

Watt's Up!?

YEAR 2

Teacher Guide 2008-2009

WEBB BRIDGE MIDDLE SCHOOL'S ADAPTATION OF:

**Original Study Guides by
C. K. Robertson, Ph.D., Peter Samuelson, Ph.D., Penny L. Elkins, Ph.D.,
Charlie Abourjilie, Ed McNulty, Scott C. Gold, Glen & Sara Greenfield,
Teachers at Lincoln Middle School, and the American School Counselors
Association all in conjunction with
www.FilmClipsOnline.com**

By Webb Bridge Teachers:

Marie Fiorentino

Jolie Thomas

Heather Thomas

Kathleen McCaffrey

Please contact us @ <http://www2.fultonschools.org/school/webbbridge/>

WEEK #1: Welcome to Watt's Up

FOCUS: What do you think “Watt’s Up” is all about?

FILM SYNOPSIS: 2 film clips about WBMS’s Watt’s Up program

- What Watt’s Up is and what Watt’s Up is not....
- What about Watt’s Up?

SUGGESTED ACTIVITY: Note card activity.

- Teachers will be provided with note cards to give to each student in their group.
- Teachers should model this activity to the students so that they feel comfortable and learn more about the teacher.
- Teachers can prepare an informational note card on themselves providing email, best contact times, etc., for their Watt’s Up students.
- Each student should write their NAME, HOMEROOM, EMAIL, and **3 things** that they want the teacher to know and **1 thing** that the teacher may share.

Note card template attached.

Week #2: PRIDE

CLIP: *Akeelah and the Bee*

FOCUS: Have you ever intentionally not given your best effort? Why or why not?

FILM SYNOPSIS:

In the finals of a spelling bee, a contender intentionally misses a word and is confronted by her opponent.

Suggested Class Activity: I am PROUD of.....

Prop: You will need your group “sharing” ball

- With the group standing in a circle, participants each take a turn.
- Show them a ball, and explain the activity this way: “First I will say my name, like “I am Adam.” Then I will say, “and I am PROUD of my soccer skills.” So....”My name is Adam and PROUD of my soccer skills.”
- Then you should pass the ball to the next person who will begin by introducing themselves first.....”I am Sue and I am PROUD of being a good friend.....that was Adam and he is PROUD of his soccer skills.”
- The game goes until everyone has had a chance.
- Teacher should debrief that it is always important to do your best and take pride in achievements without being boastful.

Week #3: HONOR

CLIP: *War Games*

FOCUS: Would you ever change your grade if you knew you wouldn't get caught? Why or why not?

The internet makes it easier to do research and write papers, but also makes it easier to skip a lot of work. When do you cross the line by copying material from the internet?

When does it become cheating?

Who does cheating hurt? How?

FILM SYNOPSIS:

A student hacks into school records and changes grades.

Suggested Class Activity: "Give One-Get One"

Props: Paper/note cards and pen

Objective: Students will be able to identify honorable or dishonorable acts throughout history, stories, or current events.

Teacher Instructions:

- The teacher asks each student to brainstorm a list of people from a history lesson, or current event that clearly demonstrates "honor" or "dishonor".
- Students will be given 1-3 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 on why they chose the individuals that they named....and how they best demonstrated "honor" or "dishonor".
- The teacher may write these examples on the board.

Week #4 CITIZENSHIP

CLIP: *The Ant Bully*

FOCUS: What do you think that “E Pluribus Unum” means?

What divisions do you see around you: in-crowd/out-crowd, etc.?

What does it take to help everyone think like a colony instead of only for themselves?

FILM SYNOPSIS:

A boy who has been bullied takes out his anger on the ants.

Suggested Class Activity: What is a good citizen?

Performance Objective: To define what a good citizen 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, then complete this sentence, “A good citizen is someone who...”
- In column 2, students should answer the question, “Does this word describe me?”
- In column 3, students should think of one person they know who **does** display that characteristic of good citizenship.
- Ask students to pair up with one another and share what they wrote down. Are their answers similar or different?
- After a time, share results with the class. Are there many words that were found on several students’ sheets? Ask them if they think it is hard or easy it is to be a good citizen.

