

The King and The Cockerel

This resource was produced in partnership with Oxygen for The Story Exchange project (focusing on *how oral storytelling can support teachers to improve emotional literacy in the classroom*). Funded by Paul Hamlyn Foundation.

A folktale from Iraq

Recommended Key Stage: EYFS

Synopsis: A cockerel discovers a gold coin while scratching in the farmyard just as a greedy king passes by. Once the king has taken the coin, the cockerel works hard to retrieve its coin, overcoming obstacles the king throws in its way.

This story is similar to The Speckled Hen, a story from France.

Part 1: Share the Story

Begin by looking at a world map. Identify where the UK is and then show where Iraq is. Ask children to suggest ways to travel there. Get everyone to climb aboard a plane and let the pilot fly the class to Australia – children form a line behind the teacher (the pilot) and then everyone moves around the classroom, journeying to Iraq. You could also to share images of Iraq and weather conditions.

Listen to the story **The King and the Cockerel** told by Chris Smith

Share the story back on the carpet. Encourage the class to join in with the repetition “That’s not right, that’s not fair. I’ll scream and shout with all my might. Give me back the coin.”

Part 2: Discuss the story

Use the questions below to begin a discussion about the story

Questions

- Did you enjoy the story? Why/not?
- Which was your favourite part? Why?
- Which part(s) didn’t you like? Why?
- How do you think the cockerel felt when the king took its coin? Show how the cockerel felt (spend some time looking at the children’s responses)
How did the cockerel feel at the end of the story? Show how the cockerel felt – contrast this to the previous response.

Part 3: Play the Story

Activities

Story Walk

- You are a brave Cockerel/Hen scratching in the dirt of the farmyard, looking for bugs or worms to eat. Show how proud you are, hold your body straight and scratch with your feet.
- You find a gold coin, hold it up to the light. Show with your face how happy you are with your find.
- You decide to give the coin to the old lady you live with.
- A king comes along and takes the coin off you! How dare he!
- Look angrily after the king as they walk away. Shake your wing angrily.
- That's not right, that's not fair. I'll scream and shout with all my might. Give me back the coin.
- Follow the king back to their palace. Would you try to follow quietly or stamp your way?
- The king has gone to bed, flap onto the king's bed and Cock-a-doodle-doo!
- That's not right, that's not fair. I'll scream and shout with all my might. Give me back the coin.
- A guard has picked you up and is taking you out of the palace. Squirm, peck and try to get free
- You're thrown into a tank of water, swim about, have an idea (bing!) - drink all the water now flap past the guard when they check on you.
- Back in the king's bedroom - Cock-a-doodle-doo!
- That's not right, that's not fair. I'll scream and shout with all my might. Give me back the coin.
- But the king won't give you the coin.
- A guard has picked you up, squirm, peck and try to get free. You're thrown into an oven.
- It's hot in the oven, jump for foot to foot and flap your wings. Have an idea (bing!) - open your mouth and all the water comes flooding out and puts the fire out... now flap past the guard when they check on you.
- Back in the king's bedroom - Cock-a-doodle-doo!
- That's not right, that's not fair. I'll scream and shout with all my might. Give me back the coin.
- But the king won't give you the coin.
- A guard has picked you up, squirm, peck and try to get free. You're thrown into a beehive.
- You're scared you'll be stung by all the bees. Cower and try to hide under your wings.
- Have an idea (bing!) - open your beak and swallow the bees... now flap past the guard when they check on you.
- Back in the king's bedroom - Cock-a-doodle-doo!
- That's not right, that's not fair. I'll scream and shout with all my might. Give me back the coin.
- The king calls for the guards but you fly high up in the rafters and then open your beak to let the bees out.
- Watch as everyone is stung by angry bees. How does that make you feel?
- The king gives you the coin back. Show how you feel at the return of your coin.
- Flap all the way home.

Part 4: Story Stimulus

Activities	
Freeze Frames Tell the story. Stop at different points and encourage the children to freeze showing the emotions of the character. • Focus on one of the characters – cockerel or king. • Ask the children to freeze frame (working independently) when the cockerel was happy/sad/angry – encourage the children to draw on both the ‘Step the Story’ activity to help them. • Repeat for the king – happy/sad/surprised/angry • Try to introduce one of the tangential characters. e.g. the old woman or the palace guards – how might they be feeling at different points in the story. • Each time the children show, spend some time looking at each other’s choices as they may not have all chosen the same point in the story. Can the children explain their story section and why they’ve chosen it? • Introduce working in a small group - 4 at the most. • Each group choses their favourite part of the story to freeze frame. Each child taking on a character and thinking about the feelings of that character. • E.g. When the king sees the coin that the cockerel has found – Cockerel might be excited, king might be cross, guard/old woman might be surprised • Can the others in the class recognise the story section and/or feelings being shown?	Physical Emotion Graph Introduce the simple emotion wheel to the class. Discuss the emotions the cockerel feels through the story happy-cross-indignant-determined-scared- using vocabulary suited to your class. Draw a shape in the air to trace the emotional journey of the cockerel through the story. Agree what we mean when our hands are low near the carpet and as they move high.
	Finding something precious Scatter some play coins or gems on the playground or around the classroom and send the pupils to find one each. They can hold it in their hand during the story telling. How did it feel to find the coin and hold it in your hand. How might it feel if someone took it away?

Part 5: Taking it Further

Similar Stories

The Speckled Hen (France)

Quackling (France)

EYFS Framework Links

As well as Communication and Language this story supports work on–

PSHE –

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.

The Story Exchange was a Paul Hamlyn funded project run in partnership between Oxygen and the Story Museum focusing on the inquiry question: *how can oral storytelling support teachers to improve emotional literacy in the classroom?* Storytellers from the Story Museum worked with class teachers in seven Oxfordshire schools to co-teach sessions which have been distilled into these resources to share with the wider community.



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