



# MORALITY TALES

By Aariya Shah



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The text here serves as a guideline and is not intended as advice. Several texts have been useful in preparation of this resource and they are cited in the document.

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## SUBJECT:

Moral education through storytelling, creative activities and the development of English language skills in students in the age group of 8 to 18 years.

## OBJECTIVE:

To impart moral education to students whose circumstances, school and home environment do not necessarily provide them with this nature of guidance and life skills. To expand students' thought process, language skills and work towards their brighter futures by encouraging confidence, discipline and good work ethics.



# STEPS TO ADMINISTERING EACH LESSON PLAN:

## BEGINNING THE LESSON:

- Start the lesson by asking students to remove their shoes and place them neatly in a designated area
- Make them sit in neatly arranged rows and columns or in a circle
- Teach them any English gratitude-based and non-religious affirmation for them to recite at the beginning of each class. Recite the affirmation together.
- Recap the previous class quickly to jog their memory and collect any homework given to students in the previous class.
- Make sure each student has a notebook and some stationary.

## READING AND EXPLAINING THE STORY:

- Read the story slowly in English.
- Ask the students what they understood or any words or phrases they picked up as you were reading.
- Read the story again in English, stopping at each line and explaining any words or phrases (in Hindi or any suitable alternate language) that the students don't understand.
- Illustrations are also useful in explaining certain concepts to the students.
- Tip: It is a personal preference to write down difficult words and have the students take them down in the book so they can create a word bank for themselves.

## EXPLAINING THE MORAL:

- After the story has been understood, ask the students what they think the moral is or what they learned from this story.
- Explain and discuss what the morals are, what they mean and why the students should incorporate the morals in their lives.
- Tip: I suggest jotting down all their responses and the morals for the students to copy down in their books so they can create a list of the morals that they can work on imbibing over time.

The morals, requirements for each of the lesson plans, activities and homework are unique to each lesson plan and are included after each lesson.

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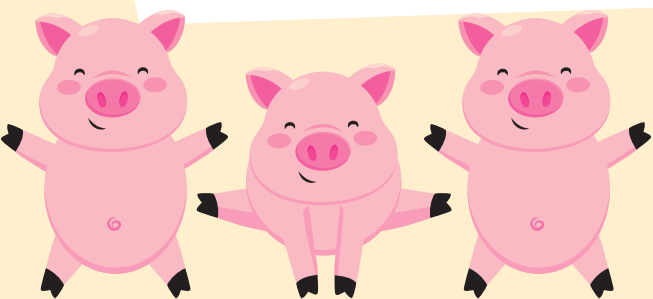
# LESSON #5: THE THREE LITTLE PIGS



Once upon a time, three little pigs left home to seek their fortune. As they walked along, they came across a vast, uninhabited land. They decided to build their houses there. The first pig was lazy. He did not want to work hard. So, he built his house with straw. The second pig was also lazy and built his house with sticks. Once the houses were ready, they spent the time dancing, eating and sleeping. But the third pig worked hard as he was building his house with bricks. The other two pigs mocked him, but he kept working.

One day, a wolf came to the straw house. He saw the pig. He asked, "Hello, Mr. Pig, may I come in?" The pig saw the wolf's big paw and was scared. He refused to open the door. The wolf huffed and puffed at the straw house. The house fell with a huge thud! The pig ran to the second pig. He told the pig about the wolf. The terrified pigs then took shelter inside the house of sticks. Soon after, the wolf arrived. He saw that now there were two pigs. Slurp...He wanted to eat them for dinner. He asked to be let in, but they refused. The wolf got angry and again huffed and puffed. Thud!! The house of sticks crumbled and fell. The terrified pigs ran to the third pig who lived in the brick house.

They told him about the big black wolf who had destroyed their houses. The third pig said, "Do not worry. We are safe here." Soon, the hungry wolf reached the brick house. He saw the three pigs and was hungrier than ever. He demanded to be let in, but they refused. So, he huffed and puffed. But the house did not fall. He tried and tried... till he fell down. But the house stood still. The three pigs were happy.



# LESSON #5: THE THREE LITTLE PIGS

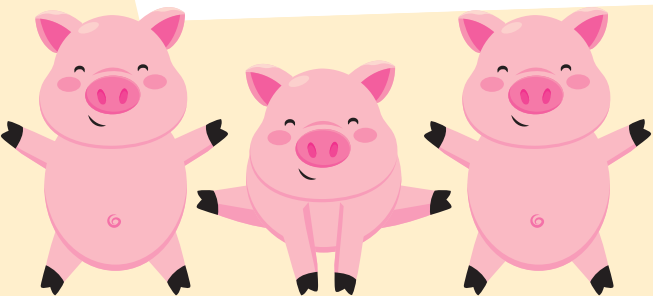


## तीन छोटे सुअर

एक समय की बात है, तीन छोटे सूअर अपना भाग्य तलाशने के लिए घर से निकले। जैसे-जैसे वे आगे बढ़ते गए, वे एक विशाल, निर्जन भूमि पर पहुँचे। उन्होंने वहाँ अपना घर बनाने का फैसला किया। पहला सुअर आलसी था। वह कड़ी मेहनत नहीं करना चाहता था। इसलिए उन्होंने अपना घर घास-फूस से बनाया। दूसरा सुअर भी आलसी था और उसने अपना घर लकड़ियों से बनाया था। जब घर तैयार हो गए, तो उन्होंने नाचने, खाने और सोने में समय बिताया। लेकिन तीसरा सुअर कड़ी मेहनत कर रहा था क्योंकि वह ईंटों से अपना घर बना रहा था। बाकी दो सूअरों ने उसका मज़ाक उड़ाया, लेकिन वह काम करता रहा।

एक दिन, एक भेड़िया भूसे के घर में आया। उसने सुअर को देखा। उन्होंने पूछा, "हैलो, मिस्टर पिंग, क्या मैं अंदर आ सकता हूँ?" सुअर ने भेड़िये का बड़ा पंजा देखा और डर गया। उसने दरवाजा खोलने से इनकार कर दिया। भेड़िया भूसे के घर में फुँफकारने लगा। जोरदार धमाके के साथ गिरा मकान! सुअर दूसरे सुअर के पास भागा। उसने सुअर को भेड़िये के बारे में बताया। भयभीत सूअरों ने तब लकड़ियों के घर के अंदर शरण ली। कुछ ही देर बाद भेड़िया आ गया। उसने देखा कि अब वहाँ दो सूअर थे। वह उन्हें रात के खाने में खाना चाहता था। भेड़िये ने अंदर जाने देने को कहा, लेकिन सूअरों ने इनकार कर दिया। भेड़िया क्रोधित हो गया और फिर से फुँफकारने लगा। गड़गड़ाहट!! लकड़ियों का घर टूट कर गिर गया। भयभीत सूअर तीसरे सुअर के पास भागे जो ईंट के घर में रहता था।

उन्होंने उसे बड़े काले भेड़िये के बारे में बताया जिसने उनके घरों को नष्ट कर दिया था। तीसरे सुअर ने कहा, "चिंता मत करो। हम यहाँ सुरक्षित हैं।" जल्द ही, भूखा भेड़िया ईंट के घर तक पहुंच गया। उसने तीन सूअरों को देखा और पहले से कहीं अधिक भूखा था। उसने अंदर जाने देने की मांग की, लेकिन सूअरों ने इनकार कर दिया। तो, वह हड़बड़ाया और फूला। लेकिन मकान नहीं गिरा। उसने कोशिश की और कोशिश की... जब तक वह गिर नहीं गया। लेकिन घर वहीं खड़ा रहा। तीनों सूअर खुश थे।



## THE MORALS:

- Hard work is the key to success.
- There are no shortcuts to success.
- कड़ी मेहनत ही सफलता की कुंजी है
- सफलता पाने का कोई आसान तरीका नहीं है

## REQUIREMENTS FOR THIS LESSON:

- Storybook (if available)
- Crayons or Colour Pencils
- Lesson Administrator to print out the enclosed facemasks of the Wolf and Pigs in time for the lesson
- Scissors
- Elastic bands to attach the facemasks
- A whiteboard (if easily available)
- The students should have a notebook and stationary each

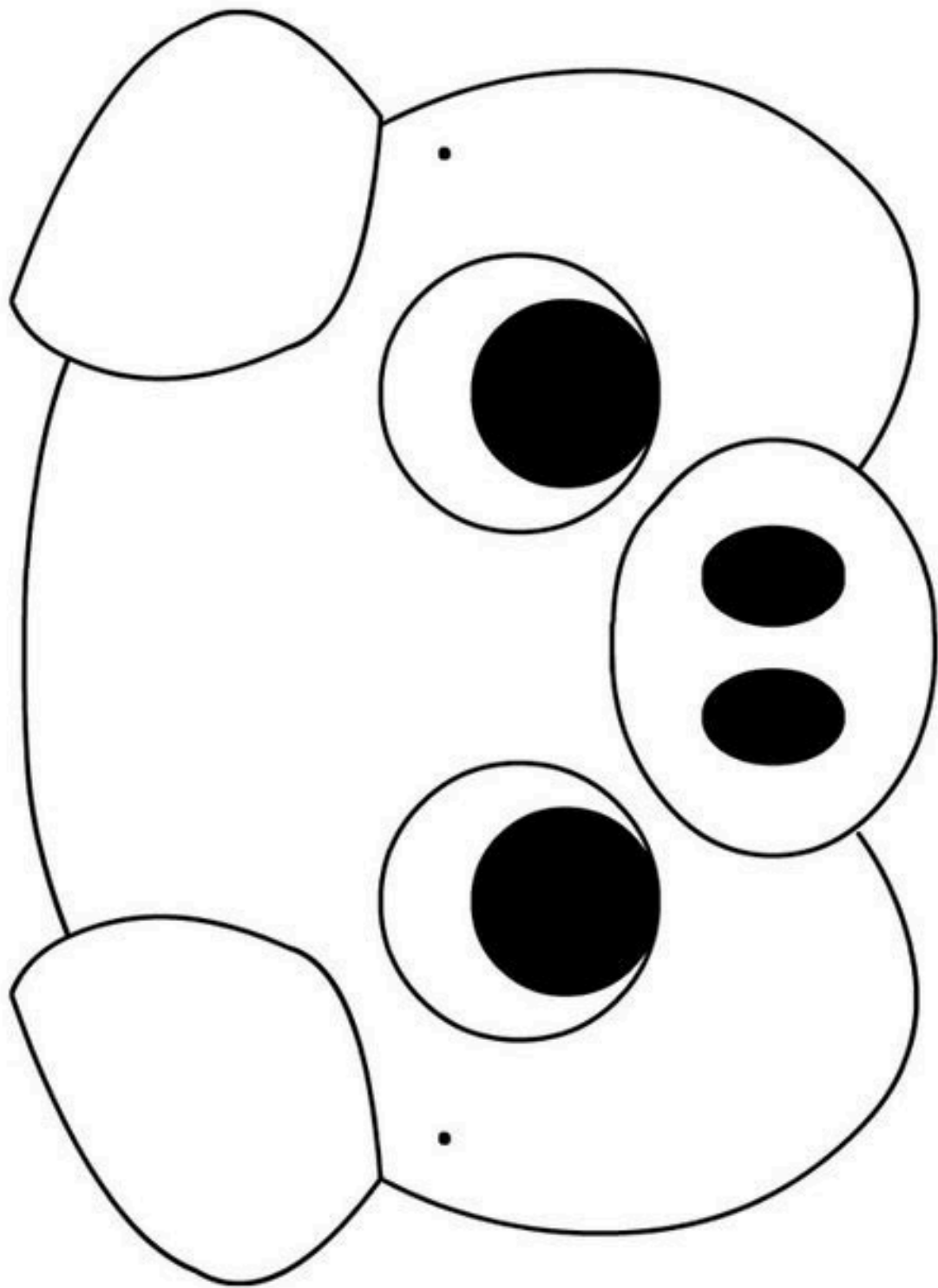
## ACTIVITY

- Acting - Make groups of 4 students each, 1 will play the wolf and 3 will play the pigs, they will act out a part of the story using short English sentences.
- Additional art activity can be included for younger students - Print out the enclosed facemasks of the wolf and pigs, children can colour, cut out and create their own masks and use these as props while enacting the play.

## HOMEWORK:

- Ask the students to go home and write down the gist of the story and its morals in their own words. This is incredibly helpful to judge how much of the class the students are actually absorbing and how effective the lesson and activity have been in relating to the students.
- Challenge the students to choose one skill they want to get better at over this week, for example singing, math at their school or making friends and ask them to put in hard work in that direction, reflect on the results and share with the class in the coming week, if they are comfortable doing so.

# RESOURCE FOR LESSON #5 - PIG MASK



RESOURCE FOR LESSON #5 - WOLF MASK