Week #5: KNOWING YOURSELF

CLIP: *Teen Wolf*

FOCUS: After watching this film clip, what do you think is your special walk?

Why do we find ourselves conforming to others?

How important is it to fit in with the crowd? What do we think of someone who chooses not to participate?

FILM SYNOPSIS:

A father tells his son that his family is part werewolf and urges his son to use his power responsibly.

Suggested Class Activity: Getting-to-Know-You Venn Diagram

Gather groups of three students. Supply a prepared three-circle Venn diagram for each group. Students talk in their groups about themselves and the things that might make them unique as well as things that make them alike. After a brief discussion, students must... Students can also draw their own Venn Diagram

decide on at least three ways in which they are all alike, and 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.

Venn Diagram Sample:

http://www.educationworld.com/tools_templates/D_venn3_2.doc

Week #6: FACING PEER PRESSURE

CLIP: *Drumline*

FOCUS: What is the difference between “helpful” and “harmful” peer pressure?

Are we responsible for other’s actions?

Why or why not?

FILM SYNOPSIS:

At an early morning practice the band master states that each member is responsible for the welfare and behavior of the other members.

Suggested Activity:

Divide the students into small groups. Have them plan a SLIGHTLY NEW script for this film clip. They should re-enact this scene in Drumline **BUT** with a different ending.

Week #7: UNDERSTANDING BULLIES

CLIP: *Cheaper By the Dozen*

FOCUS: When is it better to walk away? When is it not better to walk away?
Why do bullies say hurtful things or try to pick a fight? What are they afraid of?

FILM SYNOPSIS:

Eric Liddell stumbles and falls during a race, but gets back up and wins.

Suggested Class Activity: Bully proof strategies

- 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 deal with bullying.
- 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 deal with bullying 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 being bullied or see someone being bullied, 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 are being bullied or see somebody being bullied.

Week #8: MAKING A DIFFERENCE

CLIP: *Pay It Forward*

FOCUS: Is it possible to change the world?
Identify one major problem in your world.

Name 3 realistic things that you might be able to do about this problem.

FILM SYNOPSIS:

A social studies teacher challenges his class to look at the world and come up with a way to fix the things they don't like. (If you signed up for “Teachers Curing Kids’ Cancer”, this is the principal message that it was founded on when it was started here at WBMS. It is now in schools across the country and is making a difference thanks to our generous teachers and students.)

Suggested Class Activity: Make a Difference

Prop: You will need your group “sharing” ball

With the group standing in a circle, have participants go around saying their name and what their wish is to make a difference. Then show them a ball, and explain the activity this way: “First I will say my name, like “I am Adam.” Then I will say, “and this is my wish to make a difference.” So....”My name is Adam and I wish to work toward PEACE to make a difference.” Then you should pass the ball to the next person who will begin by introducing themselves first.....”I am Sue and I wish to make a difference by doing random kind acts.....that was Adam and he wishes to work toward PEACE.” The game goes until everyone has had a chance.

WEEK #9: DIVERSITY

CLIP: *Glory*

FOCUS: How does “United We Stand” describe one of America’s strengths?

What values unite us as a nation?

What values divide us?

How can we all come together despite our differences?

Film Synopsis:

During the Civil War white officers join their black troops in protesting unequal pay based on race.

Suggested Activity: This activity is to create sensitivity and appreciation for diversity.

