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ABSTRACT

The activities and resources in this teacher's guide have been developed and field tested as part of the research and development mission of the P. K. Yonge Laboratory School of the College of Education of the University of Florida. The Elementary Affective Education for Human Relations Project utilized classroom teachers in a variety of settings to assist in the development and evaluation of these educational experiences for children. The program consists of techniques and activities, in conjunction with related learning resources, designed to provide 8-, 9-, and 10-year-old pupils with planned opportunities to grow in understanding and develop attitudes and skills needed to relate with persons from differing ethnic, cultural, and social backgrounds. Specific objectives include reduction of intergroup prejudice by modifying attitudes toward self and others in a positive direction, increasing self-awareness, and increasing the pupil's sense of well-being. Following field testing, activities were examined in light of teachers' comments and suggestions, with new ideas and activities added. Supplementary learning resources, available in several Florida counties, have been added to indicate the nature of materials available to classroom teachers. A teacher is encouraged to utilize this guide as a "recipe book." (Author/JM)

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ELEMENTARY AFFECTIVE EDUCATION
IN HUMAN RELATIONS
TEACHER'S GUIDE

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October, 1973

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ELEMENTARY AFFECTIVE EDUCATION FOR HUMAN RELATIONS

TEACHER'S GUIDE

INTRODUCTION

The activities and resources in this teacher's guide have been developed and field tested as part of the research and development mission of the P. K. Yonge Laboratory School of the College of Education of the University of Florida. In fulfilling this mission, research and development projects undertaken 1) are relevant to the problems and needs of public schools; 2) have findings communicated to educators in clear, understandable language; and 3) attempt to promote a climate for change within the schools. It is in this regard that the Elementary Affective Education for Human Relations Project utilized classroom teachers in a variety of settings to assist in the development and evaluation of these educational experiences for children.

The program consists of techniques and activities, in conjunction with related learning resources, designed to provide eight-, nine-, and ten-year-old pupils with planned opportunities to grow in understanding and develop attitudes and skills needed to relate with persons from differing ethnic, cultural, and social backgrounds. Specific objectives include reduction of intergroup prejudice by modifying attitudes toward self and others in a positive direction, increasing self-awareness, and increasing the pupil's sense of well-being.

The development project was staffed by a classroom teacher; a resource teacher in physical education, art, and music activities; counselors and a director/research consultant. Pupils included P. K. Yonge students (75%) and students from public schools in Alachua County (25%). The activities in the development project were designed to provide opportunities for students to participate in skill-developing experiences in reading and writing but engaged students in activity-oriented experiences as vehicles for learning. Data were gathered in areas of self-concept, social acceptance, and learner self-concept. Teachers of the classes in the field testing had opportunities to make suggestions, develop and contribute related activities, and report their own reactions as well as those of pupils in their classes.

Following field testing, activities were examined in light of teachers' comments and suggestions, with new ideas and activities added. Supplementary learning resources, available in several Florida counties, have been added to indicate the nature of materials available to classroom teachers. It is noted that while the list of suggested materials is provided, the teacher will need to examine materials and resources

available in the school and county media centers and use those rather than deleting an activity because a particular filmstrip or other aid is not available locally.

A teacher is encouraged to utilize this guide as a "recipe book" from which to select learning experiences appropriate to the teacher, the class, and resources available. While the units and activities are sequenced, it is not necessary for them to be presented as ordered. The teacher is regarded as the professional educator in a given class and as being in the best position to know 1) the pupils; 2) the overall curriculum experiences needed; 3) the psychological atmosphere prevailing in the class, the school, and the community; and 4) what resources are available and effective with that class. It is envisioned that the teacher will examine the classroom atmosphere, the experiences provided, and the nature and state of human relationships existing and developing in that classroom, school, and community. Creativity, innovativeness, and modification are encouraged.

Considered and carefully supervised curriculum experiences using the "self" as content is legitimate activity for young people. Learning experiences in human relations are occurring in the lives of pupils daily whether or not they are carefully thought through and directed toward positive and growth-producing relations. The curriculum activities provided herein are believed to be of such nature that they will assist in developing understandings, attitudes, and skills necessary to relate with people considering their differences as well as their similarities.

RATIONALE

Teachers are generally aware of the relationships between the cognitive and affective areas of functioning in the lives of their students. How a child feels about himself as a person and as a learner relates significantly to his involvement in the learning process and how he relates to others in the educational setting. Increasingly, teachers are accepting the legitimacy of the "self" as content for learning in what has otherwise been an information-oriented curriculum program. The integration of public schools has called upon all concerned to examine their attitudes and values related to human relations and to see the need for giving young people the tools and understandings necessary for effective human interaction. Hence, young people require opportunities to examine their relationships with others, understandings necessary to accept others, and skills needed to recognize obvious inconsistencies when their elders continue to operate with old prejudices and old misunderstandings. Further, educators' increasing awareness of both the importance of physical activity to release physical tension and experiential learning to increase relevance and interest tends to provide children with a more activity-oriented curriculum.

Those teaching methods providing the greatest success for a teacher tend to predominate in those selected from the variety of methods available to that teacher. Consequently, the remaining methods tend to be neglected, reducing teacher competency in those styles of teaching. As a student experiences success participating in one or several learning methods or styles, he tends to prefer those styles, thereby reducing his opportunity for success in a variety of others. In classroom situations in which teaching and learning styles are generally matched, both the student and teacher feel successful. As teachers examine and broaden the teaching styles used, the learning styles of an increasing number of students will be provided for. Consequently, the teacher is perceived as being more successful and students feel successful -- feel better about themselves as learners. Increased understanding of teaching and learning styles and increased skill in teacher self-assessment should enhance a favorable climate for positive growth for students and teachers alike. Activities in this curriculum guide tend to widen the range of teaching-learning styles used, thereby increasing the number of successful experiences, particularly for students who have experienced only limited success.

While these activities were all designed to be presented by the classroom teacher, resource persons available in most schools may be used; e.g., physical education, art, music, and the counselor. Following this pattern facilitates a team approach which should assist in integrating the total curriculum provided for students, thereby making learning more meaningful and relevant.

Dr. Vynce Hines, Professor of Education at the University of Florida, writing for the 1972 Yearbook of the Association for Supervision and Curriculum Development is quoted in order to provide the philosophical and theoretical basis for the curriculum development approach.

The older practice in education held that there were certain bodies of subject matter, usually organized, which in one way or another were to be learned by all the pupils in all the schools. These included the "three R's", plus perhaps geography, history, and one or two others in the elementary school; . . . These logically organized bodies of subject matter were, so it was thought, fundamental, and only the methods of teaching them were variable -- either through coercion or through "making them interesting."
(Squire, p. 140.)

. . . The reform initiated by John Dewey and developed by such interpreters as W. H. Kilpatrick was a new theory of psychology and a new role for the school -- to make a community of the school or to use the community for school purposes. Some of the guiding ideas for the development of an education appropriate to the new challenges included:

- Education should be continuous with the rest of life.
- Learning should be instrumental: i.e., a means rather than an end.
- Learning should be wholeheartedly purposeful on the part of the learner.
- "In directing education, we should remain always within the child's interest range and interest span." (Kilpatrick, p. 148.)
- Children are inevitably and incessantly active.
(Squire, p. 139.)

Advocates saw these rather than simply mastery of content as more desirable directions for growth of pupils engaged in the educational process.

. . . By growth was meant an increasing ability to make discriminations, to foresee consequences, to choose among alternative procedures, to act upon thinking, and to have an increased range and span of desirable interests . . . Learning took place when the pupil's ways of behaving changed along desirable lines rather than when he was able to give parrot-like responses to teachers' questions. Learning was much more than memorizing, it was incorporating experience into behavior. (Squire, p. 140-141.)

Freedom for Dewey was the power of effective choice, and the design of the curriculum and the methods of the teachers were planned to give every child an opportunity to make more and more effective choices in a social context. This is very different from freedom as the absence of restraint: it implies that the learning situation is such that alternatives are available for choice. The individual has the ability to foresee consequences of acting on various alternatives and to choose from them wisely in terms of their consequences for him and for others involved in the situation. Having made the choice, he, or they, if a group is choosing, have the means for realizing the choice in fact. The conscious direction of his actions toward considered social ends became an unfailing index of the child's progress toward maturity. (Squire, p. 122-123.)

