

Webb Bridge Middle School WATT'S UP???



at  
**Webb Bridge Middle School**  
**2007-2008**

Special credit to:  
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Department of Education & Georgia College and State University and the Center  
for Film Enhanced Education  
(Web Site: [www.FilmClipsOnLine.com](http://www.FilmClipsOnLine.com))

**Rationale:**

**Why Advisory? It is part of the larger whole.**

Advisory programs, it must be remembered, are an important part of the larger focus on advocacy essential to the well-being of every young adolescent in every middle level school. In the words of *This We Believe* (National Middle School Association, 2003),

*The concept of advocacy is fundamental to the school's culture, embedded in its every aspect. Advocacy is not a singular event or a regularly scheduled time; it is an attitude of caring that translates into action when adults are responsive to the needs of each and every young adolescent in their charge. (p.16)*

**Yes, Advisory is standards based.**

Language Arts Standards

Listening/Speaking

- Follows oral directions and asks questions for clarification.
- Listens and responds to various language patterns and literary forms including regional dialects.
- Responds to literal, inferential, and critical questions.
- Evaluates messages and effects of mass media (film & video).

Writing

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

Social Studies Standards

Cultural Geography

- Identifies various ethnic groups and describes their impact on the development of regions (e.g. linguistic patterns and cultural contributions).

### **Routine Suggested Procedures**

#### **Introducing Clips to Students:**

Plot Synopsis:

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

Before showing the clip, have the students open their “response notebook/journal” that they are keeping for advisory, and ask them to respond to the sponge questions. This will add to discussion after the video segment.

#### **Sponge Question: Topic Teaser Questions**

The journal “**Topic Teaser**” question is designed to initiate thoughtful discussion. It will also appear after the video segment. By thinking about it before hand the students will be in the proper frame of mind. The “**Going Deeper**” question encourages further personal exploration. It is also advised to ask “**Making Choices**” questions that will challenge students to explore and validate their priorities and values. They can share as a whole class or split into small groups and report back to the larger class. Students can also express their thoughts and opinions through written exercises to be handed in later. (ALL notebooks will be collected at the end of the year to review responses and to be used as anecdotal data while reviewing the program as a whole.)

#### **Suggested Class Activity:**

This activity is only a suggestion for a follow-up activity to the day’s topic. You should feel free to insert your own activity or adjust this activity as necessary.

## ***WATT'S UP CALENDAR***

*Each unit of study represents 2 lessons over 2 weeks.  
This program is designed to cover one topic over two weeks within a month.*

**Unit One: Respect**

**Unit Two: Kindness**

**Unit Three: Honesty**

**Unit Four: Self-Control**

**Unit Five: Courage**

**Unit Six: Loyalty**

**Unit Seven: Cooperation**

**Unit Eight: Good Sportsmanship**

**Unit Nine: Perseverance**

**UNIT: Respect**

**Video Week #1 of Respect:**

Film clip: *Remember the Titans*  
(PG) 1:15

**Theme: Getting to Know You**

Synopsis:

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.

**Topic Teaser Question:**

How can you teach people to respect each other?

**Going Deeper Questions:**

What divisions do you see around you (popular/unpopular, racial, academic, religious)?

How can you overcome those divisions?

**Making Choices:**

You are hanging out with a group of your friends. One of your friends tells a cruel joke about a classmate. What do you do?

**Suggested Class Activity: Ice-Breaker**

**Objective:** To create a comfortable environment for sharing ideas and feelings.

**Here are two sample ice-breakers:**

**Teacher Instructions:**

**#1 Sticker Partners!**

Each student is given a sticker to put on his or her hand upon entering the classroom, but students aren't told what the sticker is for until the time is right! Be sure there is a partner (matching sticker) for every student. Ask students to find their partners and interview them (name, grade, hobbies, etc.). Each interviewer is responsible for introducing each interviewee to the rest of the class. You might notice that students find it less threatening when someone else shares information about them than when they are asked to share about themselves.