1. Tell the student that you are about to play a game and everything that happens after you say “START” is part of the game.
2. Say “START”
3. Divide the students into 2 groups using something like “those wearing red and those NOT wearing red”. (You may use any other way to divide the students as long as it is random and not personal.)
4. Instruct one of the groups to go to a corner of the classroom and remain very silent. If anyone talks, very quietly instruct them to “Please remain quiet. It seems like anyone wearing red has trouble staying quiet.”
5. Instruct the other group to join you in playing a game of “Hangman” or any other simple game.
6. After a short time declare that the game is over. Then gather the students back into one group for discussion.
7. Discuss how it felt to be LEFT OUT, and how it felt to be INCLUDED.
8. What was it like to be treated a certain way JUST because you were wearing a certain color, etc.? Is this stereotyping? Did this divide or unite the group? How did you feel?
9. If time permits, play your game with the entire group.

Week #10: RESPONSIBILITY

CLIP: *Saving Private Ryan*

FOCUS: How can Americans repay those who have sacrificed greatly so that we might live in freedom?

What is your responsibility to yourself, your community, your country, and the world?

- ☺ Yourself-
- ☺ Your community-
- ☺ Your country-
- ☺ The world-

FILM SYNOPSIS:

Years later, James Ryan reflects on the supreme sacrifices other soldiers made on his behalf.

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 acting responsibly makes things go better (or where being irresponsible 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 responsibility.

Skit Planning Graphic Organizer:

http://www.eduplace.com/graphicorganizer/pdf/storymap2_eng.pdf

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

Week #11: INTEGRITY

CLIP: *It's A Wonderful Life*

FOCUS: What is integrity? Who has it?

Describe a time when you saw someone who acted with integrity.

Was this person truthful?

Was this person accountable for his/her actions?

FILM SYNOPSIS:

George and Mary Bailey commit their own funds to guarantee deposits in the Savings and Loan and prevent bankruptcy.

Suggested Class Activity: The Truth Game

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.
- Without telling anyone which “fact” about them is true, students will take turns stating 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 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.

Week #12: FREEDOM

CLIP: *Born on the Fourth of July*

FOCUS: How is freedom an important part of America’s character?

Do you think that there are times when an individual finds it important to speak out?

Can you name 3 times when you might speak out?

FILM SYNOPSIS:

Paralyzed in the Vietnam War, Ron Kovic becomes an anti-war and pro-human rights activist after feeling betrayed by the country he fought for.

Suggested Class Activity: Freedom Mural

Teacher Instructions:

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

Week #13: BRAVERY

CLIP: *The Wizard of Oz*

FOCUS: Have you ever pretended to be brave when you were actually scared? Why or why not?

In a scary situation, what helps more...to pretend that you are brave while inside you are truly scared, or to admit that you are afraid, yet go on?

What do others think of us when we say that we are afraid?

FILM SYNOPSIS:

The Lion tries to appear brave though he later admits that he is a coward.

Suggested Activity: BRAVE BUGS

Materials Needed: Sheets of paper, markers or crayons.

Teacher Instructions:

- Each student should take a sheet of paper and draw a picture of a bug that symbolizes bravery. 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 bug.
- Ask the whole class to debate and finally agree on which one bug best depicts or demonstrates bravery.

Week #14: Overcoming Fear

CLIP: *Monsters, Inc.*

FOCUS: What helps you overcome your fears?

Have you ever changed your mind about someone who made you nervous?

What made the difference?

How did you lose your fear of that person?

FILM SYNOPSIS:

Sully, the monster, comforts Boo by sitting in front of the bedroom closet, which Boo fears is where monsters come from.

SUGGESTED ACTIVITY:

Students will demonstrate a clear message of **courage** by doing one of the following:

- write a modern song or rap as a theme song for Monsters, Inc.
- create a poster that advertises the movie
- create a trailer or commercial for the movie
- write a poem

Week #15: LOYALTY

CLIP: *The Secret Life of Zoey*

FOCUS: Would you risk your friendships to keep your friends from doing something harmful?

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

Describe the situation.

FILM SYNOPSIS:

Zoey's best friend tells Zoey's mother that Zoey is mixed up with a bad crowd and needs help.

Suggested Class Activity: Loyalty activity

Materials Needed: A piece of notebook paper.