Many teachers and their instructional programs have evolved from merely presenting and evaluating the student's grasp of facts -- the fact-knowledge level to the concept level of learning. Teachers are generally not provided with competencies in the affective domain, particularly concerning the "self" as content in the curriculum. Consequently, education in human relations and activities providing for values clarification experiences are often not only neglected, but may be carefully avoided. Thus, students are not provided with opportunities to grow in understandings, attitudes, and skills necessary for positive human relations.

The affective aspects of the curriculum, involving feelings, attitudes and values, focuses on non-academic aspects of development -- increasing awareness of self and others, increasing the pupil's sense of control over his life's situation, and examining his interpersonal relationships. The curriculum guide provides activities designed for moving to the values level of learning -- what a person attends to in his environment, how he makes decisions, what he acts on, and what he spends his time doing.

Louis Rath in Research Frontiers in the Study of Children's Learning edited by James B. MacDonald, notes eight manifestations of difficulty in valuing: apathy, flightiness, overconformity, nagging dissent, extreme hesitancy, playing of roles, extreme inconsistency, and persistent and continuing under-achievement. Teachers will recognize these among the characteristics of those pupils experiencing problems in their learning activities. The program provides assistance in developing teaching techniques and strategies which facilitate the value level of learning and the experience necessary to provide opportunities for students to learn to make more responsible decisions. The emphasis is on the process of valuing and values clarification rather than on the content. The concern is not with imposing or deposing, but on exposing and clarifying values.

QUICK REFERENCE CHART OF ACTIVITIES

Using this chart, a teacher may select on the basis of the type of activity such as writing, discussion, role playing, etc., or on the basis of need of the class to work on a problem area. The activities may also be grouped in other ways to form different chronological developments of the concepts or to supplement other curriculum activities. The purposes and types of activities are listed as used in the Project but variations of type are possible and teachers may see ways to accomplish purposes other than those listed.

ON-GOING ACTIVITY

TITLE	PURPOSE	TYPE	PAGE
Daily Reaction Paper	feedback on program	writing	5
Open Ended Sentences for Reaction Papers	suggestions for Reaction Papers	writing	6
Killer Statements	examine inhibiting behavior	discussion	8

UNIT I: WAYS PEOPLE ARE DIFFERENT AND ALIKE

TITLE	PURPOSE	TYPE	PAGE
1. Orientation Game	identify others in group	quiet game	10
2. What Do You Expect of Others?	reduce prejudgment	filmstrip (counselor)	11
3. Who I Am	differences in classmates	montage (art)	12
4. Different Ways of Doing the Same Thing	accept differences in others	bodily movement (physical ed.)	14
5. Advertisements	identify qualities of classmates	quiet games (counselor)	15
6. People Are Alike and Different	recognize and value differences	film and brainstorming	16

TITLE	PURPOSE	TYPE	PAGE
7. Families Are Different and Alike	recognize the needs of families	film and brainstorming	17
8. Different Families	recognize cultural differences	film and fact sheets	18
9. Different Families from Many Countries	understand needs of families	filmloops, charts, pantomime	19
10. Games and Dances from Many Cultures	understand needs of people	games and dances (physical ed.)	20
11. Our Families	recognize differences in classmates' families	chart and discussion	23
12. Our Families	perceive typical American family	montage (art)	24
13. My Family	appreciate classmates' families	role playing	25
14. Talent Time	recognize and value differences in many cultures	performing arts	26

UNIT II: WAYS PEOPLE HELP EACH OTHER

TITLE	PURPOSE	TYPE	PAGE
1. "Ways People Help Each Other" Mural	identify helping relationships	mural (art)	28
2. Brainstorming on Friendship	promote friendship	brainstorming and charts	29
3. Make New Friends	recognize types of friendships	song and game (music)	30
4. Insider-Outsider	recognize peer group behavior	quiet game (counselor)	31
5. Trust Walk	depend on another's judgment	outdoor walk (counselor)	33
6. Give Away	understand feelings about giving and receiving	quiet game (counselor)	34

TITLE	PURPOSE	TYPE	PAGE
7. Cooperation Squares	cooperate in problem solving	quiet game (counselor)	35
8. Helping Others and Others Helping You	value individual's contributions	games -- relays (physical ed.)	38
9. What Happens Between People	recognize group interactions	filmstrip and discussion (counselor)	39
10. Songs About Feelings	understand self	songs (music)	40
11. Getting Angry	recognize conflict	film and brainstorming	41
12. How Feelings Affect Sportsmanship	handle feelings in competition	game and discussion	42
13. You Got Mad, Aren't You Glad	understand hostility	filmstrip and discussion	44
14. Feelings Relay	recognize different feelings	game -- relay (physical ed.)	45
15. Values Murals	affirm values	murals (art)	47

UNIT III: WAYS PEOPLE EXPLAIN THEIR WORLD

TITLE	PURPOSE	TYPE	PAGE
1. Myths	identify myths	film and discussion	49
2. I Challenge -- Fact or Legend	distinguish between fact and legend	quiet game	50
3. Legends -- Further Development	identify legends	film, game and reading	51
4. Legend Plays	demonstrate understanding of group responsibility	language arts	53
5. Legend Masks and Scenery	(same as above)	masks and scenery (art)	55
6. Stereotypes	prejudge behavior	charts and game	56

TITLE	PURPOSE	TYPE	PAGE
7. The Fairy Ring	perceive stereotypes	filmstrip and discussion (counselor)	58
8. Discrimination Time	feel and react to discrimination	role playing	59
9. Discrimination Puppet Plays	recognize discrimination	dramatics	60
10. Circle Keep Out	feel and react to discrimination	active game (counselor)	62

PART I: TEACHER'S GUIDE FOR SUGGESTED ACTIVITIES

ON-GOING ACTIVITY

Daily Reaction Paper

PURPOSES:

- 1) To give staff daily feedback on program
- 2) To encourage children to express themselves to the staff without fear of judgment of peers.
- 3) To provide additional ways of:
 - a) developing self-awareness and awareness of feelings of others.
 - b) helping students develop more positive self-concepts.
 - c) helping students develop more positive attitudes toward the school experience.
 - d) helping children clarify their own personal value system.

MATERIALS:

Paper and pencil.

PROCEDURE:

Select the open ended sentence or sentences to provide the feedback on whatever activity was used that day.

Write on blackboard or provide dittoed sheets for each child.

Explain to children:

- 1) what reaction sheets are
- 2) why they are important for the on-going program and
- 3) how they are to be used.

Plan to use more time to write these for the first few days until children feel more at ease writing them.

ON-GOING ACTIVITY (continued)

Open Ended Sentences for Reaction Papers

All of the suggested open ended sentences may be used anywhere in the program. Some seem to be suited to particular units of the program as indicated.

UNIT I: WAYS PEOPLE ARE DIFFERENT AND ALIKE

1. I helped a new kid today . . .
2. Things I have learned about other people are . . .
3. Things I learned about a classmate's family are . . .
4. When I am a parent, my child won't have to . . .
5. One way I am not like everyone is . . .
6. One way I am like everyone is . . .
7. I wish my family would . . .
8. I can hardly wait to be able to . . .
9. When my family gets together, we . . .
10. If everyone were just like me . . .

UNIT II: WAYS PEOPLE HELP EACH OTHER

1. My best friend can be counted on to . . .
2. I helped _____ feel good today by . . .
3. _____ helped me feel good today by . . .
4. People will choose me for a friend if I . . .
5. People like being part of a group when . . .
6. Some ways I can make new friends are . . .
7. While working on "Cooperation Squares" I felt . . .
8. If my family moved I . . .
9. When I feel mad I . . .

UNIT III: WAYS PEOPLE EXPLAIN THEIR WORLD

1. I think it is unfair to . . .
2. I feel that the charades were . . .
3. The puppet plays made me feel . . .
4. Doing the discrimination groups today made me feel . . .
5. What did it require to put on your play?
 - a) Things I did were . . .
 - b) In my group I . . .
 - c) Within the class group I . . .
6. The thing I liked best about the program (our studies this year) is . . .
7. During "Circle Keep Out" I felt . . .
8. It is hard for me to be patient when . . .

