

3

BE PATIENT

PATIENCE IS WAITING FOR ONE'S TURN CALMLY

Main Value: Peace

Sub-value: Patience as waiting for one's turn

Value Description: Peace refers to an inner state of being calm mentally and having equanimity in all situations. Peace within oneself creates peace in one's surroundings.

Patience is one of the manifestations of the feeling of peace. Children are impatient by nature. The most common application of patience at this age is – waiting. In a social set-up where common resources are shared, waiting for one's turn is very essential for children. So patience can be introduced as waiting for one's turn. Reinforcing this concept now will ensure peaceful interaction amongst children.

Number of Sessions: 2

Learning Objective: To enable students to understand patience as waiting for one's turn.

Learning Outcomes: At the end of the lesson students will be able to

- (a) Narrate the story
- (b) Define patience
- (c) Explain the advantages/importance of patiently waiting for one's turn

Teacher's Notes: Begin the session with 1-minute silent sitting.



Teacher's Notes

Ask the children:

- a. Do you go to the park or playground to play with your friends?
- b. Do you share and take turns?
- c. Do you feel happy when all of you get the chance to play on the swing, the slide or the see-saw?
- d. What happens if your friend does not get to sit on the swing at all? Is he/she happy?



The big playground at Lee Kwan Yew School was a happy place. All the children loved to play here. Mr Tan, the P.E teacher, always reminded the children, "You have to always follow the safety rules and be fair."

Teacher's Notes

Ask the children:

- What was the name of the school?
- Which was the happy place at the school?
- Where did the children love to play?
- What was the name of the P.E teacher?
- What did the P.E teacher tell the students?



One fine morning, Mr Tan saw a few children running happily towards the swing. Ali was the first to reach the swing. But even before little Ali could climb on to the swing, Jun Han shouted,

"Ali! Don't get on the swing. I want to go on it first." Little Ali said, "But Jun Han, last time you didn't let me play on the

Teacher's Notes

Ask the children:

- a. Whom did Mr Tan see running towards the swing?
- b. Who reached the swing first?
- c. Who shouted at Ali?
- d. Did Jun Han allow Ali to use the swing first?
- e. What did Ali tell Jun Han?



swing. So, today is my turn, you can have a turn after me."

Jun Han did not listen to Ali. He just pushed him aside, which made Ali very sad.

Teacher's Notes

Ask the children:

- a. Did Jun Han listen to Ali?
- b. Who saw and heard everything?
- c. Who walked calmly towards the swing?



Mr Tan had seen everything and walked calmly towards the children.

He stopped Jun Han, who was about to get on to the swing, and asked him, "Jun Han, who came here first? Ali or you?"

"Ali did," said Jun Han in a sad voice. Mr Tan said, "I know you know the playground rules, safety first and fair play - were you following the playground rules?" "No," said Jun Han. The teacher continued, "When you pushed Ali, he could have been hurt. Fair play means everybody gets an equal chance."

Teacher's Notes

Ask the children:

- Who came first near the swing?
- Did Jun Han know the playground rules?
- What were the playground rules?
- What is the meaning of 'fair play'?
- What is the right way to play?

Jun Han replied, "Yes, Mr Tan, I understand. I should have patiently waited my turn and not pushed anyone. As I came last, I will wait patiently for my turn." Saying so, Jun Han let Ali use the swing. Now, everyone followed the rules and waited patiently for their turn; there were no more fights, and everyone was happy.



Teacher's Notes

Ask the children:

- What did Jun Han do?
- Did Jun Han wait patiently for his turn?
- What do all the children do now when they're in the playground?
- Are there any more fights or disagreements?

Activities after storytelling

1. Group activities

Divide the children into groups and encourage them to do the following activities. The activities can be rotated across the groups to identify how each child reacts to the learning and work out the best approach for each child.

- Draw/colour a picture of children playing in groups—on swings/slides or other games such as football/netball
- Arrange the story cards in sequence or fit the pieces of a jigsaw puzzle.
- Spot the differences between two similar looking scenes from the story.

2. Whole class activities

- Encourage the children to retell the story in their own words.
- Identify and appreciate imagination/accuracy.
- Take the children to the playground and encourage them to play using the rules of safety and fair play.

3. Think Tank

- Should you give a chance to everybody?
- If you follow rules and share and care, will more people get a chance?
- If you are playing in the playground make sure that the smaller and weaker children also get their turn.
- Are there any other rules to follow when playing together?



Parents/family members/guardians can create an atmosphere of equality between siblings/cousins at home whether it is for work or during play.