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None of the movies represented in the Film Clips Series is rated higher than PG-13 by the Motion Picture Association of America, except for three of the movies in Episode Eight (“Glory”, “Born on the Fourth of July”, and “Saving Private Ryan”). No inappropriate material is included in any of the individual film clips.

Educational Standards
Pages 32-36
The film clips in this series meet the performance standards.

Spanish/English Options
Options for audio and subtitles in English or Spanish are available in “Settings” on the main menu of the DVD. Spanish audio is available for most, but not all film clips.
Welcome to *Film Clips for Character Education.*

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The following pages contain an exciting new approach to character education which reaches students through a medium for which they have a natural affinity: Hollywood movies. In this nine-part series, clips from the movies are used to assist teachers and students engage in reflection and discussion about character and moral action.

At its core are clips from popular Hollywood movies that exemplify key character traits and issues surrounding moral development. The clips provide students with situations that relate to ‘real life’ experiences and draw them into a natural engagement with the subject. This approach not only stimulates students' thinking on moral action and character, but enhances their engagement with the regular curriculum in the areas of Language Arts, Social Studies, and Fine Arts.

In this guide you will find resources to help you create the greatest impact with Film Clips. Four clips are listed under each key character trait, for the purpose of illustrating some positive or negative aspect of the given trait and stimulating creative reflection and discussion. This study guide provides a great deal of flexibility for the teacher to use Film Clips most effectively. You will want to use your discretion regarding the appropriateness of both the clips and the suggested activities to the age as well as the intellectual and emotional skill levels of your students.

With this in mind, this study guide can help you take a fresh approach to character education, using the letters F-I-L-M to summarize the appropriate steps:
Fitting clips to lesson plans and standards.  
Pages 32-36

A list of key education standards covered by the clips and activities suggested in this guide is also available at www.FilmClipsOnline.com.

Creating a Lesson Plan:
The teacher can choose to create one 45–50 minute class session, by showing all four clips under a key theme, pausing after each for reaction and discussion (25–30 minutes), and then doing one of the following exercises (15–20 minutes). Alternatively, the teacher can create four 30 minute class sessions by showing one clip, pausing for reaction and discussion (10–15 minutes), and doing one of the following exercises (15–20 minutes).

Introducing clips to students.  
Pages 6-18

As you prepare to show a film clip, you can introduce it with a plot synopsis. This gives students who have not previously seen the movie from which the clip is taken some context for understanding the clip.

Pause the DVD after the on-screen teaser question following the clip.

Listening to students discuss the clips.  
Pages 6-18

The on-screen teaser question following a film clip is designed to initiate thoughtful discussion. The follow-up “Going Deeper” questions should encourage further personal exploration. These questions can be addressed in the context of the
whole class, or by splitting the class into small groups and then having the groups report back to the larger class after they have explored their thoughts and opinions, or through a written exercise to be handed in later. The quotations help students build higher order thinking skills, foster analysis of the quotation and relate the film clip to their own lives and the topics they are discovering in class.

Character “Word Wall”
A “word wall” can help your students develop/build their vocabulary in terms of meaning, context, and relevance. The words below come directly from the video clips themselves or the question prompt at the end of each clip. Developing a word wall is a great way to introduce key vocabulary terms at the beginning of a unit or develop piece by piece as your class explores a unit of study.

Truth  Cooperation  Adversity
Honor       Leader       Respect
Integrate   Defacto Segregation  Unique

Moving students to reflection & action.

Pages 18-32
Suggested activities to engage the students more deeply with the issues raised by the film clips.
Honesty

Theme: White Lies
Film: Liar Liar
(PG-13) 2:09

A young son makes a birthday wish that his father, a chronic liar, must tell the truth for twenty-four hours. Thanks to a bit of magic, his wish comes true. When his father arrives at work the next morning, he greets his fellow employees as usual, only this time he is brutally honest in his opinions of them. It does not take long before this liar-turned-truth-teller finds himself begging his son to take back the wish!

This 1997 film from MCA/Universal Pictures is directed by Tom Shadyac and written by Paul Guay, and Stephen Mazur. It is produced by Brian Grazer and stars Jim Carrey, Justin Cooper, and Maura Tierney.

Teaser Question: Are “white lies” okay? Why? Why not?

Going Deeper: With which character do you relate? Have you told a lie to save someone you know from being hurt by the truth?

Making Choices: You have promised your parents you won’t do drugs, but today your friend pressures you into smoking marijuana. What do you tell her?