ON-GOING ACTIVITY (continued)

Additional Open Ended Sentences:

1. Things I did today that made me feel good are . . .
2. Things I did since yesterday of which I am proud . . .
3. People would like each other better if . . .
4. When a group is working together on a (project, task, play, etc.) . . .
5. Three things I liked today were . . .
6. Things I have learned about myself are . . .
7. I learned that I . . .
8. I was surprised to learn that . . .
9. Something special I want you to know about me is . . .
10. One thing I really want to learn to do is . . .
11. I appreciate . . .
12. I resent . . .
13. I wish . . .
14. I wish my mother would . . .
15. I wish my father would . . .
16. I wonder why I . . .
17. I feel afraid when . . .
18. I feel happy when . . .
19. I feel sad when . . .
20. I feel angry when . . .
21. The way I feel most of the time is . . .
22. _____ hurt my feelings today by . . .
23. Perhaps I discriminated against someone by . . .
24. I think I hurt _____ feelings today by . . .
25. The things I liked about the (special event) today were . . .
26. The things I disliked about the (special event) today were . . .

Mural Reaction Sheets

1. I can hardly wait to be able to . . .
2. My best friend can be counted on to . . .
3. The things I liked best about our studies this year are . . .
4. I think it is unfair to . . .
5. People can hurt my feelings the most by . . .
6. Draw your wish . . .

ON-GOING ACTIVITY (continued)

Killer Statements

(Suggestion: May be used in all units)

PURPOSE: To provide opportunities for children to examine verbal and nonverbal behaviors which inhibit productive interpersonal relationships.

Killer Statements isolate us from others, causing others to be reluctant to relate to us. This is observable as others withdraw from us or the group. One of the ways to help children and teacher become aware of what they say or do to others is to declare a moratorium on hurting each other.

Killer Statements are statements made for the purpose of putting someone down. One example is, "Gee, don't you know how to do that?" Another is, "Dumb, stupid."

Laughter can be a Killer Statement if the laughter is an intentional put-down.

Encourage children to ask: "Was that a Killer Statement you made?" of each other. To reinforce awareness of Killer Statements, assign children to bring in Killer Statements they read or heard on television, radio or in a conversation. Discuss why they think these are Killer Statements.

After a period of time doing this, children and the teacher will become more sensitive to what they say and do to each other. As this awareness develops, challenge children to find and use alternatives to Killer Statements.

UNIT I: WAYS PEOPLE ARE DIFFERENT AND A LIKE

To help children begin to recognize, accept, and value the unique differences among people, the activities in this unit focus on the needs of all people. All people need homes, food, things of their own, jobs, love and affection, and rules for living together. The concepts of this unit focus on the child's understanding and valuing of the differences among his peers, their families and people of other cultures. In each of the activities, the differences and similarities are discussed and compared in ways which demonstrate that both are valued.

UNIT I: WAYS PEOPLE ARE DIFFERENT AND ALIKE (continued)

Orientation Game

PURPOSE: To help children identify members of group by their names.

MATERIALS: Paper for tags, straight pins, and felt pens.

PROCEDURE: Have each child print his name on one side of paper. On other side select and write a place (town; country) and a food that begins with first letter of his name. Pin paper on shirt with place-food side out. Each child introduces himself once with name, place and food. After all children do this, ask for volunteer to recite as many names as possible using as clues the place-food sides of tags.

REACTION PAPER: I helped a new kid today by . . .
(Refer to "Daily Reaction Papers" for more suggestions.)

ENRICHMENT: Can be used as a game giving each child one point for each correct name.

UNIT I: WAYS PEOPLE ARE DIFFERENT AND ALIKE (continued)

What Do You Expect of Others?

PURPOSES:

- 1) To promote an increase in children's ability to differentiate between their expectations of other individuals and their recognition of what the individuals actually are.
- 2) To promote understanding of how expectations influence actions and interactions.
- 3) To promote inclination to be open to other individuals and groups and try to avoid judgments of them.

MATERIALS:

Filmstrip projector, screen, cassette tape recorder, Kit: "What Do You Expect of Others?"

PROCEDURE:

Filmstrip is shown to children as tape cassette or record is played. (Instruction included with set.) Plot: Confronted with a new youngster eager to join their group, children discover that what you expect from people (and why) strongly influences subsequent interactions.

After the filmstrip, discussion should focus on expectations and their influence on actions and interactions. The leader may choose to use magazine pictures of men and women in uniforms to explore the associations between uniform and expectations. The children can list what they would expect of the person in the picture and how their expectations would affect their reactions and interactions.

REACTION PAPER:

I was surprised to learn that . . .

UNIT I: WAYS PEOPLE ARE DIFFERENT AND ALIKE (continued)

Who I Am

PURPOSES:

To extend opportunities to expose and clarify values about differences in classmates.

MATERIALS:

Construction paper or cardboard as base (approximately 12" x 18"), glue, scissors, crayons, magazines, and newspapers.

PROCEDURE:

Discussion with children of definition of montage. (Photographs pasted on paper to tell a story about you.)

Distribute magazines and scissors to children. Children look for and cut or tear out one each of the following:

- 1) My favorite food
- 2) My favorite color
- 3) My favorite car
- 4) My favorite sport or game
- 5) My favorite flower
- 6) My favorite animal
- 7) My favorite activity or hobby

When children have selected these pictures, they arrange and rearrange the cutouts on the montage base. When they decide upon a final arrangement, they glue them to the montage base. Put name on back of montage. After montages are all displayed, each child is to try to find one choice that is like his on another child's montage. Each child announces to the class the name of the child whose choice is like his. The children then form groups based on this choice. They are given two minutes discussion time to find at least two other favorite things they share. When the time is up, one person reports for each group how many and what kinds of favorite things they share.

ENRICHMENT:

- 1) Take a long piece of Kraft paper (enough to cover a large blackboard). Divide it into sections like a jigsaw puzzle. Cut the pieces out and give one to each child. Discuss the idea of people are alike and different and what makes you you. Child draws or paints on his piece of paper the things or thing that he feels are him. When everyone is finished, glue the puzzle pieces back together

UNIT I: WAYS PEOPLE ARE DIFFERENT AND ALIKE (continued)

on a blank piece of paper of the same length. Be sure you number the backs of the pieces and indicate the top and bottom. (Note: It takes much longer to put a jigsaw together than to paint one so allow plenty of time.)

- 2) Talk about symbols and how some of them originated. (Symbols are signs representing objects or ideas. Some, like good luck charms, arise from folk lore and mythology. Others, like scientific symbols, are arbitrarily assigned.)

\$ U + X PH₂O

money good luck religion danger flag water

Discuss the idea of inventing a symbol that tells something about you. After child has decided on his symbol, have him cut the symbol out of black paper. Use multi-colored art tissue paper to make a tissue paper collage background on tagboard (about 8" x 10") and paste the symbol on the background.

UNIT I: WAYS PEOPLE ARE DIFFERENT AND ALIKE (continued)

Different Ways of Doing the Same Thing

PURPOSES:

- 1) To use expressive body movement in front of peers as a lead-in to dramatic activities.
- 2) To extend perceptions of ways people in the group are alike and different through bodily expression in physical education activities.

MATERIALS:

Phonograph, record: "And the Beat Goes On" (or another popular instrumental recording), and chalk.

PROCEDURE:

Have each child find own space, large enough for arm spread all around. Explain that children will be expected to identify verbally after each activity whether it is:

- "Doing Your Own Thing,"
- "Cooperation," or
- "Competition."

Activities.

- 1) Individual Movement -- Follow instructions on recording: "And the Beat Goes On." If another instrumental recording is used, give children the following directions:
 - "Bend one part of your body, add another, etc.
 - Stretch one part of your body, add another, etc.
 - Shake one part of your body, add another, etc."
- 2) "The Moving Wall." -- Tell children your outstretched arms represent two walls of the room and that you will move slowly from one corner to the diagonally opposite corner. While the walls are moving in on them they may move in any direction they wish in this space but they are not allowed to touch anyone. (Doing Your Own Thing and Cooperation)
- 3) "Fill the Empty Space." -- Divide into four groups, assigning one group to each corner of room or area. Each group must use a different way of physically moving from their corner to an assigned corner as they are called on. They may not repeat another group's movements. (Cooperation)
- 4) Relay -- Four teams line up for a relay. On the signal "Go" the first child in each team runs to the chalk line (about 20 feet from the starting line) and back to his team, touching the hand of the next team member and going to the end of the line. Continue until everyone has one turn running. Identify winning team. (Competition)

REACTION PAPER:

One way I am like (or not like) everyone is . . .

UNIT I: WAYS PEOPLE ARE DIFFERENT AND ALIKE (continued)

Advertisements

PURPOSES:

- 1) To help children express personal qualities of others in the group.
- 2) To provide some feedback for group members.

