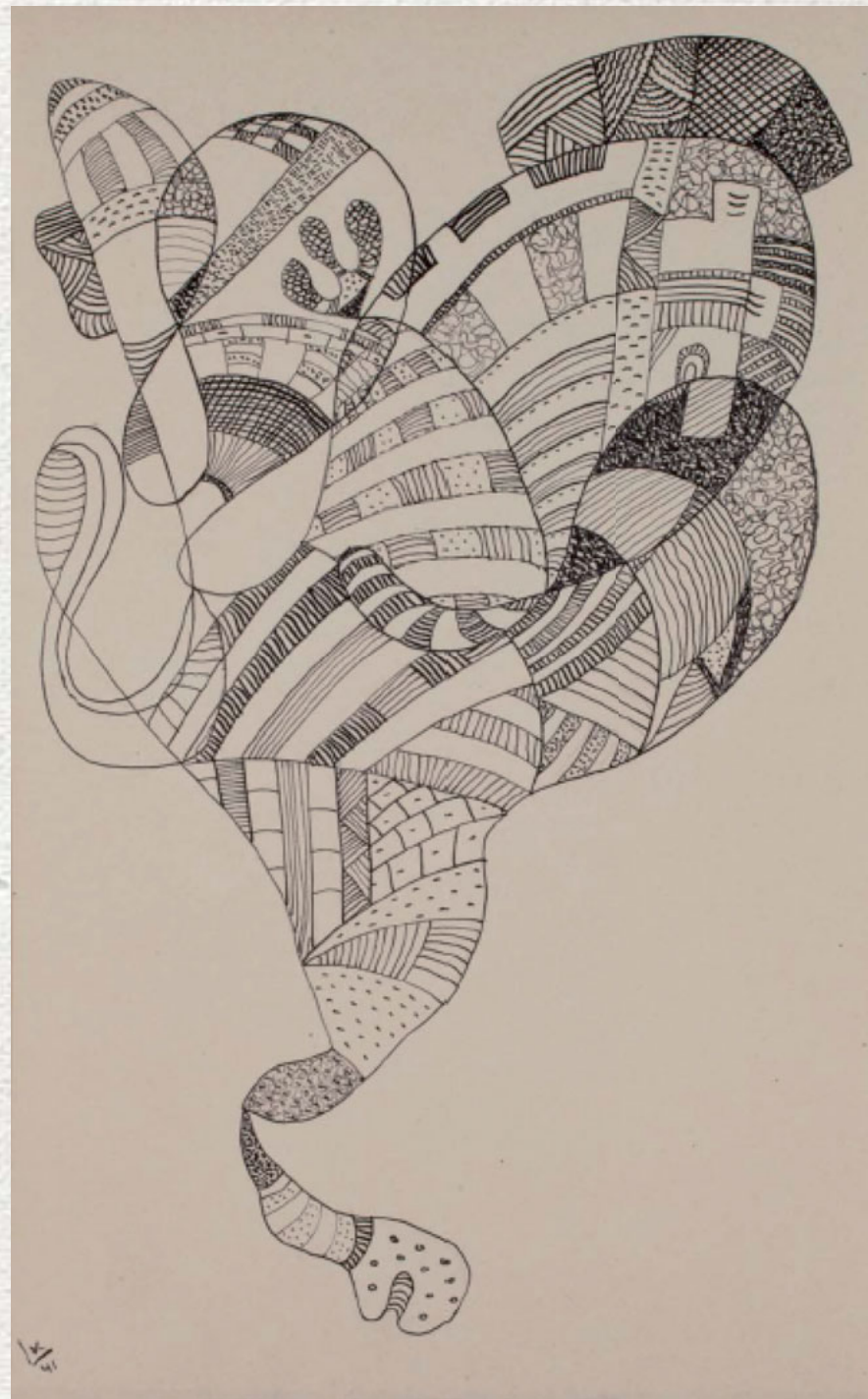


MUSEO UNIVERSIDAD DE NAVARRA

—
THE MUSEUM
TALES



PRESENTATION

THE TALES

BUGSY AND HIS FRIEND THE SUN
THE TIGER'S PAW
AMAH'S JOURNEY
THE MAGIC CARPET
THE BEACH BANDAGE
THE GIVING BOX
THE PEAR'S PARTY
MARTA'S CIRCLE
THE ENCHANTED MAZE
THE BIRTHDAY CAKE

COORDINATOR
FERNANDO ECHARRI IRIBARREN

AUTHORS
SANDRA ALTIMARI/JANIRE ALCÁZAR/
MARIANGELA VERGARA/FERNANDO
ECHARRI

TRANSLATION
PAUL BENTHAM
CÓILÍN Ó HAODHA

VASILY KANDINSKY
SANS TITRE
[1941]

This book contains 10 stories composed by children who visited the Museo Universidad de Navarra, based on their interpretations of works contained in the museum's permanent collection. Each story was inspired by one of the Museum's masterpieces, so including each image as an illustration makes the meaning of the story clearer.