“Each time you are honest and conduct yourself with honesty, a success force will drive you toward greater success. Each time you lie, even with a little white lie, there are strong forces pushing you toward failure.” —Joseph Sugarman

“Oh, what a tangled web we weave, when first we practice to deceive!” —Sir Walter Scott
Theme: Winning at All Costs
Film: *Cool Runnings*  
(PG) 0:57

The tropical island of Jamaica is hardly the place from which you would expect a Winter Olympics bobsled team to come; yet in this inspiring movie based on a true story, four athletes defy the odds to reach for the gold medal. They quickly learn that it takes more than desire or willpower to become world-class bobsledders; it takes a coach. More precisely, it takes an angry former Olympic bobsled coach - one with a dark secret. Years before, he had cheated. The question is “Why?”

*This 1993 film from Walt Disney Pictures is directed by Jon Turteltaub and written by Lynn Siefert, Michael Ritchie, Tommy Swerdlow, and Michael Goldberg. It is produced by Dawn Steel and stars Leon, Doug E. Doug, Rawle D. Lewis, Malik Yoba, and John Candy.*

**Teaser Question:** Is it ever okay to cheat to reach a goal?

**Going Deeper:** Are the successful people you know truthful people? Are they people who keep their promises?

**Making Choices:** You have just made friends with the most popular kid at school. She asks you for the answers to a geometry quiz. What do you do?

“What is left when honor is lost.” —Publilius Syrus

“There are no short cuts to any place worth going.” —Beverly Sills
From the very start, it is clear that this is not the familiar fairy tale of old! Shrek is an ogre, not a handsome knight. A talking donkey, not a noble steed, accompanies him. He is on a quest to rescue a princess, but only because he has made a deal with the despicable Lord Farquaad. Even so, as in all great fairy tales, amidst dangers and death-defying adventures, Shrek and Princess Fiona begin to fall in love. But the princess has a secret, one that she chooses to hide at all costs rather than tell Shrek the truth.

This 2001 film from DreamWorks SKG is directed by Andrew Adamson, Vicky Jenson, and Scott Marshall and written by William Steig, Ted Elliott, Terry Rossio, Joe Stillman, Roger S. H. Schulman, and Ken Harsha. It is produced by Jeffrey Katzenburg, Aron Warner, and John H. Williams and stars the voice talents of Mike Myers, Eddie Murphy, Cameron Diaz, and John Lithgow.

Teaser Question: Have you ever been afraid to tell the truth? Explain.

Going Deeper: Have you ever had something go wrong because you were afraid to tell the truth?

Making Choices: Your best friend is abused at home. She tells you not to let anyone know or she will never be your friend again. What is the best way to handle this? Keep her secret? Wait and see what happens? Talk to an adult you trust? If so, who would you tell and why?

“When you face your fear, most of the time you will discover that it was not really such a big threat after all. We all
need some form of deeply rooted, powerful motivation -- it empowers us to overcome obstacles so we can live our dreams.” —Les Brown

“You weren’t an accident. You weren’t mass produced. You aren’t an assembly-line product. You were deliberately planned, specifically gifted, and lovingly positioned on the Earth by the Master Craftsman.” —Max Lucado

Theme: Trustworthiness
Film: Big Fat Liar
(PG) 0:31

We all know the story: You don’t have your homework because your dog ate it. Jason Shepherd (Frankie Muniz) can spin a tall tale the likes of which are rarely seen on planet earth. His penchant for telling a lie to get out of a hole gets him in big trouble with those who want to trust a boy who hasn’t yet figured out that honesty is the best policy.

This 2002 film from Universal Pictures is directed by Shawn Levy and written by Dan Schneider and Brian Robbins. It is produced by Marie Cantin, Michael Goldman, Brian Robbins, and Michael Tollin and stars Paul Giamatti, Frankie Muniz, Amanda Bynes, Michael Bryan French, and Christine Tucci.

Teaser Question: What makes a person trustworthy?

Going Deeper: How can a person who has a history of lying regain the trust of others? Have you ever been caught lying and not known how to break the pattern? Who could you talk to about this?

Making Choices: You witness a friend telling lies to his/her parents and teacher. What do you do?
A friend who usually tells the truth tells you a story that is so incredible it is hard to believe. Another friend, who often lies, tells another version of the story which seems more normal and credible. Who do you believe? Why?

“It is hard to believe that a man is telling the truth when you know that you would lie if you were in his place.”

—H.L. Mencken

“During times of universal deceit, telling the truth becomes a revolutionary act.”

—George Orwell

Cooperation

Theme: Taking the Lead
Film: The Lord of the Rings: The Fellowship of the Ring (PG-13) 2:15

It is an epic tale of the war between good and evil in Middle Earth. The ring of power has appeared, and the evil Sauron will do anything to get it. To destroy Sauron’s plans for conquest, someone must destroy the ring. To destroy the ring, someone must cast it into the fires of Mordor. Amidst bickering and name-calling, the courage of the least likely hero of all forces the group to realize that the fate of men, elves, hobbits and dwarves lies in the possibility of working together.

