other’s feelings, so we need to remind ourselves to not use put-downs.”

Ask, “Would any of you enjoy being around the oak tree? I don’t think so. Because the oak tree was boastful and used ‘put-downs’, it was not a good friend to the reeds. Because the oak tree was arrogant and didn’t listen to the advice of the reeds, it fell over and died. When we are arrogant, we often make mistakes because we don’t listen to good advice that will help us.”

Check to see if your child understand opposites: “What is the opposite of black? What is the opposite of light? What is the opposite of up? What is the opposite of left?”

Explain that to be humble is to be the opposite of being arrogant. Then ask your child what he/she thinks being “humble” means. Prompt him/her that it means being like the reeds. Affirm accurate answers and explain that being humble means that we are willing to learn from others, and we don’t always think we are so high and mighty. We treat others with respect and we don’t use “put-downs.” We think others are as good as we are; maybe they are even better at some things. We are willing to listen to other people’s advice, because we understand that they might know as much as we do. Humble people are not “know-it-alls”, and they do not brag or boast.

Explain that the reeds were humble because they respected the tree and didn’t brag about themselves. Still, they knew that they had some good advice to give, and they tried to give it. they tried to help the tree to be humble to the wind, to bend over when the wind came. But the tree would not be humble like the reeds.

Ask if your child would like to be around the reeds. Comment, “They seem nice, don’t they? They are gentle and soft and respectful. Those are the kind of people we like to be around.”

Encourage your child, "Let's learn a lesson from this story. Let's try to listen to good advice. In other words, let's be humble when parents, relatives, teachers, and others are talking to us. Let's not boast or brag and let's not think we are so much better than anyone else. Let's be the reeds and have lots of friends and stay around a long time."

Session 2

Remind your child about the story of the oak and the reeds and how the arrogant oak tree did not follow any advice. That is why he ended up pulled out of the ground.

You might play several rounds of "Simon Says" with your child (together with other children if possible) in order to reinforce the idea of listening carefully and following advice. Let your child enjoy this simple game of one person being "Simon" and the rest (or just you) having to do what "Simon Says". Simon gives simple directions such as, "Simon says hop on one foot" or "Simon says take two steps back". Those who do not do it properly are "out". Then, once in a while, Simon gives a direction without saying, "Simon says" in front of it. Those who obey are then out. Simon must say, "Simon says" in order to be obeyed.

When the children (or just you and your child) played several rounds, clap and say, "You are pretty good at following directions and advice! Now, let's think about this. Of course, Simon's directions are just a game. Let's think of some examples of the advice your parents or others have given you that were not games. Here's an example. Do you remember when you were smaller, and your parents told you to not cross the street by yourself? Back then, you may not have understood the danger you faced if you tried to cross the street alone. But now you are older, and you know the danger of crossing the street alone.

Your parents and others will give you lots of advice and rules to follow and you may not understand why you have to do what they say. But you need to listen humbly, and follow their advice—even if they don't say 'Simon says'! Your parents and others know what is best because they have lived a lot longer than you and they know more about things. So when our parents and others give us advice, let's not be arrogant like the oak tree in the story. Let's be humble, like the reeds, and listen and obey."

Chapter 14: Theme – Resisting Temptation

OBJECTIVES

Cognitive: Your child will understand what flattery is. He/she will also understand that it is important not to listen to others when he/she is trying to get you to do something you will regret later.

Affective: Your child will feel sorry for the crow, but at the same time he/she will realize that she wasn't very wise to listen to the fox.

Behavioral: Your child will resist peer pressure from "friends" and flattering acquaintances. He/she will "fly away" from situations in which someone is trying to tempt him/her to do something wrong.

Session 1

Read this story:

The Fox and the Crow

A crow was very lucky one day when she spotted a piece of meat on the ground.

“Look, someone left this just for me!” she exclaimed, excited to find such a delicious breakfast. “Today’s my lucky day!” She grabbed the piece of meat with her beak and flew up in the tree.

A clever fox was lurking nearby. He had smelled the meat, but the crow had grabbed it too quickly for him to get it.

