

TEACHING GUIDE



For use with
Program 2

RESPECT

In the Children's Video Series



THIS PROGRAM TEACHES CHILDREN:

- How to be respectful people.
- That insults and put-downs are not harmless fun.
- The Golden Rule - treat people the way you want them to treat you.
- That treating people with respect makes better friendships.
- That bullying is a very hurtful form of disrespect.

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HOW TO BE RESPECTFUL

Treat other people the way you want to be treated.

Be courteous and polite.

Listen to what other people have to say.

Don't insult people, or make fun of them, or call them names.

Don't bully or pick on others.

Don't judge people before you get to know them.

THE STORY

Act 1

Burna finds herself alone and miserable when her friends abandon her for treating them disrespectfully and for bullying a new kid on the playground.

Act 2

Confused about her friends' attitudes toward her, Burna goes to a gazebo in the park, called the *Thinking Place*, where she has an imaginary dialogue with two park statues - Socrates and Diotima. The statues help her to get a better perspective on her own disrespectful behavior and equip her with some tools she can use to change her ways and win her friends back.

Act 3

When Burna makes a sincere but awkward effort to modify her behavior, her friends help her get it right, and she learns that good friendships depend on treating others the same way she wants them to treat her.

**Use Popcorn Park videos
to facilitate character education,
social and emotional development,
and critical thinking in your students.**

Character Education: means helping students *know* what is right, *care about* what is right, and *do* what is right. These videos and their follow-up activities promote all three aspects of the process.

- **Knowing:** Popcorn Park videos portray issues of right and wrong in terms of concrete behaviors which young children can recognize and understand.
- **Caring:** These videos depict good character in a context that makes it desirable to young children, i.e. the reward for having good character is that we have better friendships.
- **Doing:** Popcorn Park videos emphasize that character is expressed in what we do, not how we think or feel. The stories are designed to inspire action.

Social and Emotional Development: The stories in these videos are rooted in inter-personal relationships. The videos, together with the discussion questions and other follow-up activities, will help your children:

- Understand and identify feelings.
- Recognize the difference between thinking, feeling, and acting.
- Understand how their actions affect other people's feelings.
- Develop empathy - the ability to take someone else's perspective.
- Handle their relationships with other people in a positive way.

Critical Thinking: These videos explicitly encourage thinking as a means of problem-solving, and help kids learn to think through situations where personal feelings present an obstacle. Some of the critical thinking skills modeled in these stories are:

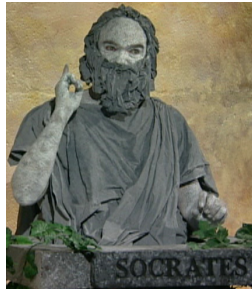
- Thinking clearly and honestly about a problem.
- Sorting out issues.
- Using questions to drive thinking and problem-solving.
- Asking the right question.

The Thinking Place

The second act of each video takes place in *The Thinking Place*, a gazebo in the park populated by two statues - Socrates* and



Diotima** - who come alive in the presence of anyone with a thorny problem and a good imagination. The story's main character arrives here confused and conflicted, bringing to life the two statues, who coach him/her in critical thinking and problem solving. Their guidance empowers the character to do the right thing in Act 3.



Socratic Method

True to his nature, Socrates' approach to thinking is, well, Socratic. He never tells anyone what to do, he just asks questions. Lots of good questions. And by asking the right questions he artfully guides the character to a clear understanding of what

must be done. But that only solves half the problem.



Emotional Intelligence

As we know, there is a difference between knowing what to do and having the will or ability to do it. Often, emotional and interpersonal concerns are actually the biggest part of the problem, and this is where Diotima comes in. Diotima deals with

the human dimension and sparks the insight that eventually helps the character carry out the right decision.

***Socrates** is credited with being the first person to apply serious critical thinking to questions of morality and conduct.

****Diotima** was a legendary Greek priestess and teacher who taught Socrates the connection between love of people and love of wisdom.

For guidance on conducting Socratic discussions in your classroom, please visit www.goodcharacter.com/popcornpark.

