

Film Clips for Character Education: Responsibility & Respect

This is a H.E.A.T. character-based lesson plan that integrates the character traits of responsibility and respect into all aspects of the curriculum. The level of H.E.A.T. will vary from 4-6 depending upon the activities selected.

H: Students will engage in meaningful instructor-led discussions and activities aimed at applying their knowledge of the character trait, exploring situational analyses presented in the film clips, and synthesizing the information to extend to personal relevant experiences.

E: Using group discussions and peer interactions students will collaborate to actively display their learning.

A: Through journaling, role-playing and debate the students will apply their learning to real-world experiences and may create skits/ videos that can be shown to the greater Westwood community.

T: Technology will be used in the character wall words activities through the use of online dictionaries and videoing of skit performances. Students may also participate in a blog about the clips.



Fit clips to the weekly lesson plan and standards:

Show the movie clip (Babe) pausing for reaction and discussion as a class (15mins)

Select one exercise listed in this document to supplement the lesson (15–20 minutes).

Based on the activities you choose, you can link the weekly character lesson to a number of TEKS standards. A generic list of possible standards is listed at the end of this document.

Weeks 1 & 2: BABE

Weeks 3 & 4: BOUNDIN'



Introducing Clips – to give the students the proper context for each movie clip, you should read the background.

Babe: 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, so an elderly sheep teaches Babe a thing or two about gaining respect by showing respect.

Boundin': 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.



Listen to student discussions

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..



Moving students to reflection & action.

Selection one or more of the suggested activities to engage the students more deeply with the issues raised by the film clips.

FLIM CLIPS:

Film: *Babe* (G) 2:30

Theme: Responsibility/ Leadership/ Respect

Week 1:

- **Teaser Question:** What responsibility do leaders have to others? What was Babe's responsibility? Was he a good leader? What makes Babe a good leader?
- **Going Deeper:** With which character do you relate? Why? Have you ever been in a situation like Babe? What did you do? What did you learn? Who were the stakeholders in Babe's leadership role? Who were they in your situation? How do respect and responsibility go together? Can a leader have one without the other?
- **Making Choices:** Your teammates constantly argue and fight and are not being respectful. You have recently joined the team and you are its youngest member. How can you help your team? How does that relate to what Babe did as a leader?

Week 2:

- **Teaser Question:** How can a leader gain respect?
- **Going Deeper:** When have you seen a person show bad leadership? How easy is it to respect that person? Can they regain respect? How?
- **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?

Film: *Boundin'* (NA) 2:13

Theme: Self-Respect

Week 3:

- **Teaser Question:** How important is self-respect? Why?
- **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?

Week 4:

- **Teaser Question:** Why do people treat those who are different unkindly?
- **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?

ACTIVITY Suggestions:

1. Idea Starters!

- **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.
- Have your **students list 20 ways that they may be unique** when compared to their classmates. Compare lists.

2. 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.

- Have your students relate each of these word to one of the Character Pillars:
- In Technology Lab, ask the students to look up the definition, synonym, and antonym for each of these words, talk about their meaning.
- Ask the students to work together to create a short play where at least 4 of these character traits are demonstrated – have the groups act out their play and have their peers identify each character trait in the person/ play.

Acceptance
Dignity
Work Ethic

Cooperation
Leader
Self Control

Adversity
Respect
Truth

Responsibility
Accountability
Honor

3. Quotes: Food for Thought! 13 Ways to utilize quotes and maxims taken from or related to the film clips:

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. Possible quotes that relate to the films and the character trait of RESPECT.

“Do unto others as you would have them do unto you” --- The Golden Rule

“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

“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

- **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.
- Use quotes as **journal starters and essay prompts**.
- 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.
- 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**.
- 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.
- Have students **find library books** that use one of the quotes (or a character wall word) as a central theme. How does the book tell a story that demonstrates this quote? What do the characters learn? How do they act?

4. 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” and “responsibility” answering the following questions:

Of all the examples of respect/responsibility demonstrated in the clips, which was your favorite? Why? Write about a time when you have shown respect and/or responsibility in your life. Write about a time when you have shown yourself respect and/or responsibility.

Write about a time when you disrespected yourself or others or didn't take responsibility for your actions.

Write our school pledge and tell what you think it means. Is it a good promise? Is anything missing from our pledge that you'd like to add?

5. Games:

• 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.

* 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."

• 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.



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 awareness that drama comes from all cultures throughout time and compares and contrasts cultures through drama activities.