MATERIALS:

Pictures (or name cards) of group members; prepared chart of questions.

PROCEDURES:

- 1) Have pictures face down on the table.
- 2) Each child selects one picture; keeping it secret.
- 3) Taking turns, each child "advertises" his "picture", using the questions as a guideline.
- 4) Other group members try to guess from the "Advertisement," who it is.
- 5) Discussion can follow focusing on how the individual of the "advertisement" felt about what was said -- also to add or change anything -- others in the group may also add or change statements.

Questions for discussion:

- 1) What is this person's favorite subject? Why does he like that subject?
- 2) What is this person's favorite pastime? school? What about it does he like?
- 3) When this person has something difficult to do, how does he act?
- 4) How does this person work with others?

REACTION PAPER:

Things I have learned about myself are . . .

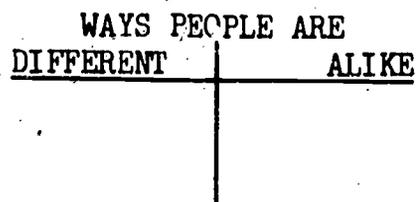
ENRICHMENT:

- 1) Use pictures of others not in the group first -- may be less threatening.
- 2) With pictures, have children tell story about what is happening in the picture.
- 3) Have children tell what they like and dislike about the picture.

UNIT I: WAYS PEOPLE ARE DIFFERENT AND ALIKE (continued)

People Are Alike and Different

- PURPOSE:** To help group begin to recognize and value differences in people.
- MATERIALS:** Projector and screen.
Film: "People are Alike and Different."
- PROCEDURE:** Define and explain rules of brainstorming (see below). List on blackboard all suggestions of ways people are different as fast as possible in approximately 2 minutes.



Then in same manner list ways people are alike. Introduce film. Have children look for ways people are alike and different that they did not list. After the film, check lists and add children's suggestions from film.

Assign some children to copy lists from board on large sheets for later display.

Brainstorming:

Brainstorming is giving suggestions about a topic as fast as possible.

Rules for Brainstorming:

- 1) Quantity is more important than quality.
- 2) No judgments -- no evaluation allowed.
- 3) Piggy-back on other people's ideas.
- 4) All statements are accepted.

REACTION PAPER: Things I learned about other people are . . .

ENRICHMENT: Mural representing ways people are alike and different. Study songs, dances, games, foods, etc., of people from different ethnic and cultural groups.

UNIT I: WAYS PEOPLE ARE DIFFERENT AND ALIKE (continued)

Families Are Different and Alike

- PURPOSE:** To broaden the concept of differences in people, specifically differences among family groups.
- MATERIALS:** Film projector and screen, newsprint and marking pens. Film: "Families are Different and Alike."
- PROCEDURE:** Challenge children to look for the many ways the families depicted in the film are alike and different. After film, list on the blackboard some of the ways families were alike and different. Divide class into small groups. Give each group paper and pen. Select a recorder for each group. Have each group brainstorm "How many ways are the families in our small group alike?" Refer to Activity "Ways People Are Alike and Different" for rules for brainstorming. Suggestions for areas to discuss for brainstorming sheet: number in family, ages of family members, pets, religion, jobs, type of house. These may be placed on sheets ahead of time or listed on blackboard to help children in their brainstorming. Have children share results of the brainstorming to become aware of similarities of families.
- REACTION PAPER:** Things I learned about a classmate's family are . . .
- ENRICHMENT:** Invite parents of children to come and talk with class about occupation, hobby or interest.

UNIT I: WAYS PEOPLE ARE DIFFERENT AND ALIKE (continued)

Different Families

- PURPOSE:** To broaden the concept of differences in people, specifically differences among family groups.
- MATERIALS:** Technicolor 1000 with sound projector.
Screen, Film: "Netselik in Autumn Camp Part I," second loop. Newspaper and marking pens.
- PROCEDURE:** Divide class into 8 small groups for four topics or problems. Children are to view film to look for facts relating to their specific topic. Topics are:
- a) Tool
 - b) Father's work
 - c) Mother's work
 - d) Children
- Facts may be listed on sheets during or after film. Share results with entire class. List on board six needs of every family: food, shelter, job, love, or affection, things of their own, rules for living together. Have children give examples of ways our classroom families are different from the Netselik family in the film. Challenge children to find ways the family is like theirs.
- REACTION PAPER:** When my family gets together we . . .

UNIT I: WAYS PEOPLE ARE DIFFERENT AND ALIKE (continued)

Different Families From Many Countries

- PURPOSE:** To broaden the concept of differences in people, specifically differences among family groups.
- MATERIALS:** Single concept loop projector, screen, newsprint and marking pens. Six film loops from various cultures. Ealing Corporation.
- PROCEDURE:** Prepare ahead of time a "Different Families" chart for each group. Divide charts into six areas with following topics:
- a) Ways Father works
 - b) Ways Mother works
 - c) Ways children play
 - d) Ways tools are used
 - e) Describe the home
 - f) Names of group and country studied.
- Allow 20 to 30 minutes for each group to view film loop and fill in charts. (Group may need to view film loop several times.) After all charts are completed, give each group 10 minutes to develop a pantomime of the culture they studied. Share these with group. Challenge groups to identify the actions of the pantomime.
- REACTION PAPER:** People would like each other better if . . .
- ENRICHMENT:**
- 1) Using same film loops make charts using different topics such as: games, food, clothing, music and dance, art, etc.
 - 2) Additional film loops for additional cultures.
 - 3) Have each group select a song, dance or game, etc., from their culture and present or teach it to the class. Ex: "The Yangtze Boatmen's Chantey" from Music Near and Far, Philippine Pole Dance, Mexican Cock Fight, etc.
 - 4) If families of children are representative of various cultures and nationalities, invite them to talk with class.

UNIT I: WAYS PEOPLE ARE DIFFERENT AND ALIKE (continued)

Games and Dances From Many Cultures

- PURPOSE:** To provide a way for children to recognize and value differences in people of other cultures through their games and dances.
- MATERIALS:** Two bamboo poles (about 6 feet long) and two crossbars, 10 lummi sticks, 2 hula hoops, 6 bean bags, colored strips of paper, and handkerchief.
- PROCEDURE:** Select games or dances from countries or cultures children are studying. (See example: Game and Dance Descriptions.) After children have become familiar with the activities and skills, ask them to identify ways children of other cultures play or dance that are similar to those of our culture or class group. For example: Japanese Tag and our Poison Tag; Ghana Grab-it and our Steal the Bacon. Ask children if they discovered any dances or games that were very different from games of our culture or class group.
- REACTION PAPER:** Things I learned about people in other cultures are . . .
- ENRICHMENT:** Many of these games and dances fit well into a talent time program.

UNIT I: WAYS PEOPLE ARE DIFFERENT AND ALIKE (continued)

Games and Dance Descriptions

JAPANESE GAME

"Japanese Tag." Any player who is tagged must hold his hand on the spot where he was tagged while attempting to tag others.

MEXICAN GAME

"Cock Fight." Circle formation with leader standing in the center. Leader selects two players from circle to represent two cocks. They stand back to back while leader pins a piece of colored paper on the back of each. The cocks then face each other. Each tries by moving or jumping about to discover the color of paper on the back of the opponent, without letting the opponent catch a glimpse of the color on his own back. The winning cock is the one who first discovers the color of the paper. Two other cocks are then chosen.

GHANA GAME

"Grab-it." Two teams, equal in number, stand facing each other, several feet apart. The leader places a handkerchief halfway between the lines. At a signal, the first player from each team runs toward the object. He tries to snatch it and get it back to his own line without being tagged by the other child. If tagged, he joins the opposing team.

"Tinikling" (BAMBOO POLE DANCE) - PHILIPPINES
(Equipment: two bamboo poles and two crossbars)

The Tinikling dance of the Philippines depicts the movements of a long-legged bird "Tinikling." The dancers imitate its movements by stepping in and out of the bamboo poles while the seated dancers manipulate the poles, trying to trap the Tinikling's legs.

The $3/4$ rhythm is maintained by the seated players in the following manner:

- count 1 - strike poles together
- count 2 - strike poles on wood crossbars (about 2 feet apart)
- count 3 - " " " " " " " " " "

The verbal cues "in-out-out" will help the players maintain a steady rhythm.

Beginners step: Facing poles, step on one foot in between poles on count 2 or 3 and outside of opposite pole before count 1 of next measure. Children can play Follow the Leader using this step to become acquainted with the changing pattern of the poles -- learning that they can not step between the poles on count 1 when they are struck together.

