

Readings
for **Peace Education**
Through **Folklore**

 GRAHA ILMU

Readings
for Peace Education
Through Folklore

E S T H E R K U N T J A R A

J U L I A E K A R I N I

Readings for Peace Education Through Folklore

*Oleh : Esther Kuntjara
Julia Eka Rini*

Edisi Pertama
Cetakan Pertama, 2008

Hak Cipta © 2008 pada penulis,
Hak Cipta dilindungi undang-undang. Dilarang memperbanyak atau memindahkan sebagian atau seluruh isi buku ini dalam bentuk apa pun, secara elektronis maupun mekanis, termasuk memfotokopi, merekam, atau dengan teknik perekaman lainnya, tanpa izin tertulis dari penerbit.



GRAHA ILMU

Candi Gebang Permai Blok R/6
Yogyakarta 55511

Telp. : 0274-882262; 0274-4462135

Fax. : 0274-4462136

e-mail : info@grahailmu.co.id

Kuntjara, Esther; Rini, Julia Eka

Readings for Peace Education Through Folklore
/Esther Kuntjara, Julia Eka Rini

-Edisi Pertama - Yogyakarta; Graha Ilmu, 2008
xii + 128 hlm, 1 Jil. : 21 cm.

ISBN: 978-979-756-305-9

1. Bahasa

I. Judul

TABLE OF CONTENTS

Table of Contents	v	
Scope of activities	vii	
Preface	ix	
Unit 1	The Foolish Son-in-Law	2
Unit 2	The Woman Who Had No Shadow	12
Unit 3	Buddha The Parrot	20
Unit 4	The Blacksmith and the King	28
Unit 5	Kisa Gotami	34
Unit 6	The Twelve Animals of the Zodiac	40
Unit 7	The Herdsboy and the Weaving Maid	48
Unit 8	The Poor Man Who Is Rich	58
Unit 9	How a Fish Swam in the Air and a Hare in the Water	64
Unit 10	Archer Hou Yi and Chang-O	74
Unit 11	The Tokkaebi's Club	82
Unit 12	The Beggar and the Five Muffins	94
Unit 13	Planting Pears	104
Unit 14	A Wise Man Solves His Own Problems	110
Unit 15	The Tsar's Riddle	116
About The Author	125	

SCOPE OF ACTIVITIES

UNIT	STORIES	VALUES	ACTIVITIES
1	The Foolish Son-In-Law	Showing appreciation	Role play, summarizing
2	The Woman Who Had No Shadow	Giving forgiveness	Journal writing, listening, discussion
3	Buddha the Parrot	Helping each other	Poster making, comprehension
4	The Blacksmith And The King	Understanding each other	Peace proverbs/idioms/ sayings compilation, summary, listening
5	Kisa Gotami	Listening to each other	Group discussion, summary
6	The Twelve Animals of the Zodiac	Putting others first	Peace Songs compilation, ordering
7	The Herdsboy and the Weaving Maid	Being faithful	Crossword puzzles, listening, discussion
8	The Poor Man Who Is Rich	Appreciating other's strong points	Drawing, summary, listening, discussion
9	How a Fish Swam in the Air and a Hare in the Water	Caring	Games, listening, discussion
10	Archer Hou Yi and Chang-O	Sharing	Making a speech, listening, discussion
11	The Tokkaebi's Club	Helping sincerely	Making a wall magazine, listening, summary

12	The Beggar and the Five Muffins	Not discriminating	role play, comprehension, listening
13	Planting Pears	Giving the best	Group discussion, listening
14	A Wise Man Solves His Own Problems	Showing empathy	Peace expressions compilation, listening, discussion
15	The Tsar Riddle	Being optimistic	Writing a poem, listening, comprehension

PREFACE

Peace education emerges as a response to the chaotic situation, moral degradation, and the increase of violence in our world today. Peace education is concerned with teaching people about building and maintaining harmonious relationships so that there is peace and tranquility in the world. Education is believed to be a place where people from different backgrounds can sit together and work out how to make peace with oneself and others through learning.

This book is written with at least two purposes. First, this is a textbook for reading, which can be used by intermediate to advanced learners of English as a foreign language. From each reading, we provide several exercises with various challenging and interesting activities for students to exercise their learning of English as a foreign language. Since each reading is taken from a famous world folklore, which, we believe, contains some universal values about life, the readings and exercises can simultaneously invite students to think, talk, and discuss about values presented in the readings. Hence, learners will not only get the advantage from using their logical reasoning, problem-solving and comprehension skills, but also from using their mind, imagination, feelings, and internal representation in discussing about peace and building peace through everyday life problems.

Therefore, we can't wait for this book to get published and used by English teachers and educators, as well as many readers who are concerned with enriching their lives to become more meaningful and peaceful. We hope that readers are not only aware of the values concerning peace conveyed here, but can put them into action and share them with many people. In short, we hope that this book can contribute to a better world and a better future.

Each unit of *Readings For Peace Education Through Folklores* contains the following sections which are important parts or exercises in training students to internalize important steps in taking action to create peace.

Vocabulary

This part highlights the key words, not all the difficult words, used in the readings that are important in understanding the readings completely. If learners have more difficult words, they can look them up in the dictionary.

This is meant to help the learners to really understand the readings before they proceed with other activities as they need to understand what happens before they begin to act.

Taking a closer look

This part is meant to make learners understand one event within the context. Learners can integrate the story and their experience or to connect one event based on what happens before or after it.

The instruction is also given to promote students' cooperation, one important action in peace making.

Responding to the reading

This part is intended to encourage students to write her/his opinion and see a related experience in her/his life.

This part is meant to increase students' empathy with others and to encourage learners to be brave enough to utter their opinions, when necessary, especially in writing. This is another important factor in peace making.

Delving More Deeply

This part makes the students examine the reading text more thoroughly and connect their own experience with others.