Teacher Instructions:

- Have students write their name in the middle of the notebook paper.
- Have the students leave five blank lines above their names, and five blank lines below their names.
- Ask each student to consider five individuals to whom they have shown loyalty. They should write these names in the blanks **above** their own name.
- Ask each student to consider five individuals who have shown them loyalty. They should write these names in the blanks **below** their own name.
- In what ways did you show loyalty? In what ways did these people show loyalty?
- What difficulties do we face in showing loyalty?

Week #16: PERSEVERANCE

CLIP: *The Addams Family*

FOCUS: What helps you to persevere? What helps you to just keep on trying without giving up?

Do you think that it can be discouraging when others see you or your family as different?

Describe a hard time when you or someone else was reminded that all hope is not lost.

FILM SYNOPSIS:

Having lost their home to crooks, Morticia gives her family a pep talk, insisting “We will survive.”

Suggested Class Activity: Character Traits that help you persevere

Performance Objective: To identify goals for ourselves by seeing what helps us persevere.

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, that they feel have persevered. 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 who persevere (for example: Loyalty, Strength, Friendliness, etc).
- Break up the class into pairs or small groups. Ask each pair or group to come up with their top 5 traits.
- 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.
- Lead a class discussion.

WEEK #17: VISION

CLIP: *Coach Carter*

FOCUS: How do you see yourself now? 10 years from now?

Name the people who have been most influential in your life?

Why did you choose them?

FILM SYNOPSIS:

A basketball coach challenges his team to consider what it will take to achieve their dreams.

Activity- Drawing

Purpose- To think about the future

Procedure: Hand out a piece of plain/drawing paper (or scrap paper) to the students. Ask the students to draw a picture of what they see themselves doing ten years from now.

After the drawings are completed (coloring optional), have each student present his/her picture and discuss why he/she chose that particular occupation/school/etc. Drawings can be collected and displayed.

Week #18: FORGIVENESS

CLIP: *Billy Madison*

FOCUS: What are the 3 essential parts of a good apology?

When should you apologize to someone?

What if it has been a long time? What good does an apology do much later?

FILM SYNOPSIS:

Billy asks a man to whom he was mean years ago for forgiveness.

Suggested Activity: Role Play

- Divide class into groups of 3-5 students.
- Groups are instructed to come up with a situation contrasting FORGIVING and BEGRUDGING (non-forgiveness) 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 shared, teacher should lead them in a group discussion about the importance of forgiveness.

Week #19: EMPATHY

CLIP: *Teen Wolf*

FOCUS: Why do we sometimes feel as though we do not belong? Have you ever felt this way?

Why is it important to try to understand somebody that is different from you?

FILM SYNOPSIS:

Scott goes to his coach for some advice about quitting the team, but the coach is in no mood to listen.

Activity- “Emotional Charades”

Purpose- To learn empathy

Procedure: The point of this game is to communicate emotion nonverbally to a partner. Start by writing feeling words down on paper or cards (i.e. - lonely, sad, happy, angry, abandoned, calm, alone, glad, etc.) and then take turns drawing cards and acting out the feeling without the use of words. The other people try to guess what feeling is being portrayed. Follow up each word with questions such as:

- How do you know when you are feeling happy/sad/angry?
- How do you let someone else know you feel happy/sad/angry?
- How do you know when someone else is feeling this way?
- What was it like to try to express that feeling without words?

Questions can be followed up with a discussion about when the students experienced these feelings or maybe saw someone else experience them, and what that was like for the students. (See “feeling words” website at: <http://eqi.org/fw.htm>)

Week #20: KINDNESS

CLIP: *Forrest Gump*

FOCUS: Why is it hard to welcome and include others who are different than we are? What made Jenny seem like an angel to Forrest? Have you ever been an angel to someone? How?

FILM SYNOPSIS:

Young Jenny offers young Forrest a place to sit on the bus next to her after everyone else refuses.