*Grade 4-6 team, Silverwood School, Silverdale, Washington*

**#2 Getting-to-Know-You Venn Diagram**

Gather groups of three students. Supply a prepared three-circle Venn diagram (see link below) for each group. Students talk in their groups about themselves and the things they like to do. After a brief discussion, students must...

- decide on at least three ways in which they are all alike, then write those things in the area of the diagram that intersects all three circles.
- find ways in which they are like one other student in the group and record those ways in the appropriate areas of the diagram.
- determine a few facts that make each of them unique and write those facts in the appropriate sections of the diagram.

This activity helps students recognize and appreciate likenesses and differences in people. It also introduces them to Venn diagrams on the first day of school. This type of graphic organizer might be used many times throughout the year.

*Rene Masden, Sixth District Elementary School, Covington, Kentucky*

**Venn Diagram Sample:** [http://www.educationworld.com/tools\\_templates/D\\_venn3\\_2.doc](http://www.educationworld.com/tools_templates/D_venn3_2.doc)

**Ticket-out-the-door:** Have students share one fact they remembered about a classmate or the teacher.

**Video Week #2 of Respect:**

Film clip: *Babe*  
(G) 2:30

**Theme: Earning the Right to Lead**

**Synopsis:**

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. The pig, Babe, helps a lonely farmer learn how to think in new ways, and an elderly sheep teaches Babe a thing or two about gaining respect by showing respect.

**Topic Teaser Question:**

How can a leader gain respect?

**Going Deeper Questions:**

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?

**Suggested Class Activity: Debate**

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

**Teacher Instructions:**

- The teacher divides the class into two groups and announces 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 manager. 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 interviewer and for the job by wearing dirty, torn clothes and not combing his hair.”
- Give the two groups several minutes to brainstorm their ideas. You may want to have each group assign a spokesperson to summarize the group’s main ideas aloud. The teacher will facilitate a short debate regarding the scenario.

**Sample Debate Graphic Organizer:**

[http://www.eduplace.com/graphicorganizer/pdf/cluster\\_web3.pdf](http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf)

**Ticket-out-the-door:** Have students share one way that people can gain respect from others.

**UNIT: Kindness**

**Video Week #1 of Kindness:**

Film clip: *The Sandlot*  
(PG) 1:28

**Theme: Including Others**

Synopsis:

He has moved to a new town and doesn't know anyone. He tries to join the neighborhood boys who play sandlot baseball, but he doesn't know how to play the game. He is an outcast before he is even given a chance. But he has one new friend, the team's best player and most popular kid, who chooses to stand up for this newcomer against the ridicule of the team.

**Topic Teaser Question:**

What do you do to make new kids feel welcome?

**Going Deeper Questions:**

Could you care for someone you don't like? Have you ever been "the new kid" and tried to join a group? What were you feeling as you waited to see if the group would accept you?

**Making Choices:**

A new student who joins your class grew up in a different part of the county. The student speaks with an accent and does not fit in easily. Your friends make fun of the new student. What do you do?

**Suggested Class Activity: The Seat of Honor**

**Performance Objective:** To encourage the practice of sharing with others the things we appreciate about them.

**Materials Needed:** One chair in the front of the room, facing the class. One blindfold. (You can use whatever you have handy in your classroom. For example: a scarf, hat, dark paper, or just make sure that the student closes his/her eyes.)

**Teacher Instructions:**

- Ask each student, one at a time, to sit in the Seat of Honor and then blindfold that student. Randomly invite the other students to say to that classmate the things that they appreciate about him or her (for example, “You are always generous with others,” or “You always make people feel welcome.”) Only positive statements may be offered.
- After everyone has had a chance to offer their words of appreciation, the first student removes the blindfold and goes back to his/her seat. Another student comes forward, and the process is repeated.
- When everyone has had their opportunity, discuss what it felt like to be “honored.” What did it feel like to praise the other students when it was their turn? Is it more difficult to honor someone else or to insult them or put them down?

**Video Week #2 of Kindness:**

Film clip: *Forrest Gump*  
(PG-13) 1:34

**Theme: Sensitivity to Others**

Synopsis:

“Mama says stupid is as stupid does.” He knows he is different from everyone else. He looks different, he walks different, he talks different. All the other kids remind him that he is different, and they exclude him because of it. All the kids, that is, but one...