How to Use This Video

Popcorn Park videos are structured in **three acts**. We strongly recommend that you **stop the video** after each act and conduct a class discussion (the breaks between acts are clearly marked in the video). Pages 7-8 of this guide provide **discussion questions** that will help you engage your students in **meaningful reflection** about what they have just seen, exercise and train their thinking skills, and give you a way to assess and reinforce their understanding of the important ideas before proceeding. Breaking the video up in this way may be especially advisable for the younger grades. It is not necessary to show the entire video in a single day.

In addition to the discussion questions, this guide also provides **writing assignments, group activities**, and a **parents' take-home page** to maximize the impact and usefulness of the video. **You may have to rephrase some of this material to suit the age level of your children.**

- If you would like to teach your kids the **songs** from these videos, you'll find the lyrics (and much more) on our character education website at [<www.goodcharacter.com/songs.html>](http://www.goodcharacter.com/songs.html) The song lyrics are also in a PDF file on this DVD.
- This video series was produced in association with **Character Counts!** For more "Six Pillars" related activities and materials, please visit their website at [<www.charactercounts.org>](http://www.charactercounts.org)
- The **Character Education Partnership** outlines *Eleven Principles of Effective Character Education* on their very useful website at [<www.character.org>](http://www.character.org)

DISCUSSION QUESTIONS

Question to ask before showing the video.

1. Are teasing, putdowns, insults fun or funny?

Questions to ask after showing Act I

2. What happened in the video so far? What do you think of the way Burna treated her friends?
3. What are some of the disrespectful things Burna did while playing with her friends?
4. Burna justified her rude behavior to her friends by saying that she was just kidding. Does that make it okay? Why, or why not?
5. Why did Burna want to exclude the new kid from the game? How do you think it made him feel? Do you think Burna was acting like a bully? In what way?
6. What excuses did Burna's friends give for leaving the game? (*take care of the hamster, make sandwiches, read a book*) Do you think those were their real reasons? If not, what was the real reason? Can you think of some other ways they could have dealt with Burna if they didn't like the way she was behaving? What would you have said or done if you had been there?
7. When Burna's friends walked away from her, everyone, except Muggsy, made up excuses about why they were leaving. Did it take courage for Muggsy to stand up to Burna and tell her the truth? Why? Do you think the others were right to lie about their reasons? Would you think more highly of them if, like Muggsy, they told Burna the real reason they didn't want to play with her? Why, or why not?
8. Do you think Burna is aware of how other people feel about the way she treats them? Why?
9. From Burna's song, it seems she is confused about what she did. List some things you think are unclear in Burna's thinking. Can you think of a question Burna could ask herself that might help her understand what is going on?

Questions to ask after showing Act II

10. Why did Socrates ask Burna to throw the boomerang? What message was written on the boomerang? (*What goes around comes around*) What do you think that means?

11. Socrates told Burna that when she figures out what the message means, she'll have the answer to her problem. What did he mean by that? Why do you think Socrates refused to tell Burna what the message meant?

12. Diotima asked Burna, "how do you want your friends to treat you? Do you want them to make fun of you, exclude you?" How could this question help Burna understand how her friends are feeling?

13. Why did Diotima give Burna the disrespect alarm? Do you think Burna will use it? How might it help her?

14. Can you predict what Burna might do now after talking to Socrates and Diotima?

Questions to ask after showing Act III

15. At the beginning of Act 3, Burna's friends told her about four things she does that they consider disrespectful. What were they? (*see the next four questions*)

16. Groark told Burna, "you're always calling us names." What is so bad about name-calling?

17. Essie told Burna, "I'm tired of all your put-downs. Whenever I make a mistake, you make fun of me." What is so bad about that?

18. Nubbs told Burna, "it bothers me that you never listen to what anybody else has to say." What is so bad about that?

19. Muggsy told Burna, "when we're playing, and new kids want to join in, you leave them out instead of including them." What is so bad about that?

20. Did Burna learn anything about being more respectful? How can you tell?

21. What did the message on the boomerang mean? (*The way you treat others is the way they'll treat you.*) What does that have to do with respect?

Here are some general discussion questions about respect.

22. Is there anything you dislike about the way people treat each other here at school? Do you know of any disrespectful behavior? Describe it. How do you feel about it?

23. What do you like most about the way people treat each other here at school? Does it have anything to do with respect?