This 2001 film from New Line Cinema is directed by Peter Jackson and written by J.R.R. Tolkien, Frances Walsh, Philippa Boyens, and Peter Jackson. It is produced by Peter Jackson, Barrie M. Osborne, Tim Sanders, and Frances Walsh and stars Elijah Wood, Ian McKellen, Viggo Mortensen, Liv Tyler, Sean Astin, John Rhys-Davies, Orlando Bloom, Christopher Lee, Hugo Weaving, and Sean Bean.
Teaser Question: What inspires people to join others?

Going Deeper: Have you ever had to take a risk to accomplish a group goal?

Making Choices: Your teammates constantly bicker and are not playing well. You have recently joined the team and you are its youngest member. How can you help your team?

“The only thing that will redeem mankind is cooperation.”
—Bertrand Russel

“Take care, don’t fight, and remember: if you do not choose to lead, you will forever be led by others. Find what scares you, and do it. And you can make a difference, if you choose to do so.”
—J.M. Straczynski

Theme: Teamwork Pays Off
Film: Apollo 13
(PG) 2:22

They are stranded over 200,000 miles away from earth, trapped in a spacecraft that is crippled, without power and losing breathable air by the minute. It will take all the skills and teamwork of three Apollo astronauts, along with the support of the ground crew in Mission Control, to survive.

This 1995 film from MCA/Universal Pictures is directed by Ron Howard and written by Jim Lovell, Jeffrey Kluger, William Broyles Jr., and Al Reinert. It is produced by Brian Grazer and stars Tom Hanks, Bill Paxton, Kevin Bacon, Gary Sinise, and Ed Harris.
Teaser Question: Should you trust other people? Why? Why not?

Going Deeper: Have you been in a situation where teamwork was essential to succeed? Describe the situation. What enabled your team to succeed? What stood in the way? How can a team build trust?

Making Choices: You are the captain of your team. You need your teammates’ support in order to be an effective leader. One of your teammates has a very negative attitude. How do you handle this?

“The greater difficulty, the more glory in surmounting it. Skillful pilots gain their reputation from storms and tempests.”

—Epicurus

“Individually we are one drop. Together we are an ocean.”

—Ryunosuke Satoro

Theme: Doing Your Part
Film: Antz
(PG) 1:25

“Every ant has his day.” At least that is what Z hopes. He feels utterly insignificant and out of touch with the rest of the colony. While the other worker ants appear content to cart around dirt all day, Z keeps looking for a better place and a better life. When his fellow workers rely on him to hold them together, Z’s heart is not in the task. The result? He drops the ball!

This 1998 computer-animated film from DreamWorks is directed by Eric Darnell and Tim Johnson and written by Todd Alcott, Chris Weitz, Paul Weitz, and Chris Miller. It is produced by Brad Lewis, Aron Warner, and Patty Wooten and stars the voice talents of Woody Allen, Dan Aykroyd,
Anne Bancroft, Jane Curtain, Danny Glover, Gene Hackman, Jennifer Lopez, Sylvester Stallone, Sharon Stone, Grant Shaud, and Christopher Walken.

**Teaser Question:** How would you describe someone who is not cooperative?

**Going Deeper:** When is it a good thing not to cooperate with a group? ...Or even join a group?

**Making Choices:** Your best friend is an outsider. You invite her/him to join a group you belong to. Your friend agrees but only participates half-heartedly. What do you do?

“*Individual commitment to a group effort -- that is what makes a team work, a company work, a society work, a civilization work.*” —Vince Lombardi

“I am a member of a team, and I rely on the team, I defer to it and sacrifice for it, because the team, not the individual, is the ultimate champion.” —Mia Hamm

**Theme:** When Trust Is Gone

**Film:** *Ice Age*  
(PG) 0:59

In a prehistoric age, three unlikely allies: a woolly mammoth, a loopy sloth, and a saber-toothed tiger join forces and brave dangers to return a small human baby to its people. Along the way they discover an amazing friendship, but all appears lost when it is revealed that one of them has betrayed the others. Once trust has been shattered, cooperation appears to be impossible ... or is it?
This 2002 computer animated film from Twentieth Century Fox is directed by Carlos Saldanha and Chris Wedge and written by Michael J. Wilson, Michael Berg, and Peter Ackerman. It is produced by Lori Forte and stars the Leary, Goran Visnjic, and Jack Black.

Teaser Question: How do you cooperate with someone you don’t trust?

Going Deeper: How do you trust someone who has let you down? How easy is it to forgive the person ...or to forget?

Making Choices: Your sister promised to take you to your all star soccer competition but she forgot. You missed the game because you had no other ride. Now the tables have turned and she desperately needs you to take her somewhere. What do you do?

