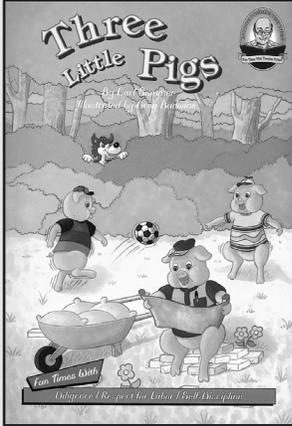


# Character Education Activities

## 19. Three Little Pigs



### Story Description

When Dozy, Pokey, and Hardy went out into the world, Papa and Mama warned them to build strong houses because of the big bad wolf.

Dozey and Pokey ignored their parents' advice and built flimsy houses. But Hardy listened to his parents by working hard and building a strong house. After the big, bad wolf blew down the houses of Dozey and Pokey, they narrowly escaped to Hardy's house, and learned a valuable lesson about doing their best.

In rewriting this classic tale, Carl Sommer teaches the importance of diligence, respect for labor, and self-discipline.

### Major Objective

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

- **Diligence:** constant effort and work to complete a project; perseverance
- **Respect for labor:** to esteem or value effort, exertion of mind or body on a project
- **Self-Discipline:** controlling one's conduct for improvement

### Story Time Interaction

Read the story, *Three Little Pigs*, and then write these three virtues on the board: diligence, respect for labor, and self-discipline. Define and discuss these virtues.

### Activities

**Objectives:** To use the following activities to help reinforce the virtues of diligence, respect for labor, and self-discipline. To help students realize the importance of these virtues to help them become successful in life.

### A Closer Look

**Goal:** To aid students in understanding the importance of good habits, cause and effect, and planning ahead

**Questions:**

1. When it was time to leave home, what instruction did Papa give them?  
*Make sure you build a sturdy home. If you don't, the big bad wolf can get you. And don't forget to study to learn how to build a sturdy house.*
2. What did Dozey want to do when he left home?  
*Dozey wanted to play—not work*
3. What kind of worker was Pokey when he left home?  
*Pokey would work a while—then quit.*
4. What kind of worker was Hardy when he left home?  
*Hardy was a hard worker. He listened and obeyed.*

**Diagram:** Describe how the three pigs followed Papa's advice. Make a diagram to reflect cause/effect. Let the students in the class give the answers.

Who	Desires	Cause	Effect
Dozey	Wanted to play	Built a straw house because he did not want to work	The wolf blew down the house with one blow.
Pokey	Was willing to work a little	Built a flimsy house	Each time the wolf blew, the house began to fall apart.
Hardy	Wanted to build a strong house	Built a very strong house	The wolf could not blow down the house. All the pigs were saved.

### Building a House

**Goal:** To help students understand and value the amount of work and effort required to build a house, and the various kinds of workers and skills needed to build a house

**Work Ethic:** This is an important lesson to teach children about having a proper work ethic. Those who develop a proper work ethic are usually rewarded with good paying jobs.

**Assignment:** Have students bring in pictures of homes from newspapers and magazines. Have students bring in the employment section of a newspaper that lists the various occupations for building houses.

Try to obtain floor plans of a home. (You may obtain floor plans by searching on the Web and typing in: house plans.)

**Outside speakers:** Ask if some of the parents of the students are in the building trade. Let them come in and describe their type of work.

**Discussion:** As much as possible, let students provide the answers.

#### 1. Actions required before building a house

**Question:** What actions must be taken before one can build a house?

- Money needs to be saved to purchase land.
- Land needs to be purchased.
- Plans need to be drawn for the construction of the house.
- Land needs to be cleared.
- City needs to approve of the plans. (Discuss safety requirements.)

## 2. Workers required to build a house

**Question:** What types of workers are needed to build a house?

City planners: determine the type and safety requirements for homes

Real Estate Agents: list the various properties that are for sale

Drafts person: use computers to aid them in drafting

Equipment operators: clear the land: bull dozer, trucks, leveling the land

Concrete and masonry workers: build slabs, basements, tiling floors, etc.