**Topic Teaser Question:**

Why is it hard to welcome and include others who are different than we are?

**Going Deeper Questions:**

What made Jenny seem like an angel to Forrest? Have you ever been an angel to someone? Who has been a “sweet voice” to you? Why?

Why is it easier to be nice to someone who is different when you are alone than when you are with your friends?

**Making Choices:**

There is a student in your class that no one likes. You know this student is really good at math. None of your friends are good at math, and are getting together to study for a big class. Should you invite this student to join in? What will you tell your friends?

**Suggested Class Activity: A Family Tree of Kindness**

**Performance Objective:** To remember the people who have shown kindness to us in times past and to consider the individuals to whom we have shown kindness or to whom we need to show kindness.

**Materials Needed:** Journals/notebooks, one page in notebook with student’s name in the middle, preceded by five blank lines above and followed by five blank lines below. See example below.

**Teacher Instructions:**

- Ask each student to recall individuals who have different points of view and have shown kindness to him/her. Instruct them to write down the names of five of these “kindness-givers” on the lines above their own name.
- Ask each student to consider five individuals either to whom they have intentionally shown kindness, or need to reach out to with kindness. They should write these names in the blanks below their own name.
- Discuss the kinds of ways in which the kindness-givers reached out and showed care and concern. What did they say or do to show kindness?
- Discuss what it is about the persons whose names are on the bottom of each sheet that made us show kindness, or want to show kindness, to them.
- What difficulties do we face in showing kindness? What obstacles are there to overcome?
- How did the kindness we receive from the people above our name help us to reach out to the ones below our name? How can we keep the Family Tree of Kindness going?

Example (have students copy the chart below into their journals):

**Kindness-givers:**

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(Name)
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**Individuals to whom you have shown kindness:**

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**Unit: HONESTY**

**Video Week #1 of Honesty:**

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

Synopsis:

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. 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!

**Topic Teaser Question:**

Are "white lies" okay? Why? Why not?

**Going Deeper Questions:**

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 trying marijuana. Your mom asks you what you did today. What do you tell her?

**Suggested Class Activity: The Truth Game**

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

**Materials Needed:** None.

**Teacher Instructions:**

- The teacher will ask the students to think of three “facts” to tell about themselves, two of which are true and one of which is false.
- Students will get into triads to complete the game.
- Without telling anyone which “fact” about them is true, students will state each of the “facts” to the other members of the group. The other members of the group are to guess which item is false.
- Play will proceed until each member of the triad has shared his/her three statements and the real truths have been revealed.
- The teacher will then lead a whole group discussion regarding how it felt to tell a lie and how it felt to be deceived.

**Video Week #2 of Honesty:**

Film clip: *Shrek*  
(PG) 2:15

**Theme: Honesty**

**Synopsis:**

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. He is accompanied by a talking donkey, not a noble steed. 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.

**Topic Teaser Question:**

Why are we afraid at times to be truthful?

**Going Deeper Questions:**

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, why would you pick this person?

**Suggested Class Activity: 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.

**Teacher Instructions:**

- The teacher divides the students into groups of three to discuss the pros and cons of always telling the truth.
- The teacher instructs the groups to come up with situations in which they feel it is best not to tell the truth.
- After about five minutes, the teacher will write down the ideas of the groups on the board.
- The teacher will then lead a whole group discussion regarding how it felt to tell a lie and how it felt to be deceived.

**UNIT: Self-Control**

**Video Week #1 of Self-Control:**

Film clip: **Jimmy Neutron: Boy Genius**  
(PG) 1:26

**Theme: Self-Discipline**

Synopsis:

All the parents in Jimmy Neutron's neighborhood have been kidnapped by aliens. Without supervision, the kids go wild.

**Topic Teaser Question:**

How do you behave when you are without parental supervision? Why?

**Going Deeper Questions:**

When is goofing around okay? When isn't it okay?