“Only trust thyself, and another shall not betray thee.”
—William Penn

“Trust everybody, but cut the cards.” —Finley Peter Dunne

Respect

Theme: Getting to Know You
Film: Remember the Titans
(PG) 1:15

There are many kinds of pioneers. This movie tells the tale of one such pioneer and the football players whose lives he helped transform. Based on a true story in the 1970s, an African-American coach at a newly integrated high school must help his players not only win but, more importantly, look beyond appearances and see each other in new ways.
This 2000 film from Walt Disney Pictures is directed by Boaz Yakin and written by Gregory Allen Howard. It is produced by Jerry Bruckheimer and Chad Oman and stars Denzel Washington, Will Patton, Wood Harris, Ryan Hurst, Donald Faison, Craig Kirkwood, Ethan Suplee, Kip Pardue, and Ryan Gosling.

**Teaser Question:** How can you teach people to respect each other?

**Going Deeper:** What divisions do you see around you: black/white, in-crowd/out-crowd etc.? How can you overcome those divisions?

**Making Choices:** You are hanging out with a group of friends. One of your friends tells a racist joke. What do you do?

"Do unto others as you would have them do unto you."
—The Golden Rule

“We must learn to live together as brothers, or perish together as fools.”
—Martin Luther King Jr.

“Just because we are integrated does not mean we are not segregated.”
—Eastern Guilford High School Student (Gibsonville, NC)

**Theme:** Earning the Right to Lead

**Film:** *Babe*

(G) 2:30

When an orphaned piglet finds itself on a farm with a collie for an adopted mother and a nervous duck for a friend, the adventures, and the lessons, begin. Even as the pig Babe helps a lonely farmer learn how to think in new ways, an elderly sheep teaches Babe a thing or two about gaining respect by showing respect.
This 1995 film from MCA/Universal Pictures is directed by Chris Noonan and written by Dick King-Smith, George Miller, and Chris Noonan. It is produced by Bill Miller, George Miller, and Doug Mitchell and stars Christine Cavana, Miriam Margolyes, Hugo Weaving, James Cromwell, Miriam Flynn, Evelyn Krape, and Roscoe Lee Brown.

**Teaser Question:** How can a leader gain respect?

**Going Deeper:** When have you seen a person exemplify bad leadership? How easy is it to respect that person? How can they regain respect?

**Making Choices:** Your friend has been trying to make friends with the popular crowd. He joins them in making fun of the new kid. What do you do?

“All of the great leaders have had one characteristic in common: it was the willingness to confront unequivocally the major anxiety of their people in their time. This, and not much else, is the essence of leadership.”

—John Kenneth Galbreath

“Education is the ability to listen to almost anything without losing your temper or your self-confidence.” —Robert Frost

**Theme:** Fitting In

**Film:** X-Men

(PG-13) 1:26

Do you ever feel like you don’t fit in? Try being a mutant! Feared and hated by the very people they protect and defend, the students of Charles Xavier’s School for Gifted Youngsters fight their evil counterparts as the X-Men, as they live and learn in the one place where they feel safe and respected.
This 2000 film from Twentieth-Century Fox is directed by Bryan Singer and written by Tom DeSanto, Bryan Singer, and David Hayter. It is produced by Lauren Shuler Donner, and Ralph Winter and stars Hugh Jackman, Patrick Stewart, Ian McKellan, Famke Janssen, James Marsden, Halle Berry, and Anna Paquin.

**Teaser Question:** Is it important to fit in? Why? Why not?

**Going Deeper:** Have people ever looked down on you because of how you looked or acted? Have you ever treated someone unkindly because of how they looked or acted?

**Making Choices:** You see someone you don’t know being bullied by three people who are bigger and stronger than you are. What do you do?

“Cherish forever what makes you unique, ‘cuz you’re really a yawn if it goes.” —Bette Midler

“If you want to be respected by others the great thing is to respect yourself. Only by that, only by self-respect will you compel others to respect you.” —Fyodor Dostoyevsky

**Theme:** Self-Respect

**Film:** *Boundin’*

(NA) 2:13

Out on a desert plain not so long ago a wise Jackalope happens upon a down in the dumps sheep. He has lost his once magnificent woolly exterior and feels ashamed to be seen in a hairless state. In time the sheep will respect himself again, thanks to the Jackalope’s wise counsel.
This 2003 animated short from Pixar is directed by Bud Luckey and Roger Gould and written by Bud Luckey. It is produced by John Lasseter and Osnat Shurer and features the voice of Bud Luckey.

**Teaser Question:** What does self-respect mean to you?

**Going Deeper:** How do others respond to you when you don’t feel good about yourself? What does it take to regain a sense of your own worth?

**Making Choices:** A friend of yours develops acne and is embarrassed to be seen at school. How can you help this person?

“We are all something, but none of us are everything.”
—Blaise Pascal

“No one can ever make you feel inferior without your consent.”
—Eleanor Roosevelt

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Moving students to reflection & action.

