



## RESPECT



3 - 6 years



6-8 children  
in a group



## THE TWO MICE



45 min



Respect, dialogue and active citizenship:

- recognizing and respecting the needs and values of others;
- developing fine motor skills through making the posters.



- The Town Mouse and the Country Mouse textbook or handout with the fable (accessible at <https://www.youtube.com/watch?v=nwUFBObQwI0>)

- Flashcards illustrating the mice' most important values: the environment, their food, their houses and their beds

- Two puppets illustrating the town mouse and the country mouse

- Printed pages illustrating the rural environment: trees, flowers, hedge, bushes, berries, nuts

- Printed pages illustrating the urban environment: cars, bikes, a train, buildings

- Scissors, glue, coloured pencils, a brown and a grey sheet of paper A3

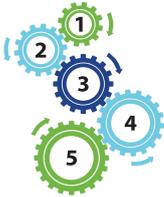
- A large white paper





Handout with the fable:

There was once a little brown country mouse. His name was Pipin. He lived in a house in a hedge. In spring, he lay in the grass and listened to the birds sing. In summer, he nibbled on wild strawberries...and cut grass for his winter bed. One day, as the weather grew colder and a chill wind blew.....he heard a Tap! Tap! Tap! at his door. "Pipin!" called a voice. It's your cousin. I've come to stay!" Pipin flung open the door. "Toby Town Mouse!"he cried. "Come in!" Pipin made Toby a seat from soft, squashy moss. " It's too damp!" said Toby Town Mouse. Pipin took Toby on a walk.Smell the Flowers! Atishoo! But the flowers made him sneeze. That night, Pipin went to his food store. He picked out his best nuts and berries. "Urgh!" said Toby Town Mouse. " I hate nuts." " Is this all you have? In town, we eat like kings." "Really? asked Pipin. "Come and see for yourself," said Toby. "The country is horrible. You'll never want to live here again." The next day, the cousin wok at dawn. " We'll take the train," said Toby. They ran to the station. Soon, they heard the rattle tattle of pebbles jumping on the railway line. "The train's coming!" cried Pipin. It's HUGE." It came to a stop with a screech and a snort. A door flew open. "Jump!" said Toby. The train gave a shriek and a snort and...it was off again. Chugga-chugga-chugga-chugga. Choo! Choo! Pipin looked out of the window. He could see trees waving their branches. Then there were no trees at all-just tall buildings touching the sky. As the sky grew dark, the train stopped again. Toby twitched his whiskers. He sniffed the air. "We're here!" he said. " At last-I'm in town again." Home, sweet home. " Now follow me." Toby leaped onto the train platform. "Be quick, Pipin!" he called. " Watch out for stamping feet." Help! The mice ran out of the station and onto a busy street. Pipin gasped. There was so much noise. The cars vroomed. Their horns beeped. And the smells! Pipin sniffed his first sausage and coughed in the smoke. Out of my way! Beep! Ding-a ling-ling. "And this," said Toby proudly, pointing his paw " is my house." He crept in a through a small hole. Pipin followed. They ran down dark corridors under the floor.... and up secret stairs behind the walls. Isn't it grand? They danced across the empty ballroom... Toot! Toot! .....and played with toys in children's nursery. "Race you to the dining room," said Toby. "Time for a feast!" The mice jumped onto the table and began to eat. They nibbled on pie. They licked up cream. Toby ate his way through the cheese...while Pipin dipped his paw in chocolate sauce. "Gosh!" said Toby. "I'm nearly full." Mmm! Hic! Pipin clutched his tummy. In think....hic....I'm going to be...hic....sick." Suddenly, the table shook. Toby turned. Run for your life! " It's the cat!" he cried. "Hello," purred the eat, licking her lips. My dinner time, I think..... Toby grabbed Pipin. " Come on!" he said. They darted this way and that. Pounce! Pounce! Went the hungry cat. She knocked over a jug and it crashed to the floor. " Quick!" Toby called. "Into this hole." Pipin ran. The cat leaped. She swiped at Pipin with her pointy claws...and missed. " Drat!" she hissed. Pipin dropped to the floor. " Oh cousin!" he said. " I want to go home." " Not yet!" said Toby. " You haven't tried my fine feather bed." But the next morning, Pipin still wanted to leave. Toby gave him a map to the station. Don't get lost. " Goodbye!" said Pipin. Pipin ran to the station. He danced in and out of the stamping feet... and hid in a bag to get on the train. In the starry dark, Pipin finally reached his hedge. Home, sweet home! He sniffed the sweet, cold air and smiled. Then he snuggled down in his warm hay bed. " This is the life for me," he said.



1. Facilitators must create two puppets and the flashcards in advance
2. Initially the whole group sits in a circle together with the facilitator, who presents the characters of the story, the Country Mouse and the Town Mouse, and their names Pipin and Toby. The facilitator asks children to describe in a few words what are the mice wearing (Toby is wearing a black suit with a black tie, Pipin is wearing a blue sweater and discoloured jeans) and also asks them to guess the places where they live (village-town).
3. This short introduction is followed by the actual storytelling from 8 to 10 minutes.
4. The puppets are given to two children and they sit in separate places in the room. All the others receive flashcards. Children will have to say one by one what is on their cards and join either Pipin's group or Toby's group.
5. The facilitator will show to the children, that both mice have the same values, even if they look different. Children raise the cards with the beds, food, houses and environment. The cards show the same thing, but illustrated in different ways, precious material things even if they look different.
6. Pipin's group will receive a brown paper and printed pages. They will have to create Pipin's environment. Toby's group will also receive printed pages and a grey paper and their task is to create Toby's environment. The aim of this part is the teamwork and the developing of motor skills.
7. When they finish the two posters, children will be asked to say antonyms about the two posters: silence-noise, fresh air-polluted air, safety-unsafety, slow-fast, clean-dirty, familiar-unfamiliar and so on.
8. The facilitator will encourage children to formulate their ideas about how did Pipin feel in his bed and how did Toby feel in Pipin's bed. What is Pipin's attitude towards the organic food (he works to gather his food for the winter, he makes his food store, and gives Toby the best nuts and berries) What is Toby's reaction? (I hate nuts!) What is Toby's attitude towards food? (He steals the food from humans, eats everything, makes a mess on the table). Toby is more persuasive than Pipin, while Pipin is more polite and respectful (he tried out Toby's bed)  
Politeness, patience, generosity, friendship, hard-working, respect are also precious things, that are not visible like the material values, but they give ones value.
9. The children are also encouraged to focus on the common aspects of the two characters: both of them are curious to visit the other one's living space, both of them want to travel, they do not blame each other for the adventure with the cat, and they respect the other's decision. Toby even gave Pipin a map to be able to return in his hedge.
10. At the end children are given a large paper on which they draw their favourite food or fruit/vegetable/ activity. When they finish they all sit in a circle and the facilitator will show that according to the drawings there are fruits that appear 3, 4 or 5 times and there are fruits that appear only once. This means that in some aspects we are similar and in some aspects we are different. This doesn't mean that we are good or bad, it just means that we are different and that the best attitude is to respect each other.

Tips and tricks:

Make sure that children can use the scissors, otherwise cut the pictures in advance.