Suggested Activity:

1. Divide your group into 4 small groups.
2. Each group will brainstorm a list of as many examples as possible of **kindness** and of **unkindness** that they have seen demonstrated in school.
3. After brainstorming the groups will go to another group to trade an example of **kindness** or **unkindness**. After a few minutes the groups should trade again until all groups have shared with each other.
4. The teacher will ask the groups to share one example of kindness or unkindness that another group gave them.
5. Close with a discussion of why it is important to be KIND.

Week #21: GOOD SPORTSMANSHIP

CLIP: *The Legend of Bagger Vance*

FOCUS: What would you do if you were in this situation? Is it more important to win or to play by the rules? Why? What if everyone else bends the rules? Does that make a difference?

FILM SYNOPSIS:

During championship golf match Bagger Vance causes his ball to move when he brushes a twig out of the way. Only Bagger and his youngest fan are witnesses.

Suggested Class Activity: Activity- Human Knot

Purpose- To teach communication and good sportsmanship

Procedure: Get the group in a tight circle. Have the members of the group reach in with their right hands and grasp one of the right hands available. Repeat with left hands. Then ask them to unravel the knot. People may not let go. The circle of hands is to remain unbroken. However, it may be necessary to change grips due to the angle of arms and bodies. You may choose for the group to remain silent during this activity.

Questions- What were some examples of good sportsmanship in the human knot activity? How can you be a role model for good sportsmanship in the future? (For example, in soccer students could help another player get up after being fouled.)

Week #22: SELF-CONTROL

CLIP: *Bend It Like Beckham*

FOCUS: If someone called you a derogatory name, one that was very hurtful and extremely unkind, what would you do? Why? How can anger get in the way of helping you achieve your purpose? How can anger be hurtful?

Can anger ever be helpful? How?

FILM SYNOPSIS:

During a game, Jess reacts angrily when the opposing player uses a racial slur against her.

Suggested Class Activity: Simon Says.

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 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?

Week #23: HONESTY

CLIP: *Big Fat Liar*

FOCUS: How can you earn the trust of others?

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?

FILM SYNOPSIS:

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.

Suggested Class Activity: Is it ever OK to lie?

- Divide the class into small groups.
- Instruct the students to come up with 3 school situations where they feel that it may be BEST not to tell the truth.
- After a few minutes the teacher will write down all of the ideas on the board and as a class, they will decide the 1 reason that seems most acceptable with justification.

Week #24: COOPERATION

CLIP: *Ice Age*

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

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

How easy is it to forgive the person...or to forget?

FILM 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?

Suggested Class Activity: Discussion

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:

In the second week of school, a new student enters your classroom. Everyone notices that the student is not from around here. The student is dressed in a VERY unusual manner and it seems very odd to you. Upon entering the room the teachers screams, "Who ARE you? And where are you from?!!" Embarrassed, the student hands the teacher a hall pass and takes a seat.

- Each group will give reasons to support the following statement: "The teacher showed disrespect for the new student."
- Each group will give reasons to support the following statement: "The student showed respect for the teacher."

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 discussion regarding the scenario

WEEK #25: KNOWING YOURSELF

CLIP: *Dead Poet's Society*

FOCUS: What is unique about you?

How important is it to fit in with the crowd?

Name two times when it would be best to go against the crowd?

FILM SYNOPSIS:

An unorthodox English teacher challenges his students to discover their uniqueness.

Suggested Activity: I'm Seeking Common Ground:

- Group sits in a circle of chairs or desks.
- One person stands in the middle. No empty chairs or desks.
- The person in the middle says (begin with teacher in the middle)...
"I seek common ground with...people that were born east of the Mississippi!"
Anyone, including the person in the middle, who was born east of the Mississippi must get up and move across the circle to find a new seat. You can't take the seat of the person next to you!
- There will be one person left in the middle who must ask the next question.
- The facilitator may choose to ask the first few questions to get the game going and set the tone. Such as:
 - *I seek common ground with people who wear glasses.
 - *I seek common ground with people who like sports.
 - *I seek common ground with people who like math.