The stories aim to foster four educational dimensions: the emotions (Bizquerra and Fredrickson), courage (Caduto), emotional competence (Goleman) and intelligence type (Gardner).

The emotional dimension has been included in the stories because of the significance of emotions for our personal life and growth. Through these stories, children may identify emotions and feelings familiar to them in their daily lives. Since children often find it difficult to articulate or name what they feel, they may sense similar feelings in the characters featured in the stories, enabling them to recognize such emotions and learn how to respond when they surface. One of the goals, therefore, is to foster emotional intelligence and control in situations where these feelings may arise.

In stories, children encounter different values and are drawn into worlds full of life, fantasy and imagination where reality is transformed. The idea is that they have the opportunity to live out the stories, play the parts of the main characters, using their sense of curiosity and humour. In short, they may make the stories their own.

Through the museum's masterpieces, children will be able to get closer to the artists' world and enjoy the opportunity to contemplate, internalize, become more familiar with and be inspired by the artworks of the Museum, before being invited to create their own works of art. They will emerge as new artists themselves, capable of interpreting artworks and making their own.

Children seek to make sense of their reality and aim to enter a new world, a world where they may face difficulties whose solution depends on the intelligence of their response. Given the uniqueness of each child, the use of one type of intelligence or another may come into play. Through stories like these ones, children may discover and identify the multiple intelligences described by Howard Gardner.



EMOTION
JOY/SADNESS

VALUE
FRIENDSHIP

EMOTIONAL COMPETENCE
SELF-CONTROL

TYPE OF INTELLIGENCE
INTRAPERSONAL, KINAESTHETIC

BUGSY AND HIS FRIEND THE SUN

Bugsy lived underground and was happy. He knew every inch of his underground world. One day, however, he came across a hole through which an intense, yellow light shone.

—What is that strange light? I’m going to climb up and take a look.

When he got to the surface he stood in wonder. A new world appeared before his very eyes, and there, high above everything else, he saw an enormous yellow disc. It gave out a wonderful light and a very pleasant warmth.

—How big you are!, What warmth you give out!, How nice it is to be here with you! Who are you?

—I’m the sun and I like to warm the hearts of every living being.

—I’m Bugsy. I’ve just arrived in this world. Will you be my friend?.

—Of course!

This made Bugsy so happy that he began to dance. His heart was full of joy.

—Are you not going to dance? —he asked the sun.

—Sure, I’m also very happy to be your friend, but I dance very, very slowly.

Bugsy danced and danced until he realised that the sun was slowly disappearing. Its yellow light gradually turned red. Bugsy stopped dancing.

—Why are you leaving? —he asked in a concerned voice.

—When night falls, I hide myself away to rest, but don’t be sad. I’ll come back tomorrow and be with all my friends again.

Bugsy decided that without his friend the sun, he no longer felt like dancing. He thought it would be best if he went home to rest and came back to see his friend the sun the next day.

Against a beautiful, red sunset, Bugsy said goodbye. He went home and he decided that he would be happy not sad, because not only had he danced, but he had also made a new friend.

For the moment, that friend was now far away, yet even so, Bugsy still felt the rays of friendship he sent out. Bugsy knew that his friend the sun would be back the next day.



EMOTION
AFFECTION, LOVE/FEAR

VALUE
RESPECT, LOVE

EMOTIONAL COMPETENCE
EMPATHY

TYPE OF INTELLIGENCE
INTRAPERSONAL, INTERPERSONAL,
MUSICAL, NATURAL

THE TIGER'S PAW

We were on our way to school when suddenly we came across the tiger. It was wounded. It's paw covered in blood.

It had escaped from the zoo and the poor thing had cut itself on the rake that we had left on the ground in the garden.

At first the tiger frightened us, but when those deep eyes looked at us, we felt fond of it and we pitied it. That's why we decided to help it.