What makes a "mature" person?

**Making Choices:**

You are with your friends and they are about to do something that your parents have expressly forbidden you to do. Your friends say that your parents are too strict and that their own parents allow them to do things your parents won't allow. What do you do if you disagree with your friends?

What do you do if you disagree with your parents?

Who can you trust to discuss this problem with confidentially?

**Suggested Class Activity: Simon Says**

**Performance Objective:** To explore the difficulties in self-control.

**Materials Needed:** None

**Teacher Instructions:**

- The teacher lines up the class and announces that they are going to play a familiar game, Simon Says. However, before the activity, the teacher has quietly instructed two students to mess up on purpose during the game, one early in the game and one later in the game.
- The teacher proceeds to play the game (for example, “Simon say, ‘Raise your right arm. ‘Simon says, ‘Raise your left arm.’ ‘Lower your right arm.’”). Those who respond to commands that do not begin with “Simon Says” are out.
- At the end of the game, the teacher asks students to explain why it is difficult at times to stop ourselves. How important was good listening in this, and in other real-life situations where self-control is needed?
- The teacher then asks the two students who were instructed to mess up to identify themselves and proceeds to asks the class how much the actions of these two students influenced the responses of other students in the game. What is the connection between peer pressure and self-control?

**Video Week #2 of Self-Control:**

Film clip: **Seabiscuit**  
(PG-13) 1:48

**Theme: Letting Go**

Synopsis:

When an opposing rider fouls Red, Seabiscuit's jockey, Red focuses all his energy on getting back at the offending jockey. Refusing to let go of what happened, having totally lost his anger, Red fails to see another horse coming up from behind. The result is that Red loses the race. Later, Seabiscuit's trainer and owner confront Red only to find him unable to move past that foul.

**Topic Teaser Question:**

Is it okay to be angry? Why or why not?

**Going Deeper Questions:**

Why do people get angry?

Some people say that we only get angry when we feel that we may be partly to blame for the problem. Others say that fear leads to anger. Do you agree or disagree?

Do you ever feel "out of control" when you are angry? What is this like?

What are some ways you can manage your anger so that it works in everyone's best interest?

Who can help you with this?

**Making Choices:**

Your friend is having a temper tantrum. What do you do?

You are righteously angry. What is an appropriate way to express your feelings?

**Suggested Class Activity: Count to 10**

**Performance Objective:** To identify times when we were able to control ourselves.

**Materials Needed:** Pens and Journals

**Teacher Instructions:**

- The teacher divides the class into groups of three or four.
- The groups are instructed to create a list describing as many ways as possible to keep from losing control, getting upset, angry, etc. (for example, to count to 10 before saying or doing anything).
- After about three minutes of brainstorming, the groups read off their lists, which the teacher records on the board. Are there things that were mentioned by more than one group? Are there any ways that were listed by all the groups?
- The teacher then asks the students to write down one way to keep from blowing up that was *new* to them, something that they would like to try for themselves. Each student should then write on a separate sheet of paper the words “The next time I feel like I am going to lose control or get upset, I will try to \_\_\_\_\_.” The students then return to their small groups, share what they wrote, and discuss what they intend to do the next time they feel they are about to lose control.

**UNIT: Courage**

**Video Week #1 of Courage:**

Film clip: *Indiana Jones and the Last Crusade*  
(PG-13) 1:34

**Theme: Taking the First Step**

Synopsis:

He has fought Nazis, thieves, and killers. He has faced countless death traps, supernatural forces, sewer rats and snakes. But now Indiana Jones faces his most fearsome challenge: to take a step of faith against all odds. The situation is desperate; his father, with whom he has recently been reunited, is dying from wounds that cannot be healed by normal means. Indy's only hope to save his father lies in the miraculous healing powers of the mysterious Holy Grail.

In order to retrieve the Grail, Indiana Jones must reach a cave from which he is separated by a huge chasm. Indy looks down and cannot see the bottom. One step and, surely, he is a dead man. Yet, it is precisely a step that he is asked to take. His father urges him on, knowing that one must step out in faith to make it to safety. Indiana has lived his whole life by common sense and reason; this makes no sense.

