

# How Every Wise Child Should Live

Poem

<b>Get Going!</b>	<ul style="list-style-type: none"><li>✧ This is a topic for discussion in class. Some talking points have been given. It is primarily about wisdom and who are the people who are considered wise, what makes a person wise and why we go to them for help and guidance.</li></ul> <p>Discuss how most people will help if we go to them for guidance. But there may be some who may not wish to do so, and there may be some people to whom it is not desirable to go for help. Ideally, students should speak to their parents, teachers or school counsellors, whom they feel they can rely on.</p> <ul style="list-style-type: none"><li>✧ Secondly, sometimes older people do have much experience or knowledge. On the other hand, sometimes we find young people also who can be very wise.</li></ul>
<b>Read and Enjoy</b>	<ul style="list-style-type: none"><li>✧ This poem gives some good advice on how to be a wise and good child. It talks about the wisdom a child should have and what habits he/she should cultivate to be healthy, fit and wise. Throughout the poem, the poet speaks as the child.</li><li>✧ In the first stanza, the poet/child says that if he wants to be happy he, must be 'quick on my toes'. That means he should not be lazy and slow. He should be alert and fast at his work. He must not gulp his food but chew it slowly and breathe through his nose, not through his mouth.</li><li>✧ In the second stanza, he says his posture should be right, with the shoulders thrown back, not slumped and his head should be held high. When he goes to sleep at night, he should keep the window open so that he gets fresh air.</li><li>✧ In the third stanza, he talks about the first thing we do after we wake up. We have a bath. He says he would bathe with soap rubbed on the bath flannel and then scrub himself properly all over. After that, he will rub himself dry thoroughly 'till I glow'.</li><li>✧ In the fourth stanza, he describes how he should behave at home. He will not be lazy or sit slumped in a chair, nor will he shout and scream 'like a demon' or behave badly and sulk 'like a bear', growling and being rude.</li></ul>

<ul style="list-style-type: none"> <li>✧ In the fifth stanza, he is determined not to fidget and waste time, but to be still and read books, not just lie around. There has to be a clear time to start doing something and a time to stop so that there is a balance of activity and study and rest.</li> <li>✧ In the sixth stanza, he makes a resolution to 'love what is noble' and 'do what is kind'. Doing what is noble involves being compassionate, kind, polite and generous. He has to strengthen his body, through right exercise, habits, posture and food. And he needs to 'tidy my mind', which is very important. If our mind is full of wrong thoughts, worry, anger, hatred and such other bad things, then it will make us very unhappy. So we must clean our mind every day.</li> <li>✧ In the last stanza, he affirms that if he wishes to be healthy and free of all worries and anxiety, he has to do all the things he has said in the poem. And when he prays for all these things to be right, he must mean his prayers.</li> <li>✧ The poem has seven stanzas of four lines each. In each stanza, lines two and four are rhymed. The poem is easy to learn and recite. The class can be divided into seven groups and each group can learn one stanza. Then the poem can be recited.</li> </ul>	
<ul style="list-style-type: none"> <li>✧ Exercise A, B and C: Explain the exercises and do them orally first. Then ask the students to write the answers in their notebooks. It is advisable to check and assess their work individually.</li> </ul>	<b>Read and Understand</b>
<ul style="list-style-type: none"> <li>✧ Exercise A: Use the explanations given above to elaborate the stanza and write the answer.</li> <li>✧ Exercise B: Discuss and ask the students to write the answer.</li> <li>✧ Both exercise answers can be assessed along with the earlier section.</li> </ul>	<b>Think and Answer</b>
<ul style="list-style-type: none"> <li>✧ Exercise A: One pair of rhyming words has been given. Take rhyming words from each of the other stanzas and write them down.</li> </ul>	<b>Appreciating the Poem</b>
<ul style="list-style-type: none"> <li>✧ Exercise A: Ask the students to find the eight words and circle them with a pencil first. Then announce the answers and ask them to colour the words in different colours, and write them down.</li> </ul>	<b>Word Wise</b>
<ul style="list-style-type: none"> <li>✧ Exercise A: Do this exercise orally first. Then ask the students to write the story.</li> <li>✧ Check and assess this work individually along with the rest.</li> </ul>	<b>Write Well</b>
<ul style="list-style-type: none"> <li>✧ Make groups of four and ask the students to bring cuttings of good quotes or write them down neatly on small pieces of paper. Then they can make a collage and add flowers, figures, etc., and make it colourful. Display in class.</li> </ul>	<b>AIL Activity</b>