I find tigers so beautiful, they are like gold. Besides, they also have those beautiful, black stripes.

At school they had already told us that we should respect animals, that we should treat them with care because they can help us.

As it hurt so much, the tiger would not allow us to dress the paw. Then my sister took the flute from her schoolbag and began to play in order to calm it. With the music the tiger allowed me to take its paw and dress the wound.

We said sorry for not putting the rake away.

When they took her away we saw its paw print in the sand and we immediately wrote the words life and freedom in it. We liked it a lot.

**EMOTION**

CALMNESS/SERENITY. FEAR/
INSECURITY

VALUE

PERSEVERANCE

EMOTIONAL COMPETENCE

SELF-REGULATION

TYPE OF INTELLIGENCE

INTRAPERSONAL, SPATIAL, SPIRITUAL

AMAH'S JOURNEY

Amah lived with her mother at an oasis where all was sweetness and light. But one morning her mother woke up feeling ill.

—Amah, you'll have to go to the village in the south to fetch some medicine for me. Remember on the journey that the wind always blows from the north.

Amah knew that she had to make the journey, even though she was scared of having to cross the desert.

The desert was vast and there was nobody there to help her. After walking for a good while Amah got lost and didn't know what to do. She became disorientated and very nervous. That didn't stop her from wanting to go on. She sat down because she didn't know which way to walk. She needed to calm down and think. She calmed down and began to think of possible solutions. She needed help so she began to pray. Suddenly there was a gust of wind and then Amah remembered what her mother had said about the wind.

—Ah, I'll follow the wind.

Sometimes the wind stopped and she had to wait for it to blow again. But she waited, she knew she had to carry on.

Amah let the wind guide her, she trusted it and she got to the village, where she bought the medicine that her mother needed and thanks to that her mother recovered.



EMOTION
CURIOSITY/WORRY
VALUE
PEACE
EMOTIONAL COMPETENCE
ADAPTABILITY
TYPE OF INTELLIGENCE
INTERPERSONAL

THE MAGIC CARPET

Paz was rummaging around in the loft at her grandfather's house when she happened across a strange, red carpet. She unrolled it on the floor, and when she sat on it, the carpet suddenly moved and began to fly.

—Stop! What are you doing? —she said worriedly.

The magic carpet only wanted to play and didn't answer, but went out of the window and flew up among the clouds.

Paz was worried that she would fall off the magic carpet, but she was also curious to discover far away places.

Suddenly, a crane appeared.

—You, what's your name?

—My name is Paz. It means 'peace'.

—What a beautiful name. What a coincidence, I'm an ambassador for peace for the whole world. Everybody needs to understand each other. One has to talk to everybody.

—I can see many colours crane. Can you tell me about them?

—Yes, of course. That one is the blue of the sea. This other one is the green of the forest, and that one is the yellow of the desert.

—I have to go now. I'm flying to Hiroshima which is the city of peace —said the crane.

Paz was tired after the trip, but happy and at peace because of what she had seen, and so she asked the magic carpet to take her back home once again.

**EMOTION**

ENJOYMENT/ANGER

VALUE

WORK

EMOTIONAL COMPETENCE

EMOTIONAL AWARENESS, CORRECT SELF-ASSESSMENT

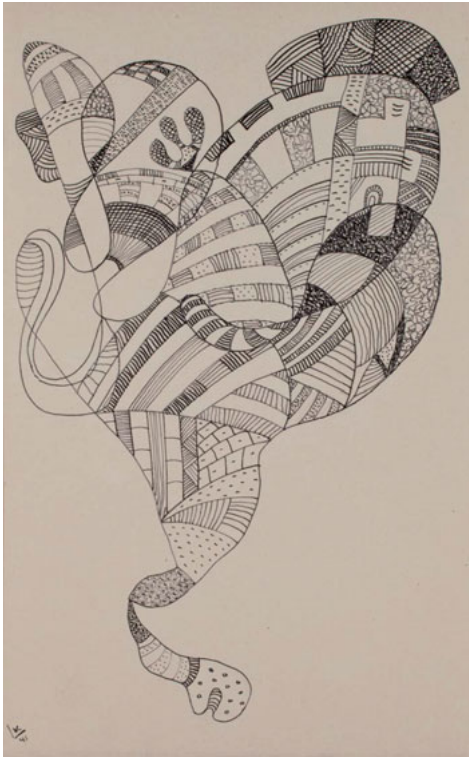
TYPE OF INTELLIGENCE

INTERPERSONAL

THE BEACH BANDAGE

That beach was great fun. My family went there every day and we always made a huge sandcastle. It took a lot of work, but it was worth it. The castle had three gigantic towers and a huge wall to protect it. It was beautiful. But everyday, the sandcastle disappeared when the tide came in, and we had to build another. At first it annoyed me and we got a bit upset but in time we enjoyed ourselves so much making the sandcastle that we didn't mind starting all over again.

