



**TITLE**  
**THE PIED PIPER OF HAMELIN**



**AUDIOVISUAL RESOURCE**  
<https://bit.ly/3k0LAPe>  
Tell the story or watch the online video



**TOPIC**  
Self-assertion skills

**SCHOOL CONTEXT**  
Bilingualism, school coexistence, personal identity, reading plan

**RECOMMENDED AGE**  
From 3 to 6 years old

**SUMMARY**  
The tale tells the story of an honest piper who frees a town from a plague of rats and the ingratitude of its inhabitants who refuse to pay him the price agreed. The piper punishes them by taking all the children with him. Finally, the mayor changes his mind and pays the Piper who brings the children back to the town.

**THEORETICAL BASIS:** The ability to display self-assertive behavior is a clear indicator of maturity. At early ages, children can understand self-assertion from examples that involve “being older,” “being good” and resolving conflicts without resorting to aggression.

**PURPOSE:** Beginning with a story, and after understanding the message that it transmits through different questions, the teacher uses the technique of incomplete sentence stems which the children need to complete to identify “prosocial” alternatives to behavior that shows social maladjustment. A dramatization of the story completes the activity.

**LESSON PLAN**

**Stage 1**

The teacher reads the story to the children. Then, the teacher clarifies any doubt they may have regarding the content.

With younger groups of children (3 years old) it is recommended to ask some of them for a summary of the story in their own words.

**Stage 2**

The teacher asks the students questions focusing on the self-assertion of the main characters of the story:

- *Who do you like best in the story?*
- *Is the Piper right? If so, why didn't he use his powers to keep all the gold and money of the inhabitants of Hamelin? (this question is appropriate for 5 year-old children and older)*
- *What do you think would have happened to the Piper's friend if he had listened to the other children? (appropriate question for 5 to 6 year-old children)*
- *What does the Piper's friend do to protect himself? Does he fight? What does he do to be respected by others?*
- *Many times you say "I am older." What does it mean to be older? (appropriate question for 5-6 year old children).*

**Stage 3**

The teacher explains to the students that in order to be a self-confident person (with the little ones it is recommended using less abstract vocabulary, for example “being good” or “being older”) they must learn to reason and argue with others without getting angry or upset, but without giving up easily. Then, the teacher invites the children to complete the following sentences:

*“I am older because...”:*

- *When my parents tell me to turn off the TV, instead of having a tantrum, I tell them that ..... (with 3 year olds, it is recommended to offer prompts e.g. record the program, wait for advertisements, etc.).*
- *When a classmate doesn't let me go down the stairs, I do not push him/her but tell them that .....*
- *When an older child snatches the ball from me, instead of crying, I look for the ..... and tell him/her that .....*

#### **Stage 4**

A drama activity is developed. In turns, the children prepare a short play of any part of the story, one child playing the role of the Piper's friend, and the rest playing the children of the village. With 4 year olds, the play can be developed without words, just with gestures.

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