Many of these activities are created as original exercises for this Film Clips curriculum. Others have been adapted from existing resources, including the superb National Middle School Association guide, Treasure Chest: A Teacher Advisory Source Book, edited by Cheryl Hoversten, Nancy Doda and John Lounsbury. We heartily commend this and similar resources from the NMSA and related education organizations.
Food for Thought!
13 Ways to utilize quotes and maxims taken from or related to the film clips:

1. **Build higher order thinking skills** by encouraging students to analyze quotes and how they may relate to the associated film clips, their own lives, or a topic they are discovering in class.

2. Use quotes as *journal starters and essay prompts*.

3. Use quotes as tools to **strengthen student writing**. Quotes are especially effective in supporting a line of thought expressed by the writer.

4. **Improve students test skills**. Quotes found in Film Clips are character-based and comparative in nature which is common among state writing tests, the SAT, and many analytical writing prompts.

5. Use quotes to **connect concepts across multiple curricula**.

6. Students often like to use Film Clips quotes as homework *discussion starters with their parents or guardians*.

7. Encourage students to **share with the class their own quote** (one they have heard or read before, or have heard passed down as family favorite sayings) and reflect upon its meaning and context.

8. Students, teams, or collaborative pairs can **develop their own personal “Code of Character” or “team motto”** based on one of the quotes.

9. **Language arts teachers may wish to have students share their own maxims for life** or a favorite quote they have heard or read. Scribe that saying on the board just as the students wrote it in the assignment, and **have the class interpret the quote for what it means to them**.
10. *This can then lead to a grammatical analysis of the quote* where the students can edit the student’s rendition of the quote for spelling, punctuation, tense and part of speech.

11. *History and social studies teachers* often like to have the students research or discover who the author of the quote is, where they came from, when the quote may have been said, and *look for any special context or history behind the quote.*

12. Use a classroom *“Quote of the Week”* that provides a theme and a daily assignment, possibly taken from one of the suggestions above, each day of the week.

13. As students learn and analyze more quotes, they provide *great material to use for extra credit questions and assignments.* This is an excellent way to keep the quotes fresh and in the mind of the students.

**Idea Starters!**

1. Have *students tally all their challenges within a two day span.* Chart and discuss as a class the impact these had in the past or could have in the future.

2. *Explore Service Learning* and have your students work in groups or as one whole class to come up with a service learning project that relates to cooperation at your school.

3. *Write a note of appreciation* to your best friend, a new friend or simply a random classmate.

4. *Celebrate a Classmate activity:* Have your students write one nice thing about someone in class who is not necessarily their best friend. Do this three days in a row (or once weekly for three weeks), each time having them write about someone different. Each time read out what was written.

5. Have students identify as many world religions as possible. Find each religion’s or culture’s version of the “*golden rule.*”
6. **Role play different scenarios from each movie**, where applicable. Students can demonstrate the right way and wrong way to handle various situations dealing with lying, respect, cooperation or any other character challenge.

7. Have your students **list 50 ways that they may be unique** when compared to their classmates. Compare lists.

8. Have students **compare & contrast two of the different film clips** in this episode.

9. Have each student **identify a time they showed honesty in their lives and what led them to this act**. Then have them identify how that made them feel.

10. Have each student **identify two instances that they have been lied to in their lives and how that made them feel**.

### Honesty

**Keeping a Journal**

As a homework assignment or an in-class activity, have your students write two entries into their journal under the heading of “Honesty” answering the following question:

Of all the examples of honesty demonstrated in the clips, which was your favorite? Why?

Write about a time in your life when it worked best for you to be honest. Tell of a time when lying got you in trouble.

**Activity 1: The “Truth” Game**

**Performance Objective:**

The learner will be able to express his/her own opinion on a topic through written or oral expression.

**Materials Needed:**

None.
Teachers Instructions:
Ask the students to think of three “facts” to tell about themselves, two of which are true and one of which is false.

Move students into triads to complete the game. Without telling anyone which “fact” about them is true, each student states each of the “facts” to the other members of the group. The other two members of the group guess which item is false.

Play proceeds until each member of the triad has shared his/her three statements and the real truths have been revealed.

Lead a whole group discussion regarding how it felt to tell a lie and how it felt to be deceived.

Activity 2: “Is it ever okay to lie?”

Performance Objective:
The learner will be able to express his/her own opinion on a topic through written or oral expression.

Materials Needed:
Paper, pencil.

Teachers Instructions:
Divide the students into groups of three to discuss the pros and cons of always telling the truth.

Instruct the groups to come up with situations in which they feel it is best not to tell the truth.

After about five minutes, write down the ideas of the groups on the board.

Pick one situation and assign half of the triads to defend lying in that situation while the other half of the triads comes up with ideas against lying in that situation.

After a short time, take the triads’ arguments both for and against lying and lead the whole class in a discussion.
Activity 3: “Dictionary”
Performance Objective:
The learner will be able to express his/her own opinion on a
topic through written or oral expression.

