

The Fox and the Tiger

A folktale from China

Recommended Key Stage: EYFS and KS1

Synopsis

One day, a fox is out in the woods and meets a tiger. Facing certain death, the fox tells the tiger that he, the fox, is the king of the forest. The tiger follows behind the fox as they walk through the forest and, seeing all the animals running away in fear, the tiger believes the fox and runs away too.

Part 1: Share the Story

Share the video of **The Fox and The Tiger** from The Story Museum website or tell the story yourself.

Top storytelling tips:

- Learn the story beforehand so that you can be expressive and maintain eye contact with the students.
- Use actions and sound effects and encourage the students to join in.
- With younger children, you might use puppets, songs and repeated refrains.

Find one or two moments in the story to stop and ask the students to predict what is going to happen next, or how they would feel if they were the characters.

Part 2: Discuss the story

Use the questions below to begin a discussion about the story

EYFS	KS1
• What do you think of this story? What was your favourite part? • Does this remind you of any other stories? <i>This story is the inspiration for The Gruffalo by Julia Donaldson, so children may recognise the familiar pattern.</i> • Who was your favourite character? Why? • Why did the animals run away? • Tell me about Fox... • Tell me about Tiger... • How do you think Tiger is feeling at the end of the story? • What do you do when you're feeling scared?	• What do you think of this story? What was your favourite part? • Does this remind you of any other stories? <i>This story is the inspiration for The Gruffalo by Julia Donaldson, so children may recognise the familiar pattern.</i> • Would you rather be fox or tiger? Why? • What would you do if you were fox? • How else could Fox have kept himself safe? • How would you describe Tiger's character? What adjectives could you use? • How would you describe Fox's character? How is he different to Tiger? • How do you think Tiger is feeling at the end of the story? • Is it ever okay to lie?

Part 3: Play the Story

EYFS Activities	KS1 Activities
Whoosh! Retell the story as a whoosh with the whole class. Sit in a circle with the children and start telling the story. As you get to a character or part of the setting, point to a child in the circle and ask them to come to the middle to act as that part. Support the children in making faces, using body language. For example, as you start the story, you may call up a child to be Fox, but you might ask several children to become the forest where he lives as well. After you have told a part of the story, call 'whoosh!' and ask those children to sit down, as you continue the story, point to more children to take their place. This way, everyone gets a chance to be in the story.	Phone call Retell the story in pairs, or in small groups with an adult leading. Pretend you are on the phone together and one person is telling the story of Fox and Tiger as if they are a character in the story. This will be conversational, so might sound like: 'You won't believe what happened today! So, I was walking through the forest, minding my business, when...' The other person on the phone can react and ask questions, such as: - What happened next? - How did you feel? - What did you think about that? If working in pairs, swap over when instructed, if working in a group, the adult might 'hang up' and call on another child to tell the story until it is finished. The child could act as another character in the story to get their point of view.
Role Play – Retell the Story Set up a tray with a forest scene and animals from the story. Include textures if possible, using fabrics and natural objects, and plastic or soft animals to act as the characters. Alternatively, set up a role play corner or puppet show with costumes or animal puppets. Encourage children to retell the story – this could be by narrating the story or by acting as the animals.	Story Switch • Students get into pairs and label themselves A and B • A begins to tell the story and when the adults shouts 'SWITCH!', B takes over from where A left off • They take it in turns to tell the story, switching each time they are told to • Encourage children to use actions to help them remember the important parts of the story
Move Like A... Get the children to practice 'becoming' different animals from the story: • Scurry like Fox (on all fours) • Prowl like Tiger • Leap like Deer • Swing like Monkey • Roll around like Pig Now try moving at different speeds/paces. Children to listen carefully to instructions so they know how to move, e.g. - Scurry quickly like Fox - Prowl slowly like Tiger	Freeze the story Children work in pairs or small groups, and freeze frame a part of the story – could be from the beginning, middle or end. Encourage children to show how they are feeling with their facial expressions and body language. Can the other children guess which part of the story is being shown? Once they have guessed, do some thought-tapping to find out what each of the characters in the scene are thinking.

Part 4: Story Stimulus

EYFS Activities	KS1 Activities
Speech Bubbles - Children work independently or with an adult to think about what the characters are feeling during the story. Children could draw a picture of the main character and with adult support can then write or partially write what they are saying at a particular point in the story. - You might discuss with the children: - What would Fox say to Tiger? - What is Tiger thinking/feeling when Fox says he is King? - What does Tiger's face look like when the other animals run away? Tiger's speech bubble might read: "You can't be King! You are too small!" Then, when the animals run away, this might become: "You are King! I am very sorry I didn't believe you!" Children could use a mirror to help them think about facial expressions attached to different emotions.	
Where will Fox go next? Now that he is King of the Forest, who will he come up against next? Will he try to become King of anywhere else? - Lay out or draw a new place for the Fox to go in a tray or on a large piece of paper – this could be as a class if it is decided together. - Introduce character or animal pieces and encourage the children to play out the story of where the fox went next. What will be different this time? Will Fox be successful? Or will something go wrong?	Where will Fox go next? Now that the Fox is King of the Forest, he might decide to travel elsewhere and become ruler of somewhere else! Children work in small groups to tell the next part of the story. - Where will he go? - Who will he meet there? - What will he do there? Will he try to trick anyone? How does it go? Students act out the story with at least one person acting as the storyteller.
Solutions (or becoming a trickster!) - What if Fox's trick didn't work? Would he try something else, or would he find a different animal to help? In groups or pairs or as a whole class, the children come up with a new way to keep Fox from being eaten. Fox pretended to be King - is there something else he could pretend to be? Would a different animal have a different skill that they could use that doesn't involve a trick? - Once they have decided their new story, they can act it out. Children may wish to create props or use fabric for costumes or can use their imaginations! - What does the rest of the class think of their trick? Did it solve the problem? What did you like about the trick?	

Part 5: Taking it Further

Similar Stories

Cat and Mouse

How Firouz Tricked the Elephant King

Mousedeer and Tiger

Reynard The Fox

Wider Curriculum Links

EYFS

PSED

- Think about the perspective of others.
- Express their feelings and consider the feelings of others.

Communication and Language

- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

Understanding the World

- Compare and contrast characters from stories, including figures from the past.

Physical Development

- Progress towards a more fluent style of moving, with developing control and grace.

KS1

PSHE

- To recognise risk in simple everyday situations and what action to take to minimise harm.
- How to recognise and name different feelings
- About ways of sharing feelings; a range of words to describe feelings
- How to listen to other people and play and work cooperatively (pair/ group work)