Week #26: FACING PEER PRESSURE

CLIP: *Sky High*

FOCUS: What makes someone a true friend to another person?

What should you do if you hear someone say something bad about your good friend?

FILM SYNOPSIS:

At a party, a girl is told that her boyfriend has rejected her for a member of the popular crowd.

Facing Peer Pressure: **Activity:** Four by Four

Ahead of time, make up four by four grids with four letters of the alphabet and four categories down the side. Subjects can be school related (school supplies, school subjects, etc.), or general topics, such as TV's shows, girls' names, lunch food, etc.

Divide the students into groups of four or five and give each group a copy of the same grid. The groups' task is to fill in each of the sixteen blocks with one answer for each category and it must also begin with the proper letter. For example, if the category is something in school, and the letters are C, L, T, and B, students could write cafeteria, lockers, tables, and books, but groups would only score points for having unique answers which no other group has too.

Perhaps a small prize could be awarded to the group with the most unique answers. Discuss how the groups decided on their answer choices. Did one member of their group have more influence on the group's final answers? Were some members pressured to go along with the answers given?

Week #27 UNDERSTANDING BULLIES

CLIP: *The War*

FOCUS: Why are some people bullies?

How should you react to someone who is mean to you? Give two examples.

FILM SYNOPSIS:

The father of a boy who has been humiliated by bullies gives the bullies a gift.

Activity – Drawing Bugs

SEE ATTACHED HANDOUT: Building Dynamic Groups: Drawing Bugs

After the activity is complete, the group can discuss how people perceive things and other people differently. Perhaps this is why some people are bullies, or why others accept a bully's bad behavior.

Week #28: PRIDE: Seeking Self Esteem

CLIP: *Napoleon Dynamite*

FOCUS: How do we build self-esteem?

Name two people that you know who have great self-esteem. How do you know he/she has self-esteem?

FILM SYNOPSIS:

Rex, the martial arts instructor, attempts to sell his program for self-esteem to Napoleon and Kip.

Activity – Elimination Game

All students begin the game standing. The leader calls out a characteristic, and anyone who possesses that characteristic remains standing, while the others sit down. (For example, has a dog, likes math, has toast for breakfast) Feel free to get creative with the categories. The last person standing wins the game.

After the game, discuss how it felt to be the last one standing. How did it feel to be the first eliminated? Which do you think felt better?

Week #29: CITIZENSHIP

CLIP: *World Trade Center*

FOCUS: What makes someone a good citizen?

Name **three** ways you can demonstrate good citizenship.

FILM SYNOPSIS:

At the end of the film, at a ‘welcome home’ party, John McLoughlin reflects: “It’s all about...people taking care of other people, for no other reason than it’s the right thing to do.”

SUGGESTED ACTIVITY: Citizenship Pictionary

- Utilize the students’ agenda responses in order to draw pictures representing good citizenship.
- Students will take turns coming up to the board (or using a large sheet of paper) to depict one of their examples of good citizenship.
- Student volunteers will have 1 minute to draw their response, then others will guess what it represents.
- This may be done as a whole group activity or students may be grouped into teams.

Week #30: HONOR

CLIP: *Batman Begins*

FOCUS: Are there heroes in our world today?

“Actions speak louder than words”—what does that mean to you?

Give **two** examples of how you can be a real-life hero in your community.

FILM SYNOPSIS:

After a long absence Bruce Wayne meets Rachel at a posh hotel. She challenges Bruce to act upon the positive values he insists exist within him.

Suggested Class Activity: The Seat of Honor

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?

Week #31: TEAMWORK

CLIP: Remember the Titans **Clip #3: Rule IT Like Titans**

FOCUS: What qualities make a good team?

Is a great team necessarily a “winning” team?

Do you agree with the saying, “Winning isn’t everything; it’s the only thing.” Why or why not?

FILM SYNOPSIS: Coach Boone outlines the challenges of playing as a truly integrated football team.