Materials Needed:
Paper, pencil.

Teachers Instructions:
Before the activity, pick a word (or two) out of the dictionary
that will not be known by the students and write it on a piece of
paper.

Divide the class into four groups.

Write the word on the board and ask if anyone knows what the
word means.

If someone knows the word, he/she should use an alternate
word. If no one knows the word, instruct the four groups to
make up a definition for the word that sounds reasonable and
write down that definition.

Tell the class they will be voting on which definition they think
is true.

Read the definitions, including the true one, and the students
vote.

Remind the students to work quietly so others cannot hear
their definition.
This game can be repeated with as many words as you have
time for.

Lead a large group discussion using the following questions:
1. How were you able to detect the false definitions?
2. How can you tell someone is lying? What made the best
   “false” definitions?
3. Why is it sometimes hard to tell if someone is lying?
Activity 4: Role Play

Performance Objective:
The learner will be able to express his/her own opinion on a topic through written or oral expression.

Materials Needed:
Paper, pencil, props for skits.

Teachers Instructions:
Divide the class into groups of five students.

Instruct the groups to come up with a situation where “honesty is the best policy,” and develop a short role play or “skit” to demonstrate honesty.

Each group presents their skit to the whole class.

After all the role plays have been performed, lead a whole class discussion on the ideas contained in the skits regarding honesty.

Assessment of the Activities:
Evaluate all group presentations using a rubric.
Suggested points include:
Cooperation/teamwork – 20
Quality of ideas – 40
Organization/accuracy – 20
Oral presentation – 20

Optional Teaching Strategies:
Ask students to engage in a formal debate about whether there are “appropriate” times to be honest, or should they be honest all the time.

Ask students to write a short reflection paper comparing being honest because it is the right thing to do versus being honest just to hurt someone.
Have students make posters reflecting the importance of honesty as discussed in the class and then post them in the classroom or in the school hallways.

Have the students create puppets and put on a puppet show of the scene from Big Fat Liar where Jason Shepherd (Frankie Muniz) tries to convince his parents and his teacher that he is telling the truth about his lost homework.

**Multiple Intelligences Addressed:**

- Verbal-Linguistic
- Logical-Mathematical
- Visual-Spatial
- Musical-Rhythmic
- Bodily-Kinesthetic
- Interpersonal

**Cooperation**

**Keeping a Journal**

As a homework assignment or in a class activity, the students will write two entries into their journal under the heading of “Cooperation” answering the following questions:

Of all the examples of cooperation demonstrated in the clips, which was your favorite? Why?

Tell of a time when you showed cooperation in your life.

Tell of a time when you were uncooperative. What were the consequences?

**Activity 1: “Give One-Get One”**

**Performance Objective:**
The learner will be able to identify examples of cooperation in history and present these examples in written or oral form.

**Materials Needed:**
Paper, Pencil.
Teachers Instructions:
Ask each student to get out a sheet of paper and brainstorm a list of characters in a story, in a history lesson or in current events that clearly demonstrates cooperation.

Students will be given 3–5 minutes to complete their lists. Once students have completed their individual lists, they will be allowed to get up and move around the room to at least five of their fellow students to get ideas from their lists.

The student may only get an idea from another student if the student gives the other student an idea of his/her own.

Students return to their seats.

Lead a discussion about how the students learned through cooperation by asking several individuals to give an example of what they learned from another student and to name the student who was helpful to them.

Write these examples on the board.

Activity 2: Cooperation Games
Performance Objective:
Students will learn to work together for a common goal with limited resources.

Materials Needed:
Paper plates (about 1/3 as many as persons in the group).

Teachers Instructions:
The students move half the desks to one side of the room, the other half to the other side of the room, creating a clear wide lane in the middle of the room.

Gather all the students to one side of the room and say, “Imagine that you are being chased and need to get across a field of hot lava.”
Hand out the plates (about 1/3 the number of plates as people) and say, “If you step on these plates you will not sink into the
lava. Only one person can be on the plate at a time. The plates can be picked up and moved.”

The key to the game is that only part of the group will be able to cross the field at a time and one person will need to work their way back across the field to help the rest of the team across.

A time limit can be placed on this game.

After the game lead a whole group discussion that helps students understand the role of cooperation in reaching group goals.

(From *So, You Wanna be a Playa? The Freechild Project Guide to Cooperative Games for Social Change*, by Adam Fletcher Sasse with Kari Kunst, [www.freechild.org/gamesguide.pdf](http://www.freechild.org/gamesguide.pdf)).

**Optional Teaching Strategies**

Go on “faith walks” – one student is blindfolded and has to completely trust the person who is leading her.

Engage in team-building activities outdoors, such as “hide and go seek,” in which the person who finds the one who is “it” has to hide with that person until the last person finds the whole group.

Work together to create an audio/visual presentation showing examples of how their classmates have cooperated to get a task done.

Re-enact the scene of one of the clips, but with a different ending.

Involve students in peer mediation to solve classroom conflicts.
Multiple Intelligences Addressed:
Verbal-Linguistic               Musical-Rhythmic
Visual-Spatial                  Interpersonal
Bodily-Kinesthetic              Intrapersonal

Respect

Keeping a Journal
As a homework assignment or in a class activity, the students write two entries into their journal under the heading of “Respect” answering the following questions:

Of all the examples of respect demonstrated in the clips, which was your favorite? Why?

Write about a time when you have shown respect to others in your life.

Write about a time when you have shown yourself respect.

Write about a time when you disrespected others.

Write about a time when you disrespected yourself.

Activity 1: In Group/Out Group
Performance Objective:
The learner will experience both respect and disrespect in a game and reflect on the experience through group discussion.

Materials Needed:
A simple paper crown.

Teachers Instructions:
Tell students they are about to play a game, and that everything that happens after the start of the game is part of the game.

Then say, “The game begins now.”
Divide the class into two groups: those who are wearing the color red somewhere on their clothes and those without red on their clothes.

(Note: If there are not enough children wearing red to make up about 1/4 to 1/3 of the class, pick some other surface feature that will make up two groups - like those who wear another color, those who wear glasses, etc.)

Instruct those students wearing red to go to a corner of the classroom, stand there and wait without talking.

If anyone talks, very gently remind them they are to be quiet and say, “Anyone who wears red seems to have trouble being quiet.”

Then take the students who were not wearing red and play a simple game with them (“Hangman,” “Simon Says,” etc.)

After a short time, tell the students who do not wear red to go to the corner and remain quiet.

Say to the students wearing red, “Those who wear red are special people. Who is wearing the most red?”

Give the paper crown to the student wearing the most red (or to the student with the biggest glasses, or the most of another color, etc)

Then declare, “The game is over.”

Lead a whole group discussion focusing on the feelings of the “out” group. You might ask, “What was it like to be treated a certain way just because you were wearing certain clothes? What was it like to be left out of the game? What was it like to have one person get the most attention from the teacher just because of something on the surface?”
Break the class into triads to come up with examples of the way we disrespect people based on surface things like clothes or skin color or hair style. You can have the students share these examples with the whole group or have the students write them down and hand them in.

**Activity 2: Debate**  
**Performance Objective:** Students will learn to analyze a situation in terms of respect and to articulate a position in a debate.

**Materials Needed:** Paper, pencil.

**Teachers Instructions:**  
Divide the class into two groups and announce that the class will hold a debate about the following situation: “A young man goes into a store to apply for a job as a sales clerk. The man doing the interview notices the young man is wearing a T-shirt and his jeans are dirty and torn. It looks like he has not washed his face or combed his hair recently. The young man seems very qualified for the job, but the interviewer decides not to give the young man the job because of how he looks.”

One group will give reasons to support the following statement: “The interviewer showed disrespect for the young man.” The other group will give reasons to support the following statement: “The young man showed disrespect for the man who did the interview and disrespect for the job by wearing dirty, torn clothes and not combing his hair.”

**Activity 3: Respect and Disrespect in the School**  
**Performance Objective:** Students will learn to recognize respect and disrespect in their school and reflect on their observations through group discussion.
Materials Needed:
Paper, pencil.

Teachers Instructions:
Divide the class into triads. Each group will come up with as many examples as possible of respect they have seen demonstrated in school, and then as many examples as possible of disrespect they have seen in school.

After about five minutes of brainstorming, the triads will take their lists to another triad and trade one example of respect for one example of disrespect. The teacher will ask each triad to share with the whole group either one example of respect or one example of disrespect that another group gave them.

Assessment of the Activities:
The teacher will evaluate all group presentations using a rubric.
Suggested points include:
Cooperation/teamwork – 20
Quality of ideas – 40
Organization/accuracy – 20
Oral presentation – 20

Optional Teaching Strategies
Set up a “mock trial” for those characters in the clips who demonstrated disrespect. The prosecutor presents a case designed to prove the characters’ disrespect to a jury of their peers.

Students write a modern song or rap as a theme song of one of the clips demonstrating a clear message of respect.

Students make a list of the character traits they most admire about each of their classmates.

Involve students in peer mediation to solve conflicts.
Multiple Intelligences Addressed:
Verbal-Linguistic   Interpersonal
Visual-Spatial     Intrapersonal
Logical-Mathematical

Fitting Clips to Educational Standards:
In recent years, assessment of the academic progress of students has been standardized through the creation of a set of measurable and obtainable goals or standards. Listed here are sample standards that we believe are fulfilled by utilizing the film clips, teaser questions, and various exercises listed in this guide.

Language Arts Standards (Elementary)
Topic: Listening/Speaking

Standard: Recalls, interprets, and summarizes information presented orally.
Standard: Uses oral language for different purposes: to inform, to persuade, and to entertain.
Standard: Responds to literal, inferential, and evaluative questions on orally presented material.
Standard: Acquires new vocabulary in each content area and uses it correctly.
Standard: Participates in discussions related to curricular learning in all subject areas.
Standard: Determines the meaning of a word based on how it is used in an orally presented sentence.

Topic: Writing

Standard: Uses a writing process that involves pre-writing, drafting, revising, editing (can involve peer editing), proofreading, and publishing.

Topic: Literature

Standard: Experiences traditional and contemporary literature through a variety of media.
Social Studies Standards (Elementary)

Topic: Information Processing

Standard: Gathers information through reading, listening, observing and surveying.

Standard: Locates and utilizes information from a variety of sources, e.g., books, newspapers, atlases, glossaries, photographs, videos, software, & others.

Standard: Selects and discusses the main idea from a reading passage or listening activity.

Standard: Distinguishes between fiction and non-fiction stories.

Standard: Analyzes information from two or more sources for agreements, contradictions, facts, and opinions.

Topic: Problem Solving

Standard: Identifies and states a problem related to topic under study.

Standard: Chooses a solution to a problem after supplying the evidence.

Standard: Shows respect toward others.

Fine Arts Standards (Elementary)

Topic: Artistic Skills and Knowledge: Creating, Performing, Producing

Standard: Identifies and applies dramatic elements of plot, setting, character, and dialogue.

Standard: Identifies implicit and explicit main ideas, details, sequences of events, and cause-effect relationships in dramatic presentations.

Standard: Describes and demonstrates the role and responsibility of the audience.

Standard: Demonstrates an awareness that drama comes from all cultures throughout time and compares and contrasts cultures through drama activities.
Language Arts Standards (Middle & High)

Topic: Listening/Speaking
  Standard: Follows oral directions and asks questions for clarification.
  Standard: Listens and responds to various language patterns and literary forms including regional dialects.
  Standard: Responds to literal, inferential, and critical questions.
  Standard: Evaluates messages and effects of mass media (print, radio, cinema, television, internet).

Topic: Writing
  Standard: Uses a writing process that involves pre-writing, drafting, revising, editing (can involve peer editing), proofreading, and publishing.
  Standard: Writes paragraphs that include unifying ideas and supporting details (may include topic sentence and clincher sentence).
  Standard: Produces paragraphs and compositions for a variety of purposes (exposition, description, narration, and persuasion).
  Standard: Experiments with organization, style, purpose, and audience.
  Standard: Uses available electronic communication technologies in writing.

Social Studies Standards (Middle & High)

Topic: Cultural Geography
  Standard: Identifies various ethnic groups in the Americas, Europe, and Oceania, and describes their impact on the development of the regions (e.g., linguistic patterns and cultural contributions).
  Standard: Assesses cultural expression of art, music, and literature.
  Standard: Explains how social institutions (religion, government, and economics) influence the attitudes and behaviors of people.
Topic: Cultural Geography
Standard: Categorizes important social and cultural developments of the Americas, Europe, and Oceania.

Topic: Problem Solving
Standard: Identifies and defines a problem.
Standard: Formulates possible alternatives/solutions to a given problem.
Standard: Collects evidence using appropriate, reliable data.

Standard: Chooses a reasonable solution from among the various alternatives.
Standard: Identifies areas for further study.
Standard: Follows established rules.
Standard: Shows respect toward others.
Standard: Works with a group, following set rules of procedure to complete an assigned task.
Standard: Formulates and defends position on issues.
Standard: Identifies and uses alternative methods of conflict resolution.
Standard: Participates in planning for effective civic actions and demonstrates effective civic actions.
Standard: Recognizes the rights of others to present different viewpoints.

Fine Arts Standards (Middle & High)
Topic: Artistic Skills and Knowledge: Creating, Performing, Producing
Standard: Demonstrates social discipline and appropriate group contribution.
Standard: Uses imagination to form and express thought, feeling, and character.
Character-Related Standards

Standard: Retells stories that illustrate positive character traits and will explain how the people in the stories show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment.

Standard: Gives examples of how the historical figures under study demonstrate the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.

Standard: Demonstrates an understanding of good citizenship.
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Georgia Department of Education
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Character Education Partnership
Center for Media Literacy
Center for Civic Education
Directors Guild of America
Screen Actors Guild of America
Writers Guild of America
American Federation of Musicians
Of the United States and Canada

Buena Vista Pictures
Dimension Films
Dreamworks
Lions Gate Films
Lucasfilm
Metro-Goldwyn-Mayer Films
Miramax Films
New Line Cinema
Paramount Pictures
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Walden Media
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