“Now I have to use my cunning skills to get my breakfast,” the fox said to himself.

He stopped under the tree and called up to the crow, “What a fine day it is, and now that I’ve seen you, beautiful crow, it’s even better!”

The crow looked down at the fox and didn't say anything. She had heard the fox was tricky and clever. She didn't want to be fooled by him.

"You really are the loveliest bird, and I've heard your voice is enchanting. I'd do almost anything to hear you sing."

As she listened to this flattery, the crow told herself, "That old Fox is up to some kind of trick." She was right, of course, and she should have flown away. But instead, she stayed just to listen a little more.



The clever fox continued to praise the crow: "There are so many birds around here, but you are by far the finest. I'm going to look for a crown to put on your head, and I'll proclaim you 'Queen of all Birds!' The whole animal kingdom will bow down to you, most honorable crow. But, before I go look for a crown, I just need to hear your miraculous voice, so I can tell all the animals to come and listen to his/her Queen. Please, oh please, grant me that pleasure!"

The wily fox gazed up at the crow and smiled with all his teeth. The crow was so excited about being called “Queen of the Birds” that she did what the fox asked, and opened her beak to “sing” (or should I say “caw”) a few notes. Of course, the meat fell out of her beak and fell right into the fox's mouth.

The fox trotted away, saying, “Thanks for the breakfast! You do have a voice. But I wonder if you have a brain!”

"I shouldn't have let him flatter me," the crow said sadly.

From then on, whenever she saw the fox coming, she flew the other way!

Lead a discussion by asking, "Why do you think the crow didn't fly away right away, even though she knew the fox was tricky and clever and might try to fool her?" Affirm accurate answers and clarify, "The fox was flattering the crow. Do you know what it means to flatter someone? It means he was being really nice to her and saying she was beautiful, and that he would find her a crown and call her 'Queen of all Birds', even though he knew what he was saying was not true. Do you think he really thought she was beautiful and should be a queen? No, he flattered her because he wanted the meat. Sometimes people are very nice to us and say nice things when they really want something else from us—sometimes they want us to do something bad."

This lesson will be a warning about not doing something foolish because of others' flattery or influence. Explain that most people, when they are nice and say nice things, really mean it and want to be friends. But sometimes people just act nice, like the fox, to get us to do something bad.

Tell your child about or read to him/her the following examples and solicit his/her answers:

Roberto wants to get a good grade on his spelling test, so he asks Belinda to let him see her paper during the test. He tells Belinda, “You’re so smart!” Belinda is flattered. What should she do?

Sam is a bully sometimes. One day he wants Felipe to join him in teasing another child. Sam tells Felipe that he’s clever, and he could think of some clever things to say. What should Felipe do?

Roxanna wants to climb a fence. She tells Maria, “You’re a good climber. Let’s see if you can climb over that fence. I’ll race you to see who can climb fastest, but I know you’ll win.” There is a sign on the fence that says, “Do Not Enter”. What should Maria do?

Ask your child, "Can you make up a story like these, in which someone is trying to tell you to do something that isn't right?" Encourage your child to say or write his/her stories.

Session 2

Ask your child to retell the story of the fox and the crow. Affirm accuracy, and add any details or ideas that were not covered.

Explain that everyone likes to have other people be especially nice to them, like the fox was being to the crow. It's not always easy to tell if people really are nice or if they are just acting nice to get us to do something for them. Mention that sometimes we need to refuse to listen to what others are saying and refuse to let them be nice to us, even if we have to walk or run away from him/her. We have to do this when they ask us to do something bad or if we think they are going to ask us to do something bad. We have to say no to them and get away. Reinforce that the crow became smarter after she lost the meat—after that, whenever she saw the fox coming, she flew away.

Ask your child what he/she should do if a grown-up or teenager he/she doesn't know very well asks him/her to come into his house to play a cool game or to get a wonderful present. Should he/she go with the grown-up or teenager? Say firmly, "No! Not unless your mommy or daddy knows and trusts the person and gives you permission to go inside the house. Don't listen to all the nice things about the fun you will have or the ice cream you will eat. Say that you have to ask your mommy or daddy first and fly away, like the crow should have. Go to mommy and daddy and ask permission first."

