

SPIRIT OF ENQUIRY

Objective: *To increase awareness that there may be more to life than we at first perceive*

Key Words: *enquiry, landscapes, climates, thatched, generation, estuary, flood, spacious, larder, courteously, exploring, magnanimous, communication, listening, diseases, bacteria*

QUOTATION/THEME FOR THE WEEK

THERE IS MORE TO LIFE THAN MEETS THE EYE



**THE AIM OF KNOWLEDGE IS WISDOM
THE AIM OF WISDOM IS LIBERTY**

Discuss what the first quotation means.

Discuss the second quotation.

What is the difference between wisdom and book learning?

SILENT SITTING

Step 1 (*See page 40 in the introduction*)

Step 4 (*optional*)

Step 5: How big is the world that you live in? It includes your home, school, relatives, friends, holidays ... What else?

Now imagine your world expanding to cover all the earth ...

See how different it is everywhere ... Many countries ... Many different landscapes ... mountains ... deserts ... rivers ... trees ...

Different climates ... sunshine ... rain ... snow ...

Brightness ... beauty ... many colours ...

Different ways of living by many different people ...

But many basic needs and hopes are the same ... So much to explore and see

Step 6.

STORY TELLING

THE NARROW-MINDED FROG

by Carole Alderman

Once upon a time, where the rolling hills ran down to the sea, there stood a tiny village. No one knew quite how long it had been there, but the thick stonewalled cottages with their thatched roofs had withstood the gales for many a generation. The village had a pretty green where women often exchanged the time of day, when they met as they went to draw water from the village well. But none of them knew that inside the well there lived a solitary frog.

This frog had been dropped in the well by a bird when it was only a tadpole. It knew only the inside of the well which it thought was very pleasant and grand. It had seen nothing of the outside world except the buckets which were lowered into the water and then drawn up again, disappearing out of sight. The frog never wondered why they came or where they went to.

One day it started raining. It rained and rained and continued for a number of days. Suddenly another frog fell into the well. It had been living in the nearby estuary where the river joined the sea. Because of the rain the river had flooded its banks and the frog had been washed onto the village green from whence it had hopped into the well for shelter.

“My dear fellow,” said the Well-frog in surprise. “Where did you come from? I haven’t seen you in my well before.”

“I live in the estuary, where the great river joins the sea beyond,” replied the newcomer. “The heavy rains caused the river to flood and I was tossed about until I landed on the green. Can I please stay and shelter in this well until the rain stops?”

“Stay as long as you want,” said the Well-frog, feeling very important. “As you see, this well of mine is such a spacious and beautiful place to live, so there is plenty of room. I have never had a visitor before and shall be very glad of your company and of having someone to talk to.”

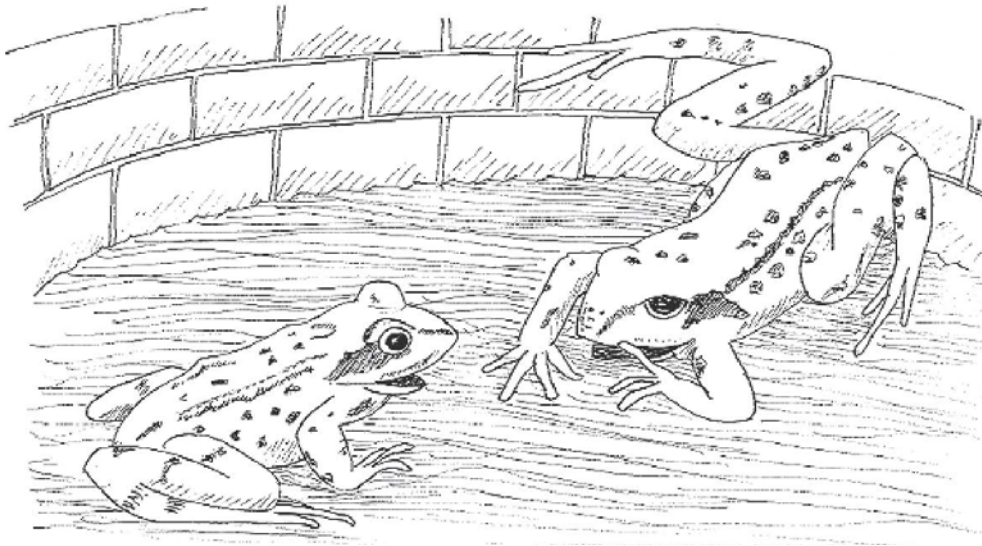
The Well-frog went to his larder and took out some worms for dinner which he courteously offered to his guest. Soon they were talking like long-lost brothers and felt themselves fortunate to have met.