Step One: On count 2 and 3, leap sideways into middle on right, then left foot and sideways on right foot outside poles on count 1. Leap sideways into middle to left, then right foot. Continue this step for about 8 measures.

UNIT I: WAYS PEOPLE ARE DIFFERENT AND ALIKE (continued)

Games and Dance Descriptions (cont'd)

Step Two: Stride step. Jump astride both poles on count 1. Jump in middle (both feet) on counts 2 and 3. Continue for about 8 measures. After these steps are mastered, children may dance in pairs, holding hands, back to back, or on opposite sides of the poles.

POLISH GAME

Description of Game: Players are in a single circle formation. One player who has been appointed as "It" walks around the outside of the circle. He taps another player on the shoulder and greets him with "dzein (jane) dobry (dough-bri)" which means "good morning." He then runs around the circle. The tapped player meanwhile runs around the circle in the opposite direction. When they meet one another, they shake hands, stoop three times, and say, "jak (yaak) sie (sheh) masz (ma-sh)" which means "How are you?" They then continue running to the vacant spot. The last one there becomes "It" for the next round and the game continues.

CHINESE GAME

Description of Game: Ten sticks about a foot long will be needed for each player. A starting line is drawn on the floor or ground. The players stand behind this starting line. Ten sticks are laid on the ground in a line in front of each player. The sticks are about 12 inches apart. On the starting signal, all the contestants begin hopping on one foot over the sticks. When they reach the last stick, they kick it away with their hopping foot and then turn around and hop back on the opposite foot. When they reach the first stick, they kick it away with their hopping foot. They continue in this manner until all except the last stick has been kicked away. The player who finishes first is the winner.

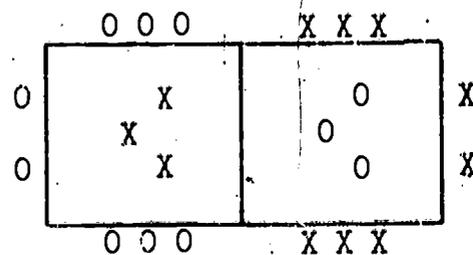
ESKIMO RACE

Description of Game: A starting and a finish line are drawn 10 or more feet apart. The children are lined up toeing the starting line with their feet together and their knees rigid. On the starting signal they travel forward by springing on their toes with the legs held straight. The child who reaches the finish line first is declared the winner.

"VOELKERBALL" - GERMAN GAME

(Equipment: soccer ball)

Two teams of eight to thirty players. Three players of a team stand inside one-half of the rectangular area, with opposing team around the outside of the area. Players try to hit the opponents inside the area with the ball. When a player is hit, he joins his team on the outside. If he can catch the



UNIT I: WAYS PEOPLE ARE DIFFERENT AND ALIKE (continued).

Games and Dance Descriptions (cont'd)

ball, he may throw it at an opponent outside the area, who is out of the game if hit. Game is finished when one team has no more players in the area.

RULES: All players must stay within their designated areas. When a player inside the area is hit, he leaves the area and joins his team on the outside. Winning team is the one which is able to get all three of the opposing team's players out of the area by hitting with the ball.

UNIT I: WAYS PEOPLE ARE DIFFERENT AND ALIKE (continued)

Our Families

- PURPOSE:** To examine differences in people, specifically differences among family groups within our class.
- MATERIALS:** Magazines, newspapers, scissors, newsprint, and marking pens.
- PROCEDURE:** Prepare Our Families charts. Divide sheet into six sections with the following topics:
- a) Ways Father works
 - b) Ways Mother works
 - c) Ways children play
 - d) Ways tools are used
 - e) Describe the home
 - f) Foods we eat
- Divide class into small groups. Allow about 15 minutes for each group to discuss and record facts about their families related to these topics. Give each group an assortment of magazines for cutouts. Using the chart as a basis, cut out many pictures representing each topic on the chart. These will be used to create a "Typical American Family" montage by the group (see "Our Families" - Art Activity).
- REACTION PAPER:** I was surprised to learn that . . .
- ENRICHMENT:** The words of some popular songs, for example: "Sometimes" by The Carpenters, could be used to discuss children's feelings about their families.

UNIT I: WAYS PEOPLE ARE DIFFERENT AND ALIKE (continued)

Our Families (Montage)

- PURPOSE:** To provide an opportunity for children to demonstrate their perceptions of a typical American family.
- MATERIALS:** Cardboard for base of montage, glue, scissors, and cutout pictures.
- PROCEDURE:** Review definition of montage. Group selects and arranges the pictures which represent a typical American family. Both sides of cardboard are to be covered with cutouts.
(Suggestions: have children complete gluing on one side before starting on other side.)
Challenge children to find best way to display montage to show both sides. For example: mobiles, hang from ceiling, windows.
- REACTION PAPER:** When a group is working together on a . . .

UNIT I: WAYS PEOPLE ARE DIFFERENT AND ALIKE (continued)

My Family

- PURPOSE:** To provide an opportunity for children to demonstrate their perception of differences among immediate family groups.
- MATERIALS:** Provide listing of choices for role playing.
- PROCEDURE:** Have class form small groups of 3 or 4.
Discuss and choose a topic from the following list:
- a) a joke someone played . . .
 - b) a surprise . . .
 - c) a problem in our family . . .
 - d) when my mother, father, or brother was angry . . .
- Give each group short time to plan for role playing. Each group presents their play to class. Depending on choices presented discuss the ways families of classmates are alike in the way they live together; ways families are different in the way they live together.
- REACTION PAPER:**
- 1) I wish my family would . . .
 - 2) I was surprised to learn that . . .

UNIT I: WAYS PEOPLE ARE DIFFERENT AND ALIKE (continued)

Talent Time

PURPOSE: To provide an activity through which children demonstrate their recognition and valuing of differences among their peers and their families as well as people of other cultures.

MATERIALS: Depends on activities selected by children.

PROCEDURE: Have children review all activities of this unit (charts, games, art, etc.). Groups select the culture they wish to represent in Talent Time program. Representation can be done by songs, dances, games, skits, pantomime, etc. (Note: all children will have part in Talent Time. Some will be on stage, but some may participate through making scenery, costumes, musical accompaniment, etc.)

REACTION PAPER:

- 1) The things I liked today about the Talent Time were . . .
- 2) The ways I helped with Talent Time were . . .

ENRICHMENT: Have children draw a scene from their presentation in Talent Time. These could be used as an evaluation of Talent Time. Be sure to have children who were off stage draw a picture of their help in putting on the Talent Time.

UNIT II: WAYS PEOPLE HELP EACH OTHER

This unit encompasses two of the needs of all people -- love and affection and the rules for living together. The activities are designed to help children develop their understanding of: building friendships; group interaction; and expressions of hostility. By examining the actions and feelings of others, children are helped to recognize that expression of and response to feelings are an important aspect of helping relationships.

UNIT II: WAYS PEOPLE HELP EACH OTHER (continued)

"Ways People Help Each Other" Mural

- PURPOSE:** To provide opportunities for students to identify ways for people to help each other.
- MATERIALS:** Kraft paper (6 feet in length), scissors, magazines, glue, crayons, tempera paints, brushes.
- PROCEDURE:** Prepare as many lengths of paper for murals as there are groups. Each group is to use paints, crayons, and cutouts to compose their mural. This allows for varying skills with art materials within the group. The brainstorming "Friendship" charts could give groups ideas for the mural.
- REACTION PAPER:** When a group is working together on a mural . . .
- ENRICHMENT:** Make a list of all the different ways the class found for people to help each other.

UNIT II: WAYS PEOPLE HELP EACH OTHER (continued)

Brainstorming on Friendship

- PURPOSE:** To provide opportunities for students to identify ways to demonstrate and foster friendship.
- MATERIALS:** Newsprint and marking pens, Kraft paper for mural.
- PROCEDURE:** Review rules for brainstorming (see example: "People Are Alike and Different," Unit I). Prepare ahead of time "Friendship" charts. Divide class into small groups. During brainstorming groups are to answer one of the following questions:
- 1) What are the things you can do to make a new friend?
 - 2) What kinds of things do friends do for each other?
 - 3) What hurts or destroys friendship?

After five minutes have groups share their charts with class. Ask for suggestions to be added that groups may not have on their charts. Display charts. Children may add to the charts as they become aware of additional ideas. Put a large sheet of Kraft paper titled "Friendship is . . ." in the vicinity of the charts. As children become aware of behavior exhibiting friendship, they may draw a picture showing this behavior on the mural.