There is, however, no other way. Either he watches his father die, or he trusts his father's advice and takes that dreaded first step...

**Topic Teaser Question:**

What enables you to take the first step?

**Going Deeper Questions:**

How is the future like the invisible bridge that Indiana Jones had to step out on? What is the difference between a leap of faith and a leap of foolishness?

**Making Choices:**

You're moved to a new school. For the first few weeks no one talks to you. You want desperately to make friends, but you are afraid to do so. What will give you the courage to talk to other students? How could others help you gain the courage to take that first step?

**Suggested Class Activity: Role Play**

**Performance Objective:** To express opinions on a topic through written, oral or dramatic expression.

**Materials Needed:** Paper, pencil, props for skits.

**Teacher Instructions:**

- Divide class into groups of five students.
- Groups are instructed to come up with a situation contrasting cowardice and courage and develop a short role play or “skit” to present this situation.
- Each group presents their skit to the class.
- After all the role plays have been performed, the teacher leads the class in a discussion of the ideas contained in the skits.

**Video Week #2 of Courage:**

Film clip: *Star Wars: The Phantom Menace*  
(PG) :51

**Theme: The Power of Fear**

**Synopsis:**

A long time ago in a galaxy far, far away... Years before the adventures of Luke Skywalker, young Anakin Skywalker, Luke's father, seeks to join the ranks of legendary Jedi knights, keepers of the peace and protectors of the galaxy. In the midst of an interview with Yoda and Mace Windu, key members of the Jedi Council, Anakin is taught an important lesson about the dark power of fear. Knowing that this young boy one day will grow up to become the dreaded Darth Vader, Yoda's warning to him sounds even more threatening.

**Topic Teaser Question:**

Has your fear ever kept you from doing something?

**Going Deeper Questions:**

Yoda: "Fear is the path to the dark side. Fear leads to anger. Anger leads to hate. Hate leads to suffering. I sense much fear in you." Do you think most people who are angry are also afraid? Why? Why not? Has fear ever caused you to do the wrong thing? On the other hand, has fear ever caused you to do the right thing? Can fear be a good thing?

**Making Choices:**

You are invited to a party by a person you do not know well, but with whom you would like to become better friends. You know that there will be drinking and no parental supervision at the party. You are afraid to go to an unsupervised party but also anxious about what this person will think of you if you do not go. Even if you go, you are afraid to drink but also afraid of what others will say if you don't drink. In the face of so many different fears, what would you do?

**Suggested Class Activity: Courageous Critters**

**Performance Objective:** To explore the meaning of courage by thinking about animals that can symbolize it.

**Materials Needed:** Sheets of paper, markers or crayons.

**Teacher Instructions:**

- Each student should take a sheet of paper and draw a picture of an animal that symbolizes courage. Encourage free expression of drawing/coloring. Artistic ability is not what is important here, but rather the power of imagination.
- When everyone is finished with their pictures, invite them to show their pictures to the rest of the class and tell why they chose that particular animal.
- Ask the whole class to debate and finally agree on which one animal they would like to have as their “courage class mascot.” Is it one of the animals already pictured, or did the conversations lead them to come up with a new animal?
- The students’ pictures can be put on the wall in the hallways to create a “gallery of courage” for other classes to see.

**UNIT: Loyalty**

**Video Week #1 of Loyalty:**

Film clip: *The Lord of the Rings: The Return of the King*  
(PG-13) :46

**Theme: Commitment**

Synopsis:

At the foot of Mt. Doom, Frodo, the Hobbit charged with destroying a ring full of evil power, collapses in exhaustion. Sam doesn't want to lose his friend to the power of the ring and does everything he can to insure its destruction at Mt. Doom.

Frodo: "I can't recall the taste of food...nor the sound of water...nor the touch of grass. I'm...naked in the dark. There's...nothing. No veil between me and the wheel of fire. I can see him...with my waking eyes."

Sam: "Then let us rid of it (the ring)...once and for all. Come on, Mr. Frodo. I can't carry it for you...but I can carry you."