Eventually the Well-frog enquired. “You spoke of the great river and the sea beyond. What are they?”

“I often go exploring and I’ve found that the river I live in flows down from the high hills. The river is big with many small streams joining it. One of these tributaries feeds this well. I know that by the taste,” replied the River-frog.

“So our water comes from the same river! I shall think of you as my own cousin,” exclaimed the Well-frog feeling very magnanimous. “But what is the *sea*?”

“That is a great mass of water which spreads much, much further than I can swim. The water tastes differently, too.”



“It can’t be as deep as my well!” said the Well-frog, diving deep into the well and coming up several minutes later.

“It’s much, much deeper,” laughed the River-frog.

“It’s not as wide as my well,” said the Well-frog, somewhat sharper this time, not having liked being laughed at.

“I can’t tell you how wide it is.” The River-frog’s voice was more serious now. “There is nothing here I can compare it with.”

“You liar,” said the Well-frog, bursting with anger and completely forgetting his manners. “How can there be anything bigger than my well? All this talk of rivers and seas is nonsense. Get out of my well at once!”

The River-frog felt sad, but he thought it wise to jump out of the well. Fortunately the rain had stopped, so he returned to the estuary where the river met the sea. He knew he could not change the poor Well-frog’s narrow view of the world.

QUESTIONS:

- 1 What name would you give this story?
- 2 Which part of the story did you like best?
- 3 How did the River-frog view the world?
- 4 How did the Well-frog measure the world?
- 5 Was the Well-frog really magnanimous?
- 6 Why did the Well-frog get so angry with the River-frog?
- 7 What values related to truth did the Well-frog lack?
- 8 What values related to truth did the River-frog have?
- 9 How did you feel when you heard this story?
- 10 Does it remind you of anything in your own life?

GROUP SINGING

COME AND TAKE MY HAND

(Traditional American Spiritual)

Brother, come and take my hand,
Hallelujah.
Brother, come and take my hand,
Hallelujah.
Sister help to understand,
Hallelujah.
Sister help to understand,
Hallelujah.
River of Life is deep and wide,
Hallelujah.
Milk and honey on the other side,
Hallelujah.

(Repeat x 2)

River of Life is deep and wide,
Hallelujah.
Milk and honey on the other side,
Hallelujah.

GROUP ACTIVITY

1. LEAP FROG:

Use cut-out water lilies and leaves.