Bricklayers

Carpenters

Cabinetmakers

Plumbers

Roofers

Painters

Electricians

## 3. Process of building a house

**Question:** What are some of the processes in building a house?

If a house has a basement, a hole must be dug for the basement.

Preparation needs to be made to pour the concrete for the basement or the slab.

The walls and roof need to be built. Materials required: wood, concrete, roofing materials, etc.

Interior of the house needs to be built: Materials required: water pipes (hot and cold water), sheetrock, plaster, doors, locks, doorknobs, cabinets, molding, paint, electrical wiring, lights, electrical fixtures and outlets, etc.

## Making Proper Plans

**Goal:** To teach students that planning and preparation are required for successful activities.

**Importance of Planning:** Explain to students that to complete a project it requires planning and preparation. To make cookies, you need to first plan what kind of cookies to make. Then you need to get the required ingredients and utensils. Imagine you are mixing the ingredients for a certain type of cookie, and when you want to put in a certain amount of sugar, you find you don't have enough. Or what if you go on a fishing trip but you forget to put the fishing poles in the car? This is a result of not having proper plans.

**Pick an activity:** Let students pick what kind of activity they would like to do. They are to make a list of what needs to be done to have a successful activity.

**Suggestions:** Baking cookies: type of cookies, cookbook, bowl, spoon, baking sheet, oven, flour, sugar, butter, baking soda, eggs, may include chocolate, vanilla, raisins, nuts, etc.

Taking a trip: calendar, transportation schedule, a car or plane, a place to sleep, a place to eat, canceling mail and newspaper deliveries, etc.

Camping: tent or trailer, propane or gasoline for the stove, sleeping bags, lantern, food, drinks, pots, pans, forks, knives, spoons, plates, matches, hatchet, etc.

Boating: boat, fuel, maps, food, drinks, water, etc.

Fishing: rod, reel, hooks, sinkers, bait, fish stringer, hat, food, drinks, etc.

Other activities: hiking, swimming, skiing, sailing, etc.

## Building Pillars—Contest

**Goal:** To teach the importance of using proper materials when building.

**Assignment:** Have students bring in pictures of various structures: homes, high-rise buildings, factories, bridges, etc. (Discuss the various building materials used for their construction.)

**Contest:** Tell the class we will have a contest to see who will have the strongest pillars.

**Preparation:** Divide the class into teams of four, and give each student a 3" x 5" card. If there are uneven numbers, let some teams have three members, then let one student have two cards. All teams will have four 3" x 5" cards.

Each student is to fold the 3" x 5" card in half (measures 3" x 2 1/2"). Then fold each side again in half (measures 3" x 1 1/4"). The students are to tape the ends of the card to make a square.

Have each group of students come to the front of the class and place their square cards on the table. Have books on hand and place books on top of the four pillars until the pillars collapse. Ask the students first, "How many books do you think the four pillars will hold?"

Next have another group come to the front.

Announce the winner. If there is a tie, then there are two winners.

**Class discussion:** Ask students:

1. If the square 3" x 5" cards were made of sticks, how many books do you think the pillars could hold?
2. If the 3" x 5" cards were made of bricks and mortar, how many books do you think the pillars could hold?
3. What are some structures that are made from bricks and mortar?  
Houses, factories, buildings, stores, etc.
4. What are some structures that are made from concrete?  
High rise buildings, hotels, bridges, etc.
5. What do they do to concrete to make it stronger?  
They put rebar into the concrete forms to make the concrete much stronger. Even if the concrete cracks, it still is strong because of the rebar inside.

## Tying It All Together

Emphasize the role that good habits play in tackling big projects. Staying with a project, working on it until it is finished, and doing it right are all signs of growing up and becoming responsible.

Encourage students to be wise builders. If they are lazy and build straw houses or stick houses, one day they will suffer the consequences. That's why it's so important to get a good education. Hardy was able to read and went to the library to study how to build a strong house. You should also be a wise builder who is eager to study and learn. One day you'll be just like Hardy.