REACTION PAPER: People will choose me for a friend if I . . .

UNIT II: WAYS PEOPLE HELP EACH OTHER (continued)

Make New Friends

- PURPOSES:
- 1) To help new children feel accepted.
 - 2) To help children become aware of different kinds of friendships.
- MATERIALS:
- Words and music to "Make New Friends."
White and yellow construction paper.
Cut small squares or circles from construction paper.
- PROCEDURE:
- Give each child a yellow and white circle (or square). After the song has been taught to the class, tell children they are to select a new friend in the class to whom they will give their white (silver) circle and an old friend to whom they will give the yellow (gold) circle. They will have only the time available to deliver the "silver" and "gold" that it takes the rest of the class to sing the song. Select one row or table at a time. After the whole class has had a chance to give away their "silver" or "gold", discussion can be held about friendships, new and old. The new children in the class may be surprised at all the "silver" they receive.
- REACTION PAPER: Some ways I can make new friends are . . .

UNIT II: WAYS PEOPLE HELP EACH OTHER (continued)

Insider-Outsider

PURPOSE: To help children appreciate the feeling of belonging with or isolation from a peer group.

MATERIALS: Paper for tags, marking pens.

- PROCEDURE:
- 1) Divide children into small groups, 6-8.
 - 2) With an adult leader (in each group or moving from group to group) have each group choose or make up a nonsense word.
Ex. naggy marst danst
 bonyx whigt
 tild rurst
 - 3) Explain that the nonsense word represents -- an activity which is fun to do.
Ex. blowing up balloons
 making ice cream
 (the stranger, the better)
 - 4) In groups:
 - a) decide what activity the nonsense word chosen represents.
 - b) make a name tag with your word on it.
 - c) keep your activity a secret.
 - 5) Have children visit other groups, one at a time. This child, "outsider," tries to find out what the other groups are doing by joining them and asking questions which give clues to the activity.
Ex. May I bring my swimming suit? Will I be full after eating?
 - 6) Allow each child in group to go to another group and be the "outsider."
 - 7) Have each group pantomime their activity while others guess.
 - 8) Discussion:
 - a) How did you feel as a member of your group? How did you feel when you were an "insider" and knew what the activity was?
 - b) How did you feel when you visited groups as an "outsider"?
 - c) Name situations in your life when you have felt like an "outsider." What could someone do to make you feel better?
 - d) What things have you done when you were an "insider" to help someone else (an "outsider") feel better?

UNIT II: WAYS PEOPLE HELP EACH OTHER (continued)

(Note: Because of the complexity, the explanation should be given step by step. A leader for each group would be most beneficial.)

REACTION PAPER: People like being part of a group when . . .

ENRICHMENT: Group might extend invitations to other group members, one at a time, to come join them. Instead of asking questions, the outsider may only make statements to which the "insiders" can respond.

UNIT II: WAYS PEOPLE HELP EACH OTHER (continued)

Trust Walk

- PURPOSES:
- 1) To have children experience the need for trusting another child.
 - 2) To have children explore the feeling of depending on another's judgment and skill for a sense of safety (well being).

MATERIALS: Cloth blindfolds for half the class.
A large area for activity (playground).

PROCEDURE: Children are asked to select a partner. The activity is explained as a Trust Walk. The member of the pair chosen to be the guide first is to lead his blindfolded partner around the playground within certain boundaries. Children are asked to focus on the feelings they are having while being led and while leading their partners. The pairs are sent out and after an allotted period of time (perhaps 5-10 minutes), the rôles are reversed for the same amount of time. The group is then reassembled and the group leader should encourage discussion about the dynamics of trusting someone else and the responsibility of being trusted.

REACTION PAPER: The thing I liked about the Trust Walk was . . .

UNIT II: WAYS PEOPLE HELP EACH OTHER (continued)

Give Away

- PURPOSES:
- 1) To explore feelings about giving and receiving.
 - 2) To explore the basis for giving.
- MATERIALS:
- Colored blocks (buttons, paper money).
- PROCEDURE:
- 1) Select a banker -- rotate until all children have turn.
 - 2) Banker gives away all "money" until none is left -- at his discretion giving to whomever he chooses.
 - 3) After each banker's turn -- the group discusses:
 - a) How did the banker make his decisions?
 - b) How did each member feel about what he received?
 - c) Why do some receive more or less than others?
- (Note: Suggest that "money" be collected before discussions.
Difficulty may arise if "money" is always distributed exactly equally.)
- REACTION PAPER: If I had \$100.00 to give away I would . . .
- ENRICHMENT:
- 1) May be changed by having all children except the banker close their eyes while the banker distributes "money."
 - 2) Banker may select group member to follow him as banker. This allows for discussion concerning how the selection is made.



NIT II: WAYS PEOPLE HELP EACH OTHER (continued)

Cooperation Squares*

- PURPOSE:** To help children explore the dynamics of cooperating, team learning, and problem solving.
- MATERIALS:** Before class, prepare a set of squares and an instruction sheet for each five students (see diagram: Cooperation Squares). A set consists of five envelopes containing pieces of stiff paper cut into patterns which will form 6" x 6" squares, as shown in the diagram. Several individual combinations will be possible but only one total combination. Cut each square into the parts a through j and lightly pencil in the letters. Then mark the envelopes A through E and distribute the pieces thus: Envelope A, pieces i, h; e; B, pieces a, a, a, c; C, pieces a, j; D, pieces d, f; and E, pieces g, b, f, c. Erase the small letters from the pieces and write instead the envelope letters A through E, so that the pieces can be easily returned for reuse.
- PROCEDURE:** Divide the class into groups of five and seat each group at a table equipped with a set of envelopes and an instruction sheet. Ask that the envelopes be opened only on signal.
- Begin the exercise by asking what cooperation means. List on the board the behaviors required in cooperation. For example: Everyone has to understand the problem. Everyone needs to believe that he can help. Instructions have to be clear. Everyone needs to think of the other persons as well as himself.
- Describe the experiment as a puzzle which requires cooperation. Read the instructions aloud, point out that each table has a reference copy of them. Then give the signal to open the envelopes.
- The instructions are as follows:
Each person should have an envelope containing pieces for forming squares.
At the signal, the task of the group is to form five squares of equal size.
The task is not completed until everyone has before him a perfect square and all the squares are of the same size.

* This exercise is adapted from Communication Patterns in Task-Oriented Groups, by Alex Bavelas and A Handbook of Structured Experiences for Human Relations Training, Vol. 1, by J. William Pfeiffer and John E. Jones.

UNIT II: WAYS PEOPLE HELP EACH OTHER (continued)

These are the rules:

No member may speak.

No member may ask for a card or in any way signal that he wants one.

Members may give cards to others.

When all or most of the groups have finished, call time and discuss the experience. Ask questions such as:

How did you feel when someone held a piece and did not see the solution?

What was his reaction when someone finished his square and then sat back without seeing whether his solution prevented others from solving the problem?

What were your feelings if you finished your square and then began to realize that you would have to break it up and give away a piece?

How did you feel about the person who was slow at seeing the solution?

If you were that person, how did you feel?