Ask, "What if someone pulls up to you in a car and says very nicely, 'Would you like a ride?' Again, if mommy or daddy didn't say to go with the person, fly away! Say, 'No!' and walk away. If you walk in the opposite direction that the car is going, it will be easier to get away. Do you know what opposite means?"

Emphasize, "Never go into someone's house or car unless mommy and daddy know about it and say yes, you can go."

Explain that grown-ups may also ask very nicely for help. This is flattering, isn't it? It is almost like the fox telling the crow how wonderful she was. It is flattering to think you can help a big grown-up. Check to see if your child remembers what flattering is. Ask, "What if a nice grown-up came up to you and asked you to help him find his lost puppy or kitten? Should you go with him? No! Grown-ups shouldn't ask a child for help. The only time you should help a grown-up is if your parents (or we) know and trust that person and say you may. Then it is good to help!"

Stress, "No matter how nice someone may seem, no matter what nice words they say or nice things or food they offer to you, don't go with them or take the present or food unless mommy and daddy know about it and say it's all right to. Promise?" Also, if that happens, always tell mommy or daddy.

Urge him/her to remember from this story to not listen to others when others want him/her to do something foolish. Explain that most of the time we should listen to what adults tell us, especially our parents and teachers, because they care about us. Still, we have to look out for some of those foxes out there and not listen to them or believe them when they are nice to us. We need to fly away from them!

You might want to review the four rules of stranger safety from [this website](#):

The 4 stranger rules you should always follow when you're not with an adult who is taking care of you are:

1. Stay an arms reach plus away from strangers. Stand up, back up and run to someone who can help you if you feel afraid.

VIDEO [Rule #1](#)

2. Don't talk to strangers.

VIDEO [Rule #2](#)

3. Don't take anything from strangers - not even your own things.

VIDEO [Rule #3](#)

4. Don't go anywhere with someone you don't know.

VIDEO [Rule #4](#)

Chapter 15: Theme – Teamwork and Cooperation

OBJECTIVES

Cognitive: Your child will understand the importance of teamwork and cooperation in the family, school, community, and in nature. He/she will respect his/her own body. He/she will see that every member of these groups has a part to play, so every member is valuable.

Affective: Your child will feel good about him/herself, his/her body, and others as he/she explores how every member of a group is important.

Behavioral: Your child will demonstrate more understanding of the value of teamwork and cooperation. He/she will show more respect for each member of a group—on a team, in a class, and in his/her families.

Session 1

Read this story:

The Belly and its Members

What would it be like if the parts of your body could talk to each other?

Well, in this story he/she do!

It all started one night, when the hands, feet, arms, and legs were very sore from working so hard all day. The owner of the body was a boy. He liked to run, jump, skip, hop, and play from morning until night. So these body parts had been very busy, and now he/she were tired out.

He/she complained, “This boy is too much. All he wants to do is make us work, all day long. He never sits still or lies down until after dinner. We’re exhausted and sore!” He/she talked like this for a while. Then he/she started getting upset with the stomach, better known as the belly.

“Hey, Belly,” the hands called. “Why don’t you do more? All you do is stay in the same place all the time. We have to move the body around here and there, and it’s hard work. It’s just not fair.”

The belly replied, “I work, too. When the boy eats, I digest his food, which isn’t as easy as you think. Why, if I didn’t do my job, you wouldn’t move at all, since you can’t move without energy from the food the boy eats.”



The arms responded, “You mean we wouldn’t have to do anything at all if you shut down?”

The belly answered, “That’s right. Do you want me to try that?”

The members of the body discussed this, and all agreed to go ahead with the plan. At first, the body parts were happy, since the boy wasn’t going anywhere anymore. His doctor made him rest in bed. Without the stomach’s help, the boy got sicker and sicker. The hands, feet, arms, and legs got weaker, too, and couldn’t move at all anymore. After a while, he/she felt like he/she were dying.