**Topic Teaser Question:**

How do you earn the support of others?

**Going Deeper Questions:**

How do promises and pledges express loyalty (for example, marriage vows or the Pledge of Allegiance)? What do you do if you or a friend break a promise or pledge? What does it mean to be loyal? When is loyalty a good thing? When might it be a bad thing?

**Making Choices:**

You have signed up to participate in a neighborhood cleanup day this weekend. Later, a friend calls and asks you to go to a family picnic where there is no one your friend's age, and your friend doesn't want to be bored and lonely. The picnic is the same day as the cleanup. Does loyalty help you decide which event you should go to? Which is more important: helping your friend or keeping your promise?

**Suggested Class Activity: Loyalty Mural**

**Performance Objective:** To encourage students to think about all the various aspects of loyalty.

**Materials Needed:** A large sheet of poster board or newsprint, colored markers.

**Teacher Instructions:**

- Write on the top of the sheet of poster board or newsprint the words, “Loyalty is ...”
- Invite each student to take some colored chalk and express their idea of loyalty. They can write anywhere on the sheet, graffiti-style.
- Students can return to the sheet and write down another answer, but everyone must contribute at least once.
- Lead a class discussion on the things that were written down and then post the mural somewhere in the halls where other classes can see it.

**Video Week #2 of Loyalty:**

Film clip: *The Secret Life of Zoey*  
(PG-13) :53

**Theme: Helping Your Friends**

**Synopsis:**

Zoey's best friend discovers drugs and money in Zoey's locker. What does she do with what she knows? Loyalty means choosing not to tell on a friend, doesn't it? Or does it mean talking to someone who can help your friend? The choice is big, and it is up to each friend, each true friend, to decide what loyalty really means.

**Topic Teaser Question:**

Would you risk your friendship to keep your friends from doing drugs?

**Going Deeper Questions:**

Is keeping a secret the only way, or even the best way, to be a loyal friend?

**Making Choices:**

Are there situations where you would keep a secret for a friend and others where telling the secret would be the best thing a friend could do? Describe these situations.

**Suggested Class Activity: What is a Friend?**

**Performance Objective:** To define what a friend is or does, and to consider the ways in which we do or do not fulfill that definition.

**Materials Needed:** Paper and pens/pencils.

**Teacher Instructions:**

- Ask each student to take a sheet of paper and draw two lines from top to bottom, creating three separate and equal columns.

1	2	3

- In column 1, students should write down as many words as they can think of, one below the other, that complete this sentence, “A friend is/does...”
- Students look at each word listed in column one and answer the question, “Does this word describe me?” In response, they should write either, “Yes,” “No,” or “Sometimes,” in column two.
- In column three, students should look at each word in column one and think of one person they know who does display that characteristic of friendship.
- Ask students to pair up with one another and share what they wrote down. Are their answers similar or different?
- After a period of time, ask students to come together and read out their words in column one, while you write them down on the board. Are there many words that were found on several students’ sheets? Ask them how hard or easy it is to be a friend.

**UNIT: Cooperation**

**Video Week #1 of Cooperation:**

Film clip: *Lord of the Rings: The Fellowship of the Ring*  
(PG-13) 2:15

**Theme: Taking the Lead**

Synopsis:

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, hobbit, and dwarves lies in the possibility of working together.

**Topic Teaser Question:**

What inspires people to join others?

**Going Deeper Questions:**

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

**Making Choices:**

Your team mates 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?

**Suggested Class Activity: “Give One-Get One”**

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

**Teacher Instructions:**

- The teacher asks each student to get out a sheet of paper and brainstorm a list of characters in a story, history lesson, or current event 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.
- A 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.
- The teacher leads 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.
- The teacher will write these examples on the board.

**Ticket-Out-the-Door:** Have students give an example of a time they demonstrated cooperation in order to complete a task at home or at school.

**Video Week #2 of Cooperation:**

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

**Theme: When Trust is Gone**

Synopsis:

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?

**Topic Teaser Question:**

How do you cooperate with someone who has broken your trust?