But one day, when I picked up some sand with my hands...Ouch!...I cut my finger on a broken shell. How it hurt! It started bleeding and I got scared, but I realised that it wasn't a deep cut so I didn't need to worry. The pain began to fade. It wasn't serious. Besides, without realising, the beach had made a plaster for me and had put it on my finger.



EMOTION
HOPE / FRUSTRATION

VALUE
GENEROSITY

EMOTIONAL COMPETENCE
INNOVATION

TYPE OF INTELLIGENCE
INTRAPERSONAL, INTERPERSONAL,
LINGUISTIC

VASILY KANDINSKY
SANS TITRE
[1941]

THE GIVING BOX

Ángel was angry because he had lost his sandwich. He was looking for it everywhere, in a rush to find it because he was late for school. Suddenly, he came across a giving box which said to him:

—Hi Ángel: what's up?

—I've lost my sandwich.

Whoa, wait: I can't understand you. Slow down, please.

—OK, OK: I have lost my sandwich.

—If you like, you can look for it in this labyrinth.

The box opened and a vast labyrinth sprang out of it.

—OK, but I can't find it on my own, I could get lost.

—Don't worry. My friend, the snake, she'll help you.

The box opened again and a snake appeared and helped Ángel find his sandwich. But he was still worried.

—What's wrong?

—Nothing, it's just now, because of this hold-up, I'm going to be late for school.

—Chin up, not to worry. A tornado is going to whisk you away to school right this minute.

The box opened again and a powerful twister carried Ángel to school.

—Wow - I'm flying!

Ángel got to school on time and understood how generous the box had been to him. Now he, like the giving box, tries to help solve other people's problems.



EMOTION
GRATITUDE / DISREGARD

VALUE
COOPERATION

EMOTIONAL COMPETENCE
COMMUNICATION (ACTIVE LISTENING)

TYPE OF INTELLIGENCE
INTERPERSONAL

THE PEAR'S PARTY

Pear was very busy organizing her birthday party. Because she is green, she'd decided to invite her friends: Kiwi, Melon, Avocado, Apple and Lime - the green fruits.

Her friend Apple went to help her set things up. When she saw the guest list, she asked Pear why she had invited only green fruits and why she hadn't invited other fruits. Pear told her that green was her favourite colour. Apple said that fruits of other colours would also want to go to the birthday party and it was important to invite everyone.

Apple decided to show Pear that there are a lot of other fruits in the world, not only green ones, and it would be fun to have a party with all of them.

—Don't worry, I'll take care of the party.

Apple got together with all her fruit friends: Banana, Orange, Pineapple, Peach and Strawberry, so they could prepare the party together.

On the day of the party, Pear was very happy and very grateful to Apple and everyone else who had got everything ready.

—Thank you!

The party was incredible. They had a great time. The fruits were happy because they had all prepared the party together.

**EMOTION**

INSPIRATION FROM OTHERS / JEALOUSY

VALUE

CONSTANCY

EMOTIONAL COMPETENCE

OPTIMISM

TYPE OF INTELLIGENCEINTRAPERSONAL, INTERPERSONAL,
SPATIAL

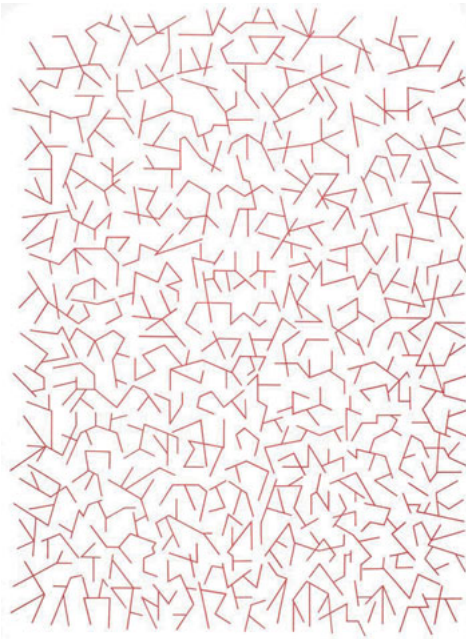
MARTA'S CIRCLE

Marta was a very lively mouse who wanted to see the world, which is what she told all her friends. Always a cheerful creature, she tried to travel out, but she always ended up back where she started because she went round and round in circles.

