

## **Fairy Tales: Friends and Foes Unit**

This is an excellent unit to start off your Language Arts program. It is called “Fairy Tale Friends and Foes.” It was originally part of the now defunct OCUP program.

I have adapted it over the years to use in several different grades. I like how you can teach the genre of fairy tales and at the same time have some great character education lessons.

The students learn about these values while reading different fairy tales.

**Respect** - Goldilocks Learns Respect

**Love** - Cinderella Loves and is Loved

**Responsibility** - Hansel and Gretel Depend on Each Other

**Cooperation** - Three Pigs Work Together

**Courage** - Jack Is Brave

**Honesty** - A Promise is a Promise for Rumpelstiltskin

**Tolerance** - Beauty Accepts the Beast

**Peace and Unity** - Fairy Tale Friends

### **LESSON 1 – Good Character Values**

**MATERIALS:** Fairy Tale Friends and Foes OCUP unit

- Brainstorm sentence endings to the phrase, "A good person/friend is someone who.... "
- Record these headings, “Character Trait”, “Why is this a good trait?”
- Explore positive character traits from the ideas generated by students (kind, helpful, generous, share, etc)
- Review the list of positive behavioural traits and think of the negative behavioural traits that are opposite to them
- Discuss how people make choices to change and people learn to be positive when they feel good about them
- Discuss the concept of family, including adoption, foster parents, single parents, siblings, stepfamilies, etc and list examples under the heading, “Many Kinds of Families.”
- As the list is being built, the class discusses the loving relationships within each example and how the children are shown love and protection
- Brainstorm and discusses fairy tale characters, and list them on the board
- Students decide if the characters on the list exhibit positive or negative behaviours.
- Discuss the possibility of a character exhibiting both types of behaviour based on their intentions, e.g., Goldilocks may not have intended to ruin the Bears' belongings and she may have learned a good lesson
- Model this paragraph. “My cousin is very generous. When I was away at summer camp, she would send me all sorts of surprises in the mail. She sent me a birthday present as well, even though we don't normally buy each other things for our birthday. She also sends me emails and links to things that she knows I like. I love my cousin Stephanie.”
- Students work independently writing paragraphs about a good character trait of someone in their lives

## **LESSON 2 – Respect "Goldilocks"**

The teacher prints the following Points to Ponder about respect on chart paper and discusses with the students:

- We show respect when we listen to others.
  - We are showing respect when we are considerate of others.
  - We respect others' things when we take care of them properly.
  - We show respect when we return borrowed things in the same condition as when we borrowed them.
  - We respect others when we say nice things about them.
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- The teacher, sets a TV screen made from a box on a desk. Students volunteer to go on TV and share a story of respect with the class. Remind students that listening when others are speaking is showing respect.
  - In their journals, students respond to the prompt: "I know I am respected when..."
  - Students relate any aspects of the story of Goldilocks and the Three Bears that they know.
  - Explain to students that most fairy tales are very old stories that have been told for many years and that sometimes stories change depending on who tells the story. As the teacher reads the story, students listen for aspects of the story with which they were not familiar.
  - Discuss how Goldilocks wasn't respectful or considerate of the Bear family.
  - Discuss how the Bear family might teach Goldilocks about respect.
  - Ask students if they think it is possible that Goldilocks and the Bears could become friends.
  - Students answer these questions in full sentences. - How are you like Goldilocks? - Would you like to have Goldilocks for a friend? Why or why not? - If you were Goldilocks, what would you have told your mother when you got home? - Think of other accidents that could have happened if the bears did not come home so soon.

## **LESSON 3 – What is Love?**

Ask students for their understanding of the word love. Students brainstorm several endings for the prompt Love is.... Students tell how people act toward one another when they show love. Print the following Points to Ponder about love on the board and discuss: - Love is inside of us. - When we love, we care about others. - We share love with others. - Love feels good. - We are all loveable.