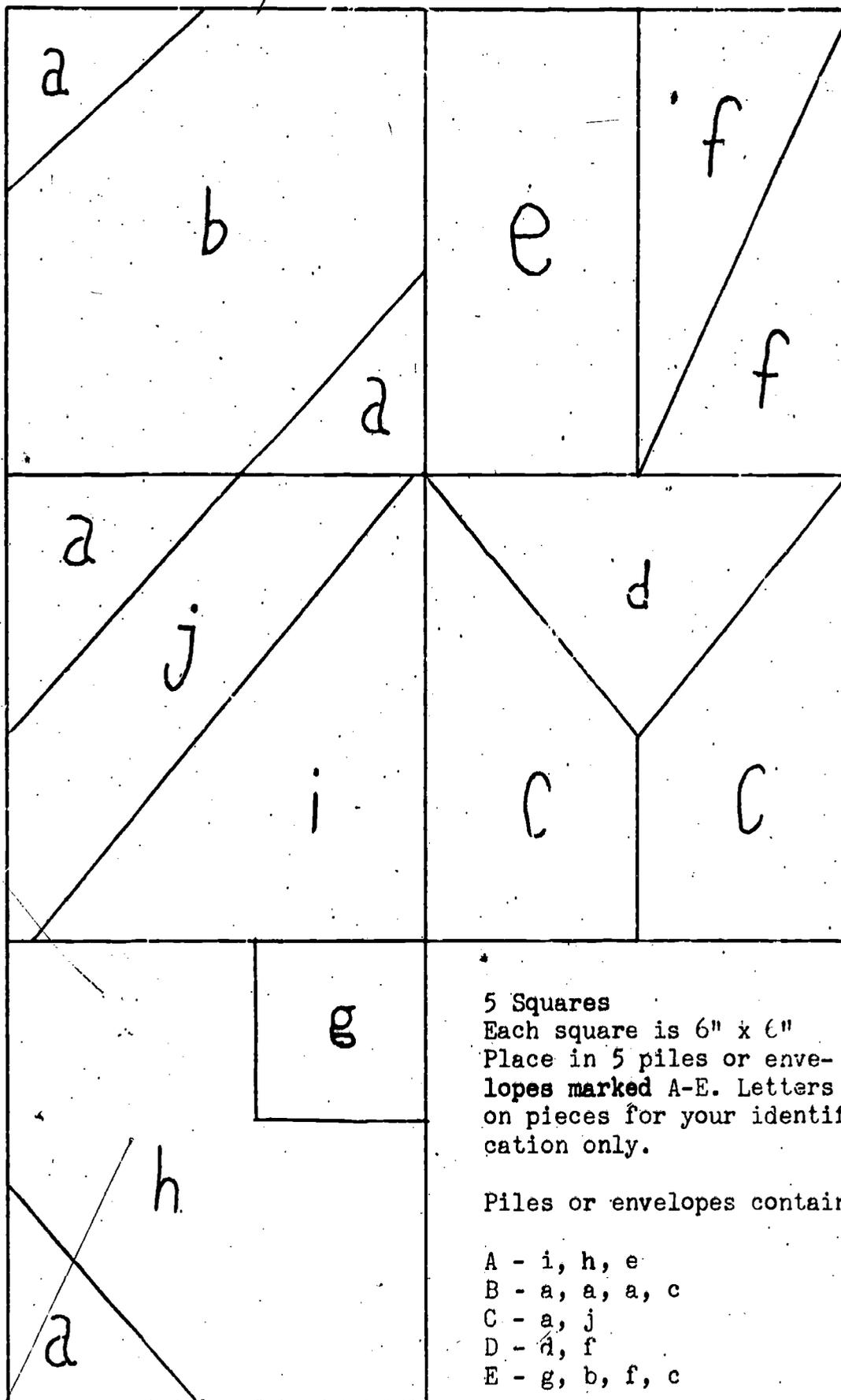
Was there a climate that helped or hindered?

REACTION PAPER:

While working on Cooperation Squares I felt . . .

UNIT II: WAYS PEOPLE HELP EACH OTHER (continued)

Diagram: Cooperation Squares



5 Squares
 Each square is 6" x 6"
 Place in 5 piles or envelopes marked A-E. Letters on pieces for your identification only.

Piles or envelopes contain:

- A - i, h, e
- B - a, a, a, c
- C - a, j
- D - d, f
- E - g, b, f, c

UNIT II: WAYS PEOPLE HELP EACH OTHER (continued)

Helping Others and Others Helping You

- PURPOSES: To help children recognize the value of working together to solve problems, the necessity of accepting as well as giving help in solving problems and the value of each individual's contributions in solving problems.
- MATERIALS: 2 lines drawn on ground about 20 feet apart.
- PROCEDURE:
- 1) Math Relay
Divide class into equal teams -- about 5 or 6 to team. Leader gives each member of team a number. This relay is a simple running relay. (Player runs from position to line and back to position.) The teacher calls out a math problem in addition. For example, "2 plus 2." The number 4 member of each team becomes the runner and the first runner back in place scores a point for his team. The game continues in this fashion. The teacher may use subtraction, multiplication, or division problems, depending on the math skills of her class. Explain to children that no one may help another member of the team with the solution to the problem. If so, the opposing team will get a point. After each person has had a turn, announce the rules will be changed. Now, anyone may whisper a solution to the runner of their team. They continue the game until each player has had a turn. After playing by each set of rules (without help and with help) discuss with children which way they liked the best.
 - 2) Helping Relay
Same area and same size groups required. Each team selects their fastest runner. This runner becomes number 1 and is called the helper not the leader. At the starting signal, number 1 (the helper) takes the hand of number 2 and runs with him to line and back to starting position. Number 2 goes to end of line and number 1 (helper) takes number 3's hand and repeats run. Game continues until number 1 has helped each member of the team. The first team to finish is winner. Ask children on winning team how many thought they were able to run faster by having the helper run with them. Ask other teams if this helped. Further discussions could lead to needs for help, giving help, teamwork, etc.

UNIT II: WAYS PEOPLE HELP EACH OTHER (continued)

What Happens Between People

PURPOSES:

- 1) To promote an increase in children's ability to recognize the different interactions they engage in as individuals and as members of groups;
- 2) To promote awareness that all interactions involve some form of communication;
- 3) To promote willingness to experiment with a variety of interactions and to explore relationships with other persons.

MATERIALS:

Filmstrip projector, screen, cassette tape recorder.
Kit: "What Happens Between People"

PROCEDURE:

Filmstrip is shown to children as tape cassette or record of dialogue is played. (Instructions included with set.)

Plot: Moving day provided Freddie with opportunities to explore the concept of human interaction. With him, your children discover the different types of interaction (verbal, physical, etc.), positive and negative characteristics, and various objectives of interaction.

After the filmstrip, the children are asked to share the different kinds of interaction they observed in the filmstrip as well as interactions they have participated in that day. Magazine pictures of people in action or participating in interesting interactions may be used to stimulate discussion.

REACTION PAPER:

If my family moved I . . .

UNIT II: WAYS PEOPLE HELP EACH OTHER (continued)

Songs About Feelings

- PURPOSE:** To help children understand the meaning of self concept and how self concept can affect your actions and feelings.
- MATERIALS:** Sheet music or recording of a popular song, such as, "What About Me?" or "Reflections" or "I Can See Clearly Now."
Phonograph.
Prepared copies of words to song.
- PROCEDURE:** Teach song to class. Give children a copy of words to the song. Discuss meaning of song, why it was written and what it is trying to tell us.
- REACTION PAPER:** The words to the song we learned made me feel . . .

UNIT II: WAYS PEOPLE HELP EACH OTHER (continued)

Getting Angry

- PURPOSE: To help children examine conflict and ways of handling feelings.
- MATERIALS: Newsprint, crayons or felt pens. Film projector, screen, and film: "Getting Angry."
- PROCEDURE:
- 1) Divide class into small groups.
 - 2) Show movie up to place teacher in film gets group together; stop film. (This is before suggested stop and discussion place.)
 - 3) Each group will be expected to brainstorm what they think happened up to point the movie is stopped.
 - 4) Groups brainstorm for 5 minutes and write possible solutions to problems they described on brainstorming sheets.
 - 5) Show rest of film which reviews what really happened and shows the solution provided by teacher.
 - 6) Group leaders read group solutions and compare their solutions to what really happened. Ask group if their solution would have worked.
- REACTION PAPER: I feel angry when . . .
- ENRICHMENT: Role play feelings of children in movie. Ex. Willie, Fred, James, and teacher.

UNIT II: WAYS PEOPLE HELP EACH OTHER (continued)

How Feelings Affect Sportsmanship

- PURPOSES:
- 1) To help children become aware of problems originating from competitive team games.
 - 2) To help children learn to handle feelings under stress of competition.
 - 3) To assist children in becoming aware of the components of sportsmanship.

MATERIALS: 2 rubber playground balls of equal size.

PROCEDURES: Discuss the meaning of the following words when applied to competition in games:

Cooperation, modesty, dependability, honesty, respect for authority and rules. (All traits described are necessary components of Good Sportsmanship.) Describe game of Arena Dodge-ball -- rules, etc. (see example: Arena Dodge-ball). After each person has had a turn in the game, announce score, determine winners and losers. Analyze through discussion with children how many traits of good sportsmanship were exhibited during and immediately following announcement of the score at the end of the game. Ask children to close eyes and try to think if there was a time they got angry during the game. If so, were they able to act as good sports or did they exhibit poor sportsmanship at this time. This should be used as a thinking exercise.

REACTION PAPER: People would like each other better if . . .