**Going Deeper Questions:**

How do you go about trusting someone who has let you down?

**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?

**Suggested Class Activity: Role Play**

**Objective:** Students will be able to express their own opinion on a topic through written or oral expression.

**Teacher Instructions:**

- The teacher divides the class into groups.
- The teacher will instruct the groups to come up with a situation where cooperation makes things go better (or where uncooperativeness makes things go worse), then develop a short role play or skit to demonstrate these points.
- Each group will present their skit to the whole class.
- After all the role plays have been performed, the teacher will lead a class discussion on the ideas contained in the skits regarding cooperation.

**Skit Planning Graphic Organizer:**

[http://www.eduplace.com/graphicorganizer/pdf/storymap2\\_eng.pdf](http://www.eduplace.com/graphicorganizer/pdf/storymap2_eng.pdf)

**Ticket-Out-the-Door:** Have students state one activity or situation where cooperation is essential in its success.

**UNIT: Good Sportsmanship**

**Video Week #1 of Good Sportsmanship:**

Film clip: *Chariots of Fire*  
(PG) 1:23

**Theme: Sore Losers**

Synopsis:

In the Olympic trial in the early years of the twentieth century, Cambridge track star Harold Abrams finally has a chance to compete against his rival, Scottish missionary-turned-Olympic-athlete Eric Liddell. After losing the race, Harold replays the defeat in his mind again and again, refusing to let it go. It will take harsh words from his girlfriend to help him regain some perspective.

**Topic Teaser Question:**

Were you ever afraid to try something because you didn't want to fail?

**Going Deeper Questions:**

Is playing a sport always about winning?

**Making Choices:**

How do you feel when you try your best and lose?

**Performance Objective:** Understanding real life and problem solving.

**Teacher Materials:** Pre-printed graphic organizer for students to use as models (below).

**Suggested Class Activity:** Scenarios

- Have each student create 2 incidents (scenarios) either “real life” or imaginary. These scenarios may be drawn or written....but they must be brief. Students should rotate around the room to share their scenarios and see if students guess “real life” or “unreal,” and they should listen to each others feedback. This activity should end with a whole group discussion, and reflection on real life problems.

Scenario 1:	Reflection:
Scenario 2:	Reflection:

**Video Week #2 of Good Sportsmanship:**

Film clip: *The Mighty Ducks*

(PG) 1:00

**Theme: Playing Fair**

**Synopsis:**

They are the ultimate underdogs, a hockey team that no one expects to win. Facing a team tougher and bigger than they are, their coach comes up with a strategy to even the odds; he tells his team captain to fake an injury that will get the star of the opposing team benched. The team captain must decide whether winning is really worth the price.

**Topic Teaser Question:**

Have you ever stood up to someone who wanted you to do something that was wrong?

**Going Deeper Questions:**

What is more important: winning the game or following the rules?

**Making Choices:**

Even though your team follows the rules, your opponents don't. You have a chance to win the game if you cheat. What do you do?

**Suggested Class Activity: Character Traits**

**Performance Objective:** To identify goals for ourselves by seeing what we admire in others.

**Materials Needed:** Papers with numbers 1-5 at the top, followed by numbers 1-10 below, and another set of numbers 1-10 on the other side of the paper.

**Teacher Instructions:**

- Ask the students to consider five people, real or fictional, they truly admire. They should then write the names of these people on the top part of their paper.
- Using the bottom of the paper, the students should list ten qualities or character traits that they associate with their five role models (for example: Loyalty, Strength, Friendliness, etc).
- Break up the class into groups of four or five students each. Ask each student to name some people they admire and share their character traits with the others in their group.
- Ask group members to review their separate lists of traits and come up with a single shared list of important traits that they can all agree on.
- Ask one person from each group to report to the rest of the class on what they came up with and why those traits were important to the group members.
- How many of the traits are part of good sportsmanship?

