



The Little Bread Bun

WORKSHOPS

STORY:

The Little Bread Bun

COUNTRY:

Latvia

AGE:

6 – 9

MATERIALS:

Colours, cardboard, paper, board/ flannelgraph,
puppets

LEARNING OBJECTIVES:

Analyse the characters behavior in order to decide which behavior would be more beneficial for each character.

Developing creative skills by designing and drawing a new end of the story.

Understand the difference between feeling and behaviour

METHODS:

Socratic Pedagogy
Drawing and Thinking
Collaborative Learning
Brainstorming

AUTHORS:

Euro-Arab Foundation for Higher Studies
(FUNDEA)

The Little Bread Bun

Once upon a time there were an old man and an old woman who lived in a small house. Often they did not have any bread on their table. One day they swept all their mills, collected a handful of flour, made the dough with goat's milk and baked a small bun. It was put on the window-sill to cool. The little bun jumped down the window-sill and ran away. On the way he met a cat.

The cat says, "Little bun, I'll eat you!"

But the bun replies: - Don't eat me, I'll tell you a fairy tale how I was made. The couple swept the entire mill to gather flour, made dough with goat's milk, baked me in the oven, and then put me on the window-sill to cool. I ran away from the old man and the old lady. And I will run away from you as well.

While the cat is listening to the fairy tale, the bun has already run far away. Now he meets a dog on his way.

The dog asks: - Where are you going? I'll eat you!

Again, the bunny tells him a fairy tale from the very beginning. While the dog is listening to the tale, the bun is already gone and far away. In the wood he meets the wolf.

- Little bunny, I shall eat you! - says the wolf.

But the little bun entreats the wolf to leave him alive, and again starts telling his fairy tale. While the wolf is listening to the tale, the bun has run away again.

Finally he meets the fox. The fox says: - Bunny, I'll eat you!

- Don't eat me, dear fox, I'll tell you a little fairy tale, - says the little bun.

The fox raises its ears and says to the bunny: - I have very poor hearing; climb up on my ears and start your story from the beginning!

The bunny climbs up on the fox's ears, the fox jerks its head upwards, snatches the poor little bun its mouth and swallows it.

You see - there is no kidding with the clever fox!

ACTIVITIES

Step by step workshops

Setting

A scenario for puppets. It can be made out of cardboard, foam board and/or fabrics.

Participants

- A narrator (teacher, librarian, etc)
- A facilitator (teacher, librarian, another adult, etc)

Activity 1:

The narrator reads the story while the facilitator moves the puppets. All scenes will be presented until the last one where they will see the fox and the little bread bun. This last scene will not be presented to the children in order to do the activity 2. Facilitators should use flashcards with synonyms, antonyms, illustrations, mimics and all possible resources to explain difficult words.

Activity 2:

The children have to debate with the help of the facilitator. Following questions can be used for discussion:

- What do you think is going to happen now between the little bread bun and the fox?
- Do you think the little bread bun is going to tell the same story to the fox with the purpose to escape from it?
- Do you think the fox is going to believe the story of the little bun?
- Do you think it's most likely to happen: the little bun can escape from the fox or the fox discover the lies of the little bun?
- Which do you think is clever: the fox or the little bun? Why?

The facilitator has to jot down the children ideas on the board. Once they have finished, the narrator reads the end of the story and compare the different endings.

The facilitator can ask the children questions such as:

- What do you think about the end?
- Is the end similar to the ideas you said before?
- How are you feeling about the little bun?

- How are you feeling about the fox's behaviour?
- Do you think this is a good ending? Why?

*These questions are just a guide, so facilitators can adapt the questions considering the audience or specific educational objectives. Besides, according to children's level of language proficiency, questions may be more complex.

Activity 3:

Graded to children between 6-7 and between 8-9.

The facilitator puts on the flannel board the following words:

- Arrogance
- Confidence
- Overconfidence
- Prudence
- Respect

The facilitator helps them to create a mind map by self-reflecting questions so the children can relate with their own experience. For example:

- What is arrogance?
- How would you describe an arrogant person?

- When we say somebody is arrogant – does it mean they are arrogant all the time or just in some situations?

- Can arrogance be useful?

- Can it be harmful?

- Have you ever been arrogant? When and why?

- When do we usually act arrogant? When we are mad, scared, irritated, insecure, overconfident...

*The same questions can be formulated with confidence, prudence, overconfidence, etc.

*Additionally, the facilitator can redirect the discussion towards self-reflection or defining a difference between feeling and behaviour and how they are connected. It depends on the purpose that the facilitator wants to achieve.

- Is arrogance a feeling or a behaviour?

- What's a difference between feelings and behaviours?

- Are they connected? How?

It is important that the children can make conclusions about good and bad implications of confidence,

overconfidence and arrogance but each facilitator can play with other words.

Next, children have to group the words into good, not that good or bad as well as children have to link the words to parts of the story in order to improve their understanding of the words.



Activity 4:

Creative task graded to children (a) between 6-7 and (b) between 8-9.

To enhance children's creativity we will have them create and draw a new story based on this one. They can change either the characters, some parts of the story and/or the ending.

a) The children have to create and draw a new story. Once they have finished, they have to flag the good, not that good and bad things characters make in their story.

b) The children have to create and draw a new story. Once they have finished, they have to explain to the rest of the group the positive and negative attitudes of the characters in their story and as well as the consequences of their behaviours and attitudes.

*The facilitator will use the puppets to correct those negative behaviours of their characters -if any- in collaboration with the children in order to reinforce good behaviours/attitudes. For example, if a character is being rude asking something, the facilitator will use the puppet to show them how to ask something in a respectful way.

Activity 5:

The closing activity will be the facilitator using the puppets to reinforce the message of not trusting people they do not know, to be respectful, good listeners and observers, prudent and confident and to avoid over confidence and arrogance. So, the facilitator will show children some good behaviours using the puppets.