—What a pain! I want to see the world but I never get very far: I never get anywhere.

She thought about birds, the way they fly. They went wherever they wanted in a straight line. She said that she wanted to go out, and she would go out. Very patiently, she learned how to walk in a straight line. Step by step, one foot in front of another.

So now Marta no longer went round in circles. She knew she'd achieve it. She was very happy. Now she would see the world.

**EMOTION**

FEAR / SATISFACTION

VALUE

COURAGE

EMOTIONAL COMPETENCE

SELF-KNOWLEDGE

TYPE OF INTELLIGENCEINTRAPERSONAL AND LOGICAL-
MATHEMATICAL

THE ENCHANTED MAZE

Legend tells the story of a boy called Scaredy-cat who wanted to be brave. He was always afraid, so he could never be happy.

His friends told him there was a Fountain of Courage inside an enchanted maze. The fountain would take away all his fears, but it was surrounded by many dangers.

When he was about to leave, his grandfather gave him a pair of magical gloves to help him deal with these dangers, as well as this warning: the right-hand glove transforms everything into liquorice and the left-hand glove opens doors, he said.

As soon as he went into it, he soon saw the maze was full of thorns. He remembered that the right glove his grandfather had given him turned everything into liquorice. He put it on and ...

—Ow! I've pricked myself.

He'd made a mistake. He'd put the wrong glove on and touched it with his left hand.

[Do you know your right hand from your left?]

Scaredy-cat put on the right glove and the thorns turned into liquorice.

After a good while, he came to a circular wall. He remembered that the left-hand glove opened doors. When he touched the wall, a door opened at once.

A forest of sleep-trees appeared. Scaredy-cat began to feel very sleepy.

[Now Scaredy-cat needs your help. What would you do to make your way through the woods and not fall asleep? Tell Scaredy-cat.]

Congratulations, you've done it! Scaredy-cat no longer feels so sleepy!

Scaredy-cat kept walking until he came to a second wall. He touched it with the left-hand glove. But this time, the magic door came with a riddle:

—When do 3 and 3 add up to 8, not 6?

—Ah! I know!

Scaredy-cat drew an 8 using the two 3s and the door opened.

Once inside, in the centre of the enchanted maze he found the Fountain of Courage. He drank from it but noticed nothing because there was no bravery in the fountain, it was inside himself. He had found his courage by overcoming so many obstacles. He was happy. And that's why Scaredy-cat was never afraid again.



EMOTION
SURPRISE / GUILT

VALUE
RESPONSIBILITY, EFFORT

EMOTIONAL COMPETENCE
MOTIVATION

TYPE OF INTELLIGENCE
INTRAPERSONAL, INTERPERSONAL

THE BIRTHDAY CAKE

In Rivettown, the Bolt family were organizing a huge birthday party for their grandmother. They were all wound up: Papa and Mama decorating the house, and the little ones, Chrome and Silver, making the birthday cake.

Chrome and Silver had got together loads of ingredients. After a lot of work to decorate it, it was ready to go into the oven when Silver, trying to help, accidentally dropped it on the floor.

Silver felt bad. Chrome told her that she had to be more careful and more responsible. So now she had to go to the hardware store to buy the things that had been broken.

Silver went out shopping. She wanted to be helpful, but even so she got distracted on the way by a river of silver and she forgot to go to the store.

When she realized it was late, she ran to the store. But there was no need to worry: she arrived at the store just before it closed and went home with everything.

—What a long time you've taken —said Papa Bolt. We were worried.

—I'm sorry, I got distracted —she said.

She felt guilty for having been distracted. But trying to correct her mistake, she said:

—Here, I've brought everything.

—Very good. We'll have to work hard and hurry to have everything ready before Grandma arrives. Will you be able to do it?

—Yes!


The birthday cake turned out beautifully.


●●● Museo Universidad de Navarra

MUSEO.UNAV.EDU

IN PARTNERSHIP
WITH

 **FUNDACIÓN**
CAJANAVARRA

 **Fundación "la Caixa"**

 **Universidad**
de Navarra | **INSTITUTO DE**
IDIOMAS