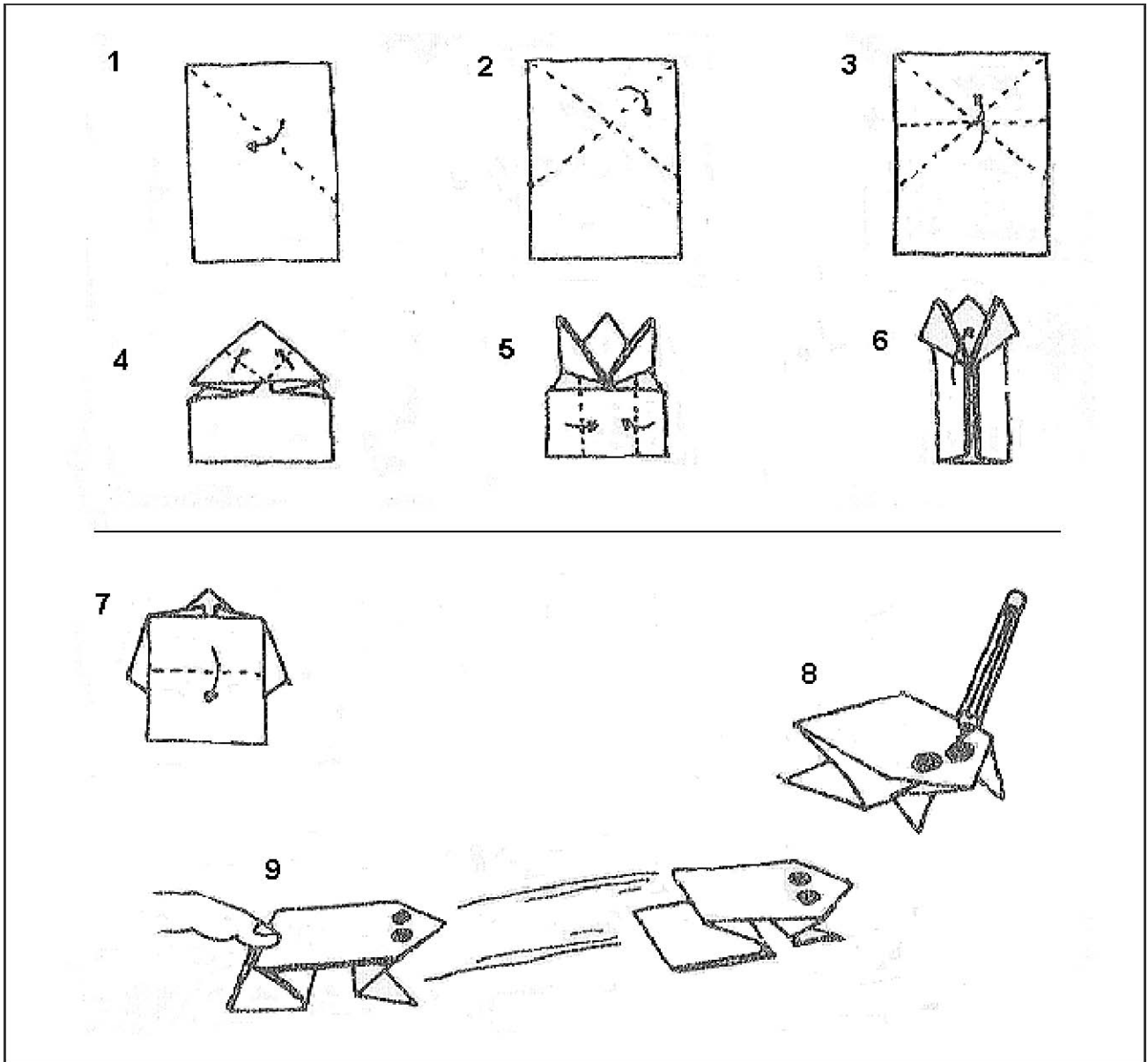
Discuss the values and related values.

Write values on the flowers.

Write some unpleasant feelings on the lily pads e.g. anger, hatred, selfishness, envy, jealousy, resentment, etc.

Make leaping frogs out of folded paper (see below)

Playing in groups of four, the children to manipulate the frogs to leap over the bad feelings on the lily pads and land on the good values flowers.



2. COMMUNICATION - Listening and Feedback

(The importance of confidentiality must be talked about before this exercise).

This is an exercise in listening attentively and being able to say what you have heard. This enables you and your partner to know if you have understood correctly what he/she was trying to tell you.

Find a partner you feel comfortable talking to.

Decide which one speaks first (A) and which one listens (B).

For two minutes talk to your partner on a topic about which you feel excited or concerned, and why. This can be personal or something quite outside your own life, but which does worry you.

Now the one who has been listening (B) has three minutes to say what he/she understood from what was said.

Use a sentence such as,

“You have been telling me about”

When this is done spend a minute each just to say how it felt, whether you were able to say what you wanted, and whether you think you were understood.

Tell each other honestly what you found hard or easy and try to discover, if there was any difficulty, why it was.

Extension exercise/Links to Other Subjects:

Science link: The children can look into the lives of great scientists / pioneers whose spirit of enquiry led to understanding of the human body and diseases that affect it, e.g.

Robert Boyle (1663)

Louis Joblot (1718)

Edward Jenner (late 1790s)

Louis Pasteur (1857)

Joseph Lister (1860s)

Robert Kock (1863)

Friedrich Loffler (1800s)

Edwin Klebs (1800s)

Shibasaburo Kitazato (1800s)

Arthur Nicolaier (1800s)

Walter Reed (1900)

Howard Taylor Ricketts (1906)

All these scientists built on the work of their predecessor and many of the safety measures they prescribed, we are still using today.