- Discuss negative feelings and actions or conflicts that take place in the classroom or the school yard. Talk about how loving responses can change the outcome. Review role-play concepts. The class role-plays how hateful, negative, or conflict actions can be replaced with loving actions and feelings. The teacher reinforces how love and respect for others are related.
- Talk about love being inside, and when someone is mean or grumpy they do not feel love inside. Brainstorm how they can help others fill up with love.
- Students design pictures, posters, or collages about themselves, under the title I Am Loveable

## **LESSON 4 – Love “Cinderella”**

MATERIALS: The Blue Fairy Book (Cinderella story)

- Ask the students what they remember about the story of Cinderella, before reading it aloud to students. Students are asked to think back to class discussions on love prior to the first reading of the story.
- Read the traditional version of the story and discuss how love for oneself and for others played out in Cinderella and how when you have love inside, even meanness and hatred can't take it away.
- Students discuss what they think happened to the stepmother and stepsisters after the story ended. How might Cinderella and the prince have shared their love with the stepmother and stepsisters?
- Students write answers to these questions in full sentences - What three things would you wish for from the fairy godmother? Why? - Why do you think the fairy godmother let Cinderella go to the ball? - What chores do you do around your house? - If you were interviewing Cinderella at the end of the story, what five questions would you ask her? - What do you think happened to the stepmother and stepsisters after Cinderella married the prince?

## **LESSON 5 – Responsibility “Hansel and Gretel”**

Print the following Points to Ponder about responsibility on chart paper and discuss: - Responsibility is doing a good job and trying your best. - Responsibility is sharing your work and talents with others. - Responsibility is helping others. - Responsibility means you can be depended on. - Responsibility means you can be trusted to do the right thing. - Responsibility means respecting other people and their/your property.

- Students share stories about a time when they were proud of themselves. We are all loveable and able to do our best and when we do, we are being responsible and feel proud. The teacher points out that this was a positive choice they made for themselves.
- The class discusses the responsibilities of others in our lives and community. Students respond in their journals by writing about responsibilities they have at home and at school.
- The teacher asks students what they know about the story Hansel and Gretel, before reading it aloud.
- The class discusses the responsibilities of the characters in the story Hansel and Gretel and how well, or not so well, they lived up to those responsibilities. Tie in how love and respect also play a role in being responsible.
- Students answer these questions in full sentences - How else could Hansel and Gretel have found their way back home? - What would you do if you found the gingerbread house? - Were Hansel and Gretel responsible children? Were their parents responsible parents? - What do you think that Hansel and Gretel learned?

## **LESSON 6 – Cooperation “The 3 Pigs”**

**MATERIALS:** The 3 Pigs story, LA notebooks

Print the following Points to Ponder about cooperation on the board and discuss: - everyone helping to get things done - working together for a common good - working together with patience and kindness - everyone doing their share of work with respect, love, and responsibility

- Discuss the meaning of the word common and brainstorm several examples. Have a discussion of the common good, which means it is something that benefits all people involved. Discuss situations where students work together for negative purposes, such as breaking rules, fighting, hurting others, etc., and how this is not cooperation. True cooperation is working for good purposes that make everyone feel respected and loved.
- Give and brainstorm several examples of the common good in the classroom, e.g., safety, kindness, respect.
- Discuss the advantages of working with others. Brainstorm cooperative actions, such as helping others, sharing, taking turns, being polite and considerate of others' feelings, making yourself feel responsible.
- Response journal entries can include the prompts: - I cooperate at home by... - I cooperate at school by...
- Ask the students what they remember/know about the story The Three Pigs, before reading it aloud.
- The class discusses how the three pigs worked separately and then together for a common good for all of them. The pigs helped each other and worked to overcome their problem - the wolf.
- The teacher points out how the pigs also demonstrated respect, love, and responsibility for each other, and how they could have dealt with the wolf more positively. The wolf was all alone and acting negatively for selfish reasons. How could the pigs influence the wolf to make him feel part of the group?

## **LESSON 7 – Courage “Jack and the Beanstalk”**

**MATERIALS:** Jack and the Beanstalk story, LA notebooks

Print the following Points about courage on chart paper & discuss: - Courage means to be brave & strong (emotionally). - We are brave when we face our fears, even when we are scared. - We are brave when we stand up for ourselves & others when we know it is right. - We are brave when we work hard to be positive with others even when we are sad or grumpy. - We are brave when we say “no” to doing something we know is wrong.

- Share stories of when people overcame adversity by being strong & courageous & how giving in to wrong or saying “yes” just to be part of the crowd is actually being a coward. (Reference Don't do what's easy banner)
- Ask students what they remember/know about the story Jack and the Beanstalk, before reading it aloud .