Suggested Activity: “Faith Walk”

In your classroom, divide your students into pairs. One student in each pair volunteers to be blindfolded. The teacher tells **ONLY** the “sighted” partner a specific object in the classroom that the blindfolded person must locate. The “sighted” partner needs to guide the blindfolded person to the object **without** touching them...they may **ONLY** use verbal cues to guide their partner. Each partnership will be timed on how quickly they can cooperate and find the designated object and return it to the teacher. Teachers may want to put a one minute time limit on each pair and see who can co-operate the best and fastest. The teacher may choose to award the winning pair for their superior skills in cooperating with each other.

Week #32: CARING FOR OTHERS

CLIP: *Into the Arms of Strangers: Stories of the Kindertransport* Clip #2

FOCUS: What is selflessness?

Why do you think these parents gave up their children?

Name three ways you have been **selfless** in your life?

FILM SYNOPSIS:

This exceptional documentary presents the true story of the transport of thousands of imperiled Jewish children (whose parents were not allowed by Hitler to accompany them) to the safety of British homes in 1939.

1. Procedure: What does it mean to be a caring person? Have your class brainstorm a list of do's and don'ts for being caring. Ask for specific examples of each behavior they identify. Compare their list with the one at the bottom of this page. Hang the list up on the wall as a reminder.

Take some of the behavioral examples from activity #1, above, and turn them into role-play situations. The kids can act them out themselves. First have them role-play the uncaring behavior, and then the caring behavior. Have the group analyze each of the role-plays.

HOW TO BE A CARING PERSON

Treat people with kindness and generosity.

Help people in need.

Be sensitive to people's feelings.

Never be mean or hurtful.

Think about how your actions will affect others.

Always remember - we become caring people by doing caring things!

Suggested optional activities for substitution:

1. Engage in this activity as a team building activity outdoors as a hide-and-seek type game. Be sure to designate a specific area for this activity with parameters. Designate someone as “it” and this person gets to hide first. As each person in the group finds “it”, they stay and hide with that person. This continues until the last person finds the “it” group.
2. Use your note cards from WEEK 1 to honor a different student throughout the year. Share the **1** thing that they listed as something that you could share about them allow them to start discussion with the “sharing squishy ball”. (See Jolie if you do not know what this is!)
3. **New Planet Activity (Decision Making)**

Time: 25 minutes

Materials: **copies of worksheet** (1 per student on white); copies of worksheet (1 per group on colored paper). (See Tools at the back of this section for worksheet.)

Directions

- Explain that each person will receive a list of 30 people. However, due to air pollution, the earth’s ozone is too thin. In a few days, the earth will be too hot for people to survive. NASA is going to send rocket to new planet so humans will not become extinct. However, only 10 of the 30 people can go to the new planet. Each person has 5 minutes to decide by themselves who will go.
- Distribute copy of new planet worksheet to each person (copies on white paper).
- Next, divide group into groups of 3-4. Give each group a worksheet on colored paper. Each group has 10 minutes to come up with their list of people for the new planet.
- Ask each group to pick a recorder and a reporter.

Group process questions:

- How did you make your decisions individually?
- How did your group make its decisions?
- What were some challenges? How did you handle conflict? Did you have to compromise?
- Did a leader emerge? What was the leader’s style? How did she/he lead?
- What values influenced your decisions? Where do our values come from?
- What can happen when people with different values get together? (Point out any stereotypes that seemed to influence decisions. Reinforce no judgments in this group.)

New Planet Activity Sheet (Also attached)

4. Being a Caring Person:

A. Procedure: Ask your students to list (on the board) different things that kids at your school do which are either caring or uncaring. Discuss how they feel about these things. Brainstorm ways to make your school environment more caring. Create a list of recommendations. Design a poster that lists these ideas.

B. Group Discussion: Imagine that someone gives you \$20,000 but you have to spend it all to help other people. What would you do with it, and why? What effect would it have on the people you would be helping?

5. See Learning Matters Day packet for alternate suggestions.