He/she said to the belly, “Please do your job. We were wrong. We all need to work together. If you don’t do your important job, we will surely perish!”

The belly started doing his job again, and the boy got better within three days. He went outside again to play on the fourth day.

The hands, feet, legs, and arms cheered: “Hooray!”

The belly said to himself, “Well, I hope he/she learned his/her lesson! Every part of the body does important work!”

Ask him/her, "Did you learn something from this story? What?" Affirm any accurate answers and state that the lesson is about teamwork and cooperation.

Review the story through questioning, "Why were the hands, feet, arms, and legs complaining? Why were they angry with the belly? What is the belly's job? Did the other members understand the importance of the belly and how much he/she needed the belly's efforts so he/she could keep healthy? What happened when the stomach didn't do its job? Why did the body members beg the stomach to do its job again?"

Explain that when all the parts of the body do their jobs, then a person is healthy. Explain that some parts of the body are big; some are small; some are visible; some we can't see; yet all the parts of our bodies work really hard to keep us going every day.

Suggest that your child thanks his/her body for doing such a great job. Lead him/her in three cheers: "Hip, hip, hooray! Hip, hip, hooray! Hip, hip, hooray!"

Encourage your child to remember this story and to take care of all the parts of his/her body by practicing good health habits. Ask him/her to name good health habits while you write them on a paper. Examples are: get plenty of sleep and exercise; drink lots of clean water; eat nutritious food every day; keep clean with a daily shower or bath; wash hands before meals, after using the bathroom, and after petting an animal; and brush teeth at least twice a day. It would be good to discuss each of these habits and why they are important to good health.

Session 2

Explain to your child "You are part of a very important group, which is your family. We want to be able to remind ourselves to respect and appreciate each member of the family. Every member is important, just like each part of the body is important. When we respect and appreciate all the people in our family, we create something called harmony and unity. Harmony and unity are when all the members of a group are working together. There is always a good feeling present when there is harmony and unity."

If your child writes well, have him/her take out a piece of paper and pencil and list his/her family members. If not, this can be done in a discussion format. As each member of the family is listed, ask, "What does each person do to make the family special? Let's talk about that. For example, maybe the father of the family knows how to fix things when they're broken. Perhaps the mother does most of the cooking, and the older sister helps her. Maybe older brothers and sisters walk the younger ones around and help with homework. Younger siblings are fun to play with, and they make you laugh. Maybe you help with some of the chores. Even a pet can be a special part of a family! What does a pet add to a family?"

When you are through discussing these points, emphasize how each of us has something to contribute. When we do, it makes our family harmonious and special.

You could do a "Compliment Relay." You begin one person in the family. This person has to turn to the person next to him or her and pay a sincere compliment. Then that person has to turn to the person next to him or her and do the same. If someone is stuck thinking of compliments, invite other members to think of complimentary things or supply a compliment yourself. Make sure everyone gets a compliment.

Chapter 16: Theme – Finding Solutions to Problems

OBJECTIVES

Cognitive: Your child will understand that, when faced with difficulties, he/she need to keep trying and not give up or look for an easy way out.

Affective: Your child will feel happy and encouraged after hearing the story. Your child will feel that he/she may be able to solve problems too. He/she will want to try harder the next time he/she are faced with a challenge.

Behavioral: Your child will try harder to find solutions to problems in his/her academic endeavors and in other situations.

Session 1

Read this story:

Hercules and the Wagoner

A boy was driving his family's farm wagon along a country road. It had rained heavily that morning, and the dirt road had lots of muddy puddles and ruts. The boy was complaining about how difficult it was when, just then, the wagon's front right wheel got stuck in some deep mud, and the wagon stopped. The boy gave up right then and there, got out of the wagon, and leaned against a fence post on the side of the road.

"I wanted to have some fun later on today. Now I'm stuck. It'll take all day to get this wagon out of here and down the road. What bad luck," he grumbled. He continued to pity himself and his misfortune.

Watching from his porch was a man named Hercules. He was muscular and strong.