- Discuss how Jack was lazy and foolish in the beginning of the story but became more courageous when he thought he was doing the right thing. There are many things Jack could have done differently and sometimes he demonstrated selfish behaviour.
- Have students make a chart in their LA book and label the columns / respect / love / responsibility / cooperation /
- During a reread of the story, students listen for examples of respect, love, responsibility, and cooperation and make jot notes on their chart

## **LESSON 8 – Honesty “Rumpelstiltskin”**

**MATERIALS:** Rumpelstiltskin, LA notebooks

Write the word “Honesty” on the board and ask the class what it mean to be honest. Print the following Points to Ponder and discuss: - telling the truth. -telling what really happened. - when we are honest we feel clear inside. - when we are honest we admit when we are wrong. - we keep our promises.- we can be trusted.

- Discuss good or well-intended promises and why it is important to keep them. Ask the class, “What does it feel like when people break their promises?”
- Discuss “bad promises” that should not be kept (promises where others get hurt or that make others angry).
- Students respond in their LA Notebooks to the prompt “I kept a promise when...”
- Ask students what they remember/know about the story Rumpelstiltskin, before reading it aloud
- Discuss whether or not the girl could have made a different promise. If so, what could she have promised instead of her firstborn? Was it right for Rumpelstiltskin to force the girl to make such a sacrifice?
- Discuss how everyone in the story (except for the girl/queen) was greedy and/or selfish. How was the girl a victim of many people in the story?
- Discuss with students how respect, love, responsibility, cooperation, courage, and honesty were all characteristics demonstrated by the girl/queen, and ultimately helped her win her battle with Rumpelstiltskin.
- Students pick one of the following questions and write an answer in complete sentences: - Was Rumpelstiltskin bad or good? Why? - What would you have told Rumpelstiltskin if you were the queen? - Who would you help if you could do magic? - Do you think the girl made a good choice to promise Rumpelstiltskin her first child? - What else could Rumpelstiltskin have asked for other than her firstborn? - Do you think there is ever a time when a promise should not be kept? When and why?
- Beginning/Middle/End - Students fold a large piece of paper into thirds. The sections are labelled, left to right, with beginning, middle, and end. Students write or draw (or both) something that fits into each section. This is followed by retellings of the story.

## **LESSON 9 – Tolerance “Beauty and the Beast”**

Write the word “Tolerance” on the board and ask the class what it means to be tolerant. Print the following Points to Ponder about tolerance on chart paper and discuss: - We are all special and have gifts and talents we can share. - We accept others for who they are and appreciate their differences from ourselves. - We accept ourselves even when we make mistakes. - We accept others, even when they make mistakes.

- Discuss differences in people and how being different is something to celebrate, not make fun of. When we get to know others, we see how they are inside and appreciate their goodness, talents, and differences from ourselves.
- Lead a discussion starting with the following: It’s all right to make mistakes because we learn from them and we can correct ourselves. It is our job to learn from our own mistakes and the mistakes of others, and help others to not feel bad when they make a mistake.
- Ask the students what they remember about the story Beauty and the Beast, before reading it aloud.
- Discuss how the Beast changed on the inside when he was loved and appreciated even though he looked like a beast. The class discusses how Beauty was truly beautiful inside and out.
- Ask: What made the Beast show his inner beauty as a person?
- The teacher and students list all the values and virtues discussed in this unit: respect, love, responsibility, cooperation, courage, honesty, and tolerance. The class discusses how each is demonstrated in the story.
- Students answer the questions about one of the characters in the story using complete sentences: - What was the character’s name? - Describe how the character looked. - What were some of the things the character did in the story?
- Students answer each question in a complete sentence: - Where did the story take place? - Would you like to visit this place? Why or why not? - Tell one thing you might like and one thing you might dislike about the place. Explain why.

## **LESSON 10 – Rewriting Fairy Tales**

- Discuss how fairy tales are stories that have been passed down through time and often change depending on who is telling the story. The storyteller often changes the story based on the audience.
- Read the True Story of the 3 Pigs and discuss how the values we have studied are reflected in the story.
- The teacher chooses a fairy tale, and with the help of the class rewrites the story with positive values.
- The students will then do a rewrite of a fairy tale of their own choosing. The story guidelines are: - The story must have all of the characters. - The story may be shortened to make it more manageable to write. The storyline should be clear and in sequence with a beginning, middle, and end. The end of the story is changed to reflect the positive values explored.- Correct grammar and sentence structure are to be used.

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