24. What is a bully? Is bullying an act of disrespect? In what way? Are there bullies here at school? Can someone be a bully without meaning to be? How?

25. How can treating people with respect prevent fights?

26. When you are with a group of kids, what things might other kids do or say that make you feel good? What things make you feel bad?

27. How does treating people with respect affect your friendships?

WRITING ASSIGNMENTS

1. Summarize the story of the video. Point out major turning points where something one character did affected the other characters.
2. Watch a movie or TV show and write about how the characters treated each other. In what ways were they respectful or disrespectful? Give some specific examples.
3. Write a letter from Burna's point of view telling someone else what she learned from her friends about respect and disrespect.
4. Draw a picture of Max, and write a description of him. Tell how you would treat him if he wanted to join in a game with you and your friends.
5. Write about an experience you had with bullying. Were you the bully? Were you the victim. Were you just watching? What happened and how did it make you feel?
6. Are kids ever picked on at your school? What do they get picked on about (height, weight, appearance, disability, accent, skin color, etc.)? Exactly how are they picked on? How do you think these kids feel about this? How do you feel about it?
7. In what ways do you treat people with respect? Are there any ways in which you don't?
8. Write a letter to an imaginary bully, telling this person what he or she is doing that you don't like, why you don't like it, and how you want this person to behave instead.

GROUP ACTIVITIES

1. What does it mean to treat other people with respect? Have your class brainstorm a list of do's and don'ts for treating people with respect. Ask for specific examples of each behavior they identify. Compare their list with the one on page 2 of this guide. Hang the list up on the wall as a reminder.
2. Go through each item on the list (#1, above), and have the children describe how Burna did just the opposite. Then ask them what Burna could have done to be more respectful.
3. Make a class contract in which the kids lay out a set of rules for having a respectful classroom. What will be the penalties for violating the rules?
4. Brainstorm ways to make your school environment more respectful. Create a list of recommendations, and place them in your school newspaper or on a poster.
5. Have the kids role play or use puppets to act out the following situation:
Four good friends are planning to spend a day at an amusement park. Two of them want to invite another kid who's new in school. The other two don't want to include this person because he/she is different in some way (different race, a "dweeb," from a foreign country, etc.). After the role play have a class discussion. Then, have four others do another role play changing what it is that's different about the new kid. Repeat this process changing the difference each time.
6. Bring in articles from newspapers and magazines describing situations in which respect or disrespect are issues. Talk about who is acting respectfully, and who is acting disrespectfully in these situations.

(Copy this page and send it home to the parents.)

PARENTS' PAGE

Dear Parent,

Your child has just viewed a video entitled "***The Six Pillars of Character: RESPECT***" featuring the **Popcorn Park Puppets**. This video depicts and identifies respectful and disrespectful behavior, and teaches that treating people with respect leads to good friendships and positive interpersonal relationships.

Here are some things you can do to reinforce the message of this video and our related learning activities.

- Ask your child to tell you about this video program and what he or she learned from it.
- Talk with your child about the importance of treating other people with respect. Make sure he/she knows that it is important to you, and that it will lead to stronger friendships.
- Watch a television program together, and talk about the various ways in which the characters acted respectfully or disrespectfully towards one another. Watch for put-downs, insults, and subtle forms of bullying.
- Help your child become sensitive to his or her own behaviors or language that may be of a disrespectful nature, as he or she deals with siblings or friends.
- Remember that you are a powerful role model for your child. If you treat people respectfully, that is what your child will learn from you.

goodcharacter.com

**Free Character Education Resources at
www.goodcharacter.com**

This content-rich website offers free character education resources, organized by topic and grade level, for K-12 teachers, coaches, and youth group leaders. You'll find curriculum materials, discussion questions, writing assignments, group learning activities, opportunities for student action, and lots of teacher support material. Many teachers have found this to be an excellent place to start for immediate implementation of a character development unit for any grade level.

This video series was produced in association with
CHARACTER COUNTS!™

The CHARACTER COUNTS! coalition is a consortium of the nation's largest and most influential educational and youth-serving organizations united in one overriding mission: strengthening the character of America's youth.



CHARACTER COUNTS!
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