



# CHARACTER BUILDING ACTIVITIES

## PROUD ROOSTER AND LITTLE HEN

### Story Description

Proud Rooster, always ignoring everyone's advice, gets into all sorts of trouble. Filling his tummy with green strawberries, falling off a tree while showing off, and skating on thin ice after being warned, nearly do him in. But his hard lessons change him forever. Proud Rooster is glad to learn that it is not too late to obey.

In this exciting tale, Carl Sommer reveals the importance of humility, obedience to parents, and self-discipline.



### Major Objective

To define and present the following virtues so they can be integrated into the life of each student:

- Humility: marked by being submissive and teachable, not arrogant or proud; unpretentious
- Obedience to Parents: performing the desires of parents
- Self-Discipline: controlling one's conduct for improvement

### Story Time Interaction

Read the story, **Proud Rooster and Little Hen**, and then write these three virtues on the board: humility, obedience to parents, and self-discipline. Define and discuss these virtues.

### Activities

**Objectives:** To use the following activities to help reinforce the virtues of humility, obedience to parents, and self-discipline



## A Closer Look

Review and discuss the story with emphasis on how Proud Rooster treated his family and friends:

- He never listened to his parents or friends.
- He took unwise risks.
- His actions caused others to have to take care of him.
- He bragged and boasted about what he could do.

## Character Evaluation

**Writing Project:** Divide students into small groups of three or four. Assign or let each group choose a friend of Proud Rooster. Suggested characters are Little Hen, Pinky Pig, Tom Turkey, Lucy Lamb, and Dolly Duck. Their project is to write a story about Proud Rooster from that character's perspective. Questions to think about could include:

- How did Proud Rooster respond to suggestions or comments?
  - How did his response make me feel?
  - How did I feel and react when Proud Rooster came around bragging and boasting?
  - What did I think and do when I saw him fall from the tree?
  - What did I think and do when I saw him fall into the ice?
  - What would have been a better way for Proud Rooster to respond to suggestions?
- How could this story have ended differently?

## Apple Lesson

**Goal:** To show students are bruised when we speak evil of them

**Material:** One apple

**Question for discussion:** How did Little Hen feel about Proud Rooster's actions?

Have students sit in a circle. Ask the students to tell something that Proud Rooster said or did that made Little Hen feel insignificant. When the student is finished, drop the apple on the floor to get bruised. Do this every time something negative is said.

After students have had an opportunity to share, explain that the brown, bruised apple is representative of what happens to people when we treat them with arrogance and disrespect. Explain that Proud Rooster's family and friends would eventually not enjoy being around

him, because he did not treat them as if he valued them or listened to their comments. It is important that we treat others with dignity and respect if we want them to treat us the same way.

Extend the lesson. What are ways we can bruise others? Discuss how we should be teachable when others want to show us things.

## Choices

**Goal:** To show students that from our actions there are consequences.

**Discussion:** How Proud Rooster's actions brought various consequences. Discuss and list some of his choices or actions and the consequences they brought.

### Actions

1. Was cheerful
2. "Yippee. We can finally go outside and play again."
3. Disobeyed parents and ate green strawberries
4. Tried to climb to the top of the tree
5. Skated on thin ice
6. Did not trust his parents or friends
7. Apologized for not obeying

### Consequences

1. Made others happy too
2. "I'm glad too," said Little Hen.
3. Became terribly sick—made his parents very sad and they had to care for him
4. Suffered broken arms and legs, had to stay in bed a very long time, and his parents had to take care of him
5. Fell in freezing water, caused others to take great risk to get him out, parents were sad and had to take care of him
6. Got hurt repeatedly
7. Made his parents happy

## Activity—Proper Choices

**Goal:** To provide students with situations where they will have to make a choice

**Preparation:** Put the following questions on 3 x 5 cards; also add some of your own questions. Have students sit in a circle and take turns drawing a card. Read the question and lead them in a discussion of the right choice for each question. Emphasize the possible consequences of a right choice and a wrong choice.

**Role play:** Have students role play some of these situations:

- Some old friends are trying cigarettes and pressuring you to join them. What will you do?
- Your class is giving the substitute teacher a hard time. You

want to be a good student but don't want to be labeled a "do-gooder." Should you go along with the rest of the class?

- At home you accidentally break an expensive plate. Will you get rid of it and pretend you didn't know it happened?
- A friend's mother invites you to a game, but it won't be over until after you should be home. You can't reach your parents for permission. Do you go anyway?
- You and a friend are waiting in line for tickets to a baseball game. Then another friend comes and says he's found a way to sneak in. Will you sneak in?
- You run an errand for Mom and discover the grocery clerk gave you a ten-dollar bill instead of a one-dollar bill for change. Should you tell the grocery clerk?
- While on the playground you find a wallet with credit cards, fifty-five dollars, and a person's name and phone number. No one sees you pick it up. Should you call the person?
- You are at a friend's house and his family starts watching a movie that you know your parents do not approve of. Do you watch the movie or excuse yourself?

### **Tying It All Together**

Understanding that actions bring good or bad consequences is essential in building good character. Observe students as they discuss questions and solutions to ascertain that each one is making the connection between choice or action and consequence. Another important aspect is being aware of the impact that consequences have upon others around them. Proud Rooster thought only of *himself* and what *he* wanted. Emphasize that in a community, whether at home or school, we must also be considerate of others if we are to work together successfully