**UNIT: Perseverance**

**Video Week #1 of Perseverance:**

Film clip: *School of Rock*  
(PG-13) 1:51

**Theme: Believing in Dreams**

Synopsis:

Dewey has been thrown out of his band and told that he is an utter failure in life. Standing before his students, Dewey tells them the depressing news that failure is all they should ever expect. "The Man," he claims will never let them succeed, so they might as well not try at all. His students don't know what to make of him.

**Topic Teaser Question:**

Do you agree with him? Why? Why not?

**Going Deeper Questions:**

How do friends help you persevere? How are they at times not so very helpful? How do you know when working harder will help you succeed or when, no matter how hard you work, you will still not be able to reach your goal?

**Making Choices:**

You have a friend who is good in a sport, but not extraordinary. Your friend dreams of one day becoming a professional athlete. You know that only a small percentage of people ever make it to the professional level. What would you advise your friend to do:

- A: Press on towards the dream?
- B: Make an alternate plan as a backup?
- C: Give up on the dream?

**Suggested Class Activity: Journal Entry** – Students should write 2 entries in their journals answering the following questions:

- Write about a time when you had to persevere against the odds.
- Write about a time when you knew it was time to give up and what you did afterward.

**\*\*Assign Interview – due next week (see Class Activity for Video week #2 of Perseverance)**

**Video Week #2 of Perseverance:**

Film clip: *Parenthood*  
(PG) 1:00

**Theme: The Way We See Things**

**Synopsis:**

Determined to be a good father and frustrated by his inability to control all the outcomes for his children, Gil Buckman detests the “messiness” of his life. His wife, Karen, insists that life is naturally messy. Grandma prefers life as a thrilling yet frightening roller coaster ride, acknowledging that others might prefer life to be more like a sedate ride on the merry-go-round. Three people in the same family have different attitudes toward the same events. Is it possible that the way we see things can help us persevere?

**Topic Teaser Question:**

How does attitude affect your ability to persevere?

**Going Deeper Questions:**

A Roman philosopher (Epictetus) once said, “Men are not so much affected by events as by the view they take of them.” Do you agree? Disagree? Why? Defend your opinion with examples from your own life.

**Making Choices:**

You and your best friend organize and lead a camping trip for some very important people. From the beginning, the trip is a disaster. Your friend seems unfazed. You are furious. You think your friend is not realistic. Your friend thinks you are too intense. Should you present the situation to your guests as a problem or an opportunity? What can you do to “adjust” your attitude in difficult situations? Is your attitude likely to have any affect on the outcome of events?

**Suggested Class Activity: Interviewing the Persistent**

**Performance Objective:** To learn from others what it means in real life to persevere in the face of obstacles.

**Materials Needed:** Preparation time, pen and paper, video or audio recorder (optional)

**Teacher Instructions:**

- This project should be introduced about one week before it is due.
- Students should each consider someone that they admire and conduct a brief interview in which they ask the person to talk about the most difficult thing he or she ever had to do and what it took to accomplish it. The person interviewed can be a parent, relative, or anyone the student knows. The interview can be taped, if desired, or simply take the form of a personal conversation. Students need to write down the highlights of what was shared in that interview.
- The following week, devote a class session to having students share with the rest of the class what they learned in their interview. Are there common elements to all the different stories? If so, what are they?

**Special credit to and adaptations from:**

Webb Bridge Middle School WATT'S UP???

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(Web Site: [www.FilmClipsOnLine.com](http://www.FilmClipsOnLine.com))

Contact: Email: [imrhodes@msn.com](mailto:imrhodes@msn.com)

Film Clips

4903 Island View Street

Channel Islands Harbor

Oxnard, CA 93035

AND

Robertson, C.K. & Samuelson, P. (2007) *Film Clips Curriculum Study Guide*.

AND

Niska, J. & Thompson, S. (2007) *Professional Development Kit: Launching a Successful Advisory Program*. National Middle School Association, Westerville, OH

AND

Webb Bridge Middle School

4455 Webb Bridge Road

Alpharetta, GA 30022

Contact: Marie Fiorentino, Jolie Thomas, Heather Thomas, or Kathleen McCaffrey

@

<http://www2.fultonschools.org/school/webbbridge/>