- ENRICHMENT:
- 1) Select referees and a scorekeeper for game. Teacher keep a running score on traits of sportsmanship exhibited by players during and immediately following the announcement of the final score. (Ex. Give a "+" mark for each demonstration of good sportsmanship using the 6 components as a guide and a "-" mark for each demonstration of poor sportsmanship.) Announce team exhibiting highest number of "+"s" of good sportsmanship.
 - 2) In classroom ask each child to write, identifying his problem which leads to anger during competitive games. Following this have child write some possible alternative solutions to

UNIT II: WAYS PEOPLE HELP EACH OTHER (continued)

his problem. Collect papers and store for a period of time (2 or 3 weeks) during which the same game or similar games are played by class. At the end of this period of time, pass out papers. Ask students to circle the alternative solution for their anger problem.

UNIT II: WAYS PEOPLE HELP EACH OTHER (continued)

Arena Dodge-Ball

Type: Dodge-ball
Playing Area: Gymnasium or
playground

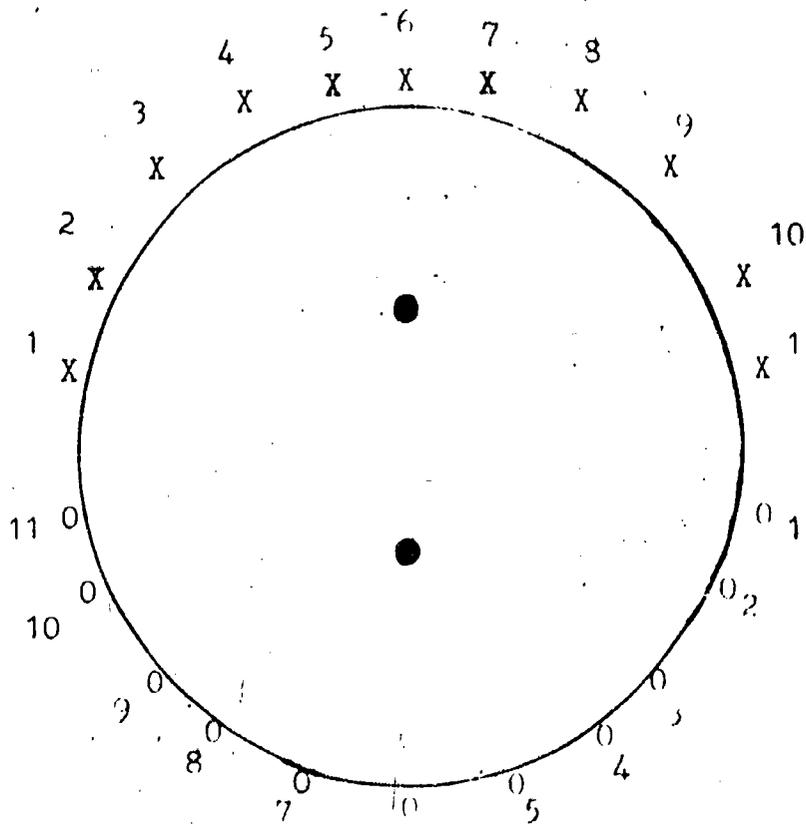
Level: Intermediate
Equipment: 2 rubber play-
ground balls

HOW WE PLAY IT:

Players are divided into two teams. Players make a circle, with one team on one-half of the circle and the other team around the opposite half. Each player on each team has a number, so that there are two players with the same number on opposite sides. Two balls are placed in the center of the circle.

GAME: A leader calls a number. The two players with that number run to the center of the circle, secure a ball, and attempt to hit the opponent before being hit. The contest continues until one is hit. The standing players may help by stopping the ball, but they may not throw or hit it. They place it on ground in front of them.

SCORING: A point is made when a player hits his opponent. If a standing player assists his teammate, it is also a point for the opposing team. The team with the most points at the end of the playing time wins.



UNIT II: WAYS PEOPLE HELP EACH OTHER (continued)

You Got Mad, Aren't You Glad

- PURPOSE:** To help children increase their understanding of hostility and ways of expressing feelings.
- MATERIALS:** Filmstrip projector, screen, cassette tape recorder.
Kit: "You Got Mad, Aren't You Glad."
- PROCEDURE:**
- 1) Introduce the filmstrip.
 - 2) Show Part I -- discuss the questions presented at the end of the filmstrip.
 - a) what makes you mad?
 - b) what do you do about it?
 - 3) Show Part II -- discuss the question
 - a) what can you do when you feel mad besides fight?
- REACTION PAPER:** When I feel mad I . . .
- ENRICHMENT:** Teacher's guide has activities for follow-up of each part. Two examples are:
- a) pictures of hostile situations, actions, and facial expressions -- used to initiate discussion.
 - b) role playing, having class members assume roles of children in filmstrip and try to find solutions.

UNIT II: WAYS PEOPLE HELP EACH OTHER (continued)

Feelings Relay

PURPOSES:

- 1) To respond to a situation physically and emotionally.
- 2) To become aware that the same situation may cause different feelings in different people.

MATERIALS:

Paper plates with various expressions drawn on plates (see example: "Stories and Plates for Feelings Relay").

PROCEDURE:

Area: 20 feet by 30 feet

Divide class into relay teams and line up behind a starting line. Place "feeling" plates face up on ground behind a line about 20 feet from starting line. Teacher tells group a "Feelings" story and then tells all # 1's on relay teams to "get ready, set, go." On "go," # 1's run to line and select plate that describes their reaction to the story and place it in front of their face; standing behind line and facing the rest of the relay teams. Ask remainder of relay teams to vote on which plate best represents their reaction to the story. Points may be given to teams selecting most popular vote. Discussion of selection of plates may be used to develop awareness of why different feelings plates may be selected to represent the same situation.

0 0 0 0 0			
X	X	X	1
X	X	X	2
X	X	X	3
X	X	X	etc.

REACTION PAPER:

The way I feel most of the time is, . . .

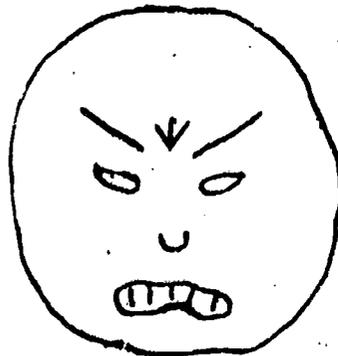
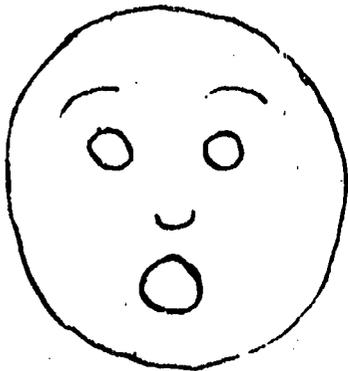
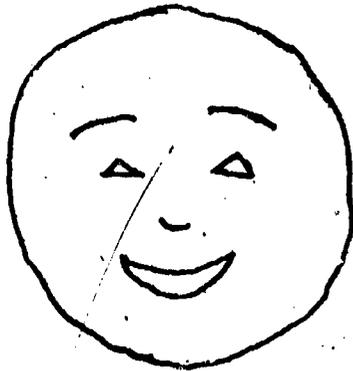
UNIT II: WAYS PEOPLE HELP EACH OTHER

Stories and Plates for Feelings

Relay

1. I came to school. Joined in a favorite game with my friends. I was winning the game when it was time to stop and go to class. (Choice will probably be "Happy" plate.)
2. I came to school and entered room. No classmates or teacher were present but there were many strangers in room. (Probably "Surprise," "Sad," and "Unsure.")
3. My father promised to build a tree house and have it finished when I got home from school. When I came home from school, mother met me at the door and announced, "Hurry, we're all going to the beach." (Probably "Surprise," "Angry," "Sad," "Happy," "Unsure.")

The more relevant the stories are to the group of children, the easier it will be for them to make decisions.



UNIT II: WAYS PEOPLE HELP EACH OTHER (continued)

Values Murals

PURPOSES:

- 1) To help children to examine and affirm some of the values they hold.
- 2) To gain feedback from or reaction to the program in a form other than a reaction paper.

MATERIALS:

36" x 72" Kraft paper, assorted colors of crayons and/or felt pens.

Print titles on top of murals ahead of time:

- 1) My best friend can be counted on to . . .
- 2) I wish . . .
- 3) People can hurt my feelings the most by . . .
- 4) I can hardly wait to be