When the boy noticed Hercules, so big and strong, staring at him, he cried out, "Help me! I can't get my wagon to move!"

Hercules replied, "Young man, I've been watching you. As soon as the wagon got stuck, you gave up without even trying. Giving up too soon when difficulties arise is not a good habit. You need to at least try to move it yourself before I lend a hand."

The boy decided to heed the wise words of Hercules, so he walked back to the wagon. He pulled the reins of the horse and encouraged him. At the same time, he pushed against the wheel that was stuck. The horse and the boy managed to loosen the wheel. Finally, the wagon moved out of the rut.

"You did it!" cried Hercules. "Congratulations!"

The boy felt proud. He could do things for himself! He went on down the road, feeling happy because he was able to do something he hadn't thought he could do.

"I'm stronger and smarter than I thought I was," he said to himself. "Next time I'm faced with difficulties, I'll not give up. I'll at least try to figure out a solution, like I was encouraged to do today by Hercules."

Point out that the boy in the story had a difficult job to do. Ask your child what it was and why it was difficult. Ask if he/she ever had to do something that was difficult.

Have your child recount what the boy did when the wagon got stuck. Question him/her as to whether he/she think Hercules would have helped the boy if he had seen the boy trying. Ask, "Why didn't Hercules help?"

Explain that Hercules really did help the boy after all. Ask him/her to tell you how Hercules really helped the boy, and if he/she thinks maybe Hercules helped the boy for the rest of his life. Ask, "What lesson do you think the boy learned that day? How do you feel when you are able to solve a difficult problem or do a difficult job? You feel good about yourself, just like the boy did. You feel confident. Feeling confident means that you believe you can do something, even though it may be hard. Do you think that the boy will feel more confident and try harder the next time he's faced with difficulties?" Encourage your child to remember this story when he/she is faced with a difficult job or problem.

Ask your child to repeat after you: "Where there's a will there's a way!" Have him/her explain to you what he/she thinks this saying means. Another way to say it is, "Don't give up!"

Write a fairly difficult math problem on a paper—one that will challenge your child, but one that he/she should be able to figure out. When he/she has tried to solve it, discuss how he/she managed to solve the problem. Encourage him/her that he/she can solve problems if he/she puts his/her minds to it. Repeat, "Where there's a will, there's a way!"

Here is a one minute video about a coach who believed in a boy and how the boy had to challenge. <http://www.values.com/inspirational-stories-tv-spots/86-Track-Coach>
You can comment that sometimes we don't think we can do something but a parent or coach knows we can do it if we keep making effort. It's good to believe such a parent or coach and try hard saying to ourselves, "Where there's a will, there's a way."

Session 2

Encourage your child to act out the story. Tell him/her that you will be the narrator and that he/she should act out what you say and repeat his/her lines after you. If you can, gather three children per play-act: a boy (or girl), a horse, and Hercules. Or, you can narrate the horse and Hercules and have your child act out the boy (or girl.)

The horse stops suddenly.

Boy/Girl : Oh no! The wagon wheel is stuck. I give up!

Horse: I give up, too!

Both sit down.

Boy/Girl sees Hercules: You're big and strong. Help me move the wagon.

Hercules: Not until you try yourself. Don't be so lazy. See if you can do it yourself.

Boy/Girl : Okay, I'll try.

Horse: Me, too.

Boy/Girl and horse get up. The horse begins to try to pull the pretend wagon. The Boy/Girl pushes a pretend wheel. He/she groan while he/she're pushing and pulling. Then he/she start to move forward and walk a few steps.

Hercules: You did it! I knew you could.

Boy/Girl : Yes, we did it. I'm stronger and smarter than I thought!

Horse: Me, too!

Hercules: Congratulations! You didn't give up!

Encourage everyone in the play to give one another high fives. Act out the story again with your child—as many times as there is interest. Conclude with, "Let's remember to encourage each other like Hercules did in the story. And remember: where there's a will, there's a way!"

Chapter 17: Theme – Love, Respect, and Care

OBJECTIVES

Cognitive: Your child will understand that love is more important than how you look.

Affective: Your child will empathize with the monkey mother and child. He/she'll want to show more respect to others, especially when he/she are different.

Behavioral: Your child will demonstrate more awareness of others' feelings and more respect and care.

Session 1

Read this story:

Jupiter and the Monkey

There once was a mighty king called Jupiter. The animal kingdom was under his rule, and he watched over it carefully.

One day, Jupiter decided to hold a contest to see who had the handsomest baby. The king called upon all the animals to come and show off his/her your child, which they happily did. Goat parents brought their kids, cats carried their kittens, dogs came with their puppies, horses trotted in with

their foals, sheep walked to the palace with their lambs, and many other animal parents and their young attended. It was very crowded and noisy!

A mother monkey was almost the last to arrive. Her baby was very funny-looking. It had big round ears, a flat nose, and a hairless body. The other animals laughed when he/she saw this baby. The little monkey clung tightly to his mother, hiding its face at the laughter.

The mother monkey stroked her baby, comforting it. Then she proudly addressed the crowd.

“Because I am this baby’s mother and I love him, he is the most handsome to me of all these babies. Love makes him beautiful in my eyes.”



Jupiter commanded the monkey mother and baby to approach his throne. He looked them over carefully—the proud mother and the shy baby peeping out from his mother's fur.

Touched in his heart, Jupiter proclaimed, “The monkey mother is right. Each of you thinks your baby is the handsomest because of your love for the baby. Maybe we need to see other people's babies with the same love as we see our own. Then we could see everyone as beautiful and love one another and make a peaceful kingdom.”

He announced, "From now on, because of her wisdom and love, the monkey mother will be my advisor. Her little son, whom she will train to be as wise and loving as herself, will be raised in my palace.

We will no longer have contests to see who is the best-looking of all the babies. Instead, we will compete to see who can see the beauty of other animals' babies by looking through eyes of love."

From that day on, Jupiter's kingdom became famous because it was so peaceful and loving.

Lead a discussion by observing that the animals were mean to the monkey family. Point out that the monkey mother didn't react with anger. Instead, she taught the others something important. Ask your child what the monkey mother said to the animals who were laughing at her and her baby. Affirm accurate answers.

Explain that when you love someone, that person is beautiful to you, even though he or she may not be beautiful to others. The wise king Jupiter encouraged the animals to try to see other animals through the eyes of love.

Ask what Your child thinks the world would be like if everyone could see others as if they were their own your child or their brothers and sisters—part of a big family. Encourage him/her to try to treat others as if he/she were part of his/her own family. Urge him/her to remember this story, especially when he/she meets others who look or act a little different from him/her—or people he/she doesn't know very well.

Say, "Learning about another person may help you respect that person. Let's interview a person. That means asking questions of another person to find out more about him/her." Pair your child up with a family acquaintance and have your child ask the following questions. Explain that when he/she's done, he/she will have a chance to share with you what he or she learned about the acquaintance. Write the following questions on a paper.

What is your name?
How old are you?
In what month is your birthday?
How many people are in your family?
What's your favorite food?
What do you like to do for fun?

Session 2

Remind your child of the story and say that, just for fun, he/she is going to play a matching game of animals' babies with their parents. Note that sometimes baby animals are called by different names than their parents. There are some examples of this in the story. Ask your child if he/she can remember from the story the names of some of the parent animals and the names of his/her babies.

Write the following chart on a paper and let your child tell you answers that match the baby with the parent. Draw a line between the parent and the baby.

<u>Parent</u>	<u>Baby</u>
Lion	Gosling
Bear	Chick
Cow	Cub
Chicken	Calf
Goose	Cub
Deer	Joey
Kangaroo	Fawn

Now tell your child that it is time to play another game about animals called "Ten Questions". In Aesop's fables, there are a lot of animal characters. Explain that you will think of an animal that is in one of the stories. Your child will ask questions. They have to be "Yes or No" questions. After a total of ten questions, your child should try to guess what the animal is. Once your child has guessed the animal, he or she has to try to remember the fable in which this animal was a character. Then, your child can try to retell the fable and its lesson.