

A Slap in the Face

Materials and Preparation

- Copies of “A Slap in the Face” (Part One) (Found at the end of the lesson) (1/ student)
- Writing utensils
- MOH student journals

Wilbur’s Words of Wisdom

Helping someone is always fun;
Teaching how, is a job well done!

Guiding Children’s Learning

Begin the lesson by asking your students if anyone knows how to fish. Ask a student who responds to share with the class the steps he or she takes to catch a fish...from bating the hook to reeling it in.

After the discussion, ask the student how he or she learned to fish.

- *I watched my grandfather fish.*
- *My daddy taught me.*
- *My uncle taught me.*

Ask, “Which was more fun: when someone fished for you or when you learned to fish for yourself?”

- *I like doing it myself better.*
- *Waiting for someone to help can be boring.*

Distribute copies of the story “A Slap in the Face” (Part One). Divide your class into groups of 4-5 students. Explain that each group will have the opportunity to write an ending to the story after the reading. Read the story aloud while the students follow along.

Following the reading, give the groups a few minutes to discuss how the story could end. Students should then write their group’s version of the ending in their MOH student journals. Choose one student per group to share the conclusion. Use the questions following to guide a discussion:

Attributes

Kindness, Love

Fifth-Grade Skills and Objectives:

Children learn that teaching others how to master a new skill rather than doing it for them is the most helpful thing they can do. In this lesson, children will learn the following:

- To work hard to master a skill so they can teach someone else how to do it, too
- To help someone by not doing it for them

What is the problem in the story?

- *Tommy does everything for Jerome.*
- *Jerome expects Tommy to take care of him.*
- *Jerome is not learning how to fish.*
- *Tommy isn't really helping Jerome by fishing for him.*

What is the easiest thing for Tommy to do?

- *Tommy could stop going fishing with Jerome.*
- *Tommy could bait Jerome's hook rather than taking the time to teach him how to do it for himself.*

What is the right thing for Tommy to do? Why?

- *Tommy should patiently teach Jerome how to fish for himself.*
- *Helping Jerome learn to fish for himself will make fishing more fun for both of them.*
- *Doing all the work for someone else isn't really helping him.*
- *Doing all the work for someone else keeps him from growing up.*

Read aloud the author's ending to the story (Part Two). Then use the following comments to close the lesson:

- *The easiest thing to do isn't always the right thing to do.*
- *Tommy could have stopped fishing with Jerome, but he would have lost a friend.*
- *If Jerome had gotten mad at Tommy when he tried to teach him to fish, he would not have learned how to fish for himself.*
- *Tommy chose to do the right thing and found out that by teaching his friend to fish, they could both have more fun together!*

Tell the students to take out their MOH student journals. Have them write a response to the day one prompt. If time allows (or later in the day), allow a few students to share their journal entries with the class.

DAILY JOURNAL PROMPTS

Day One: What are some things you receive help with at home or school but could really do for yourself?

Day Two: Think of something you remember doing by yourself for the first time, such as riding a bike. How did you feel? What would have happened if you had never tried to do it by yourself?

Day Three: What are some things you could teach your friends how to do? What have your friends taught you how to do that you enjoy?

Day Four: What have you learned how to do that took a lot of practice? Why is it important to practice?

Day Five: When you see someone struggling to do something (that you know how to do), what is the best way for you to respond?

Definitions:

KINDNESS

Showing care and consideration in an unexpected and exceptional way

LOVE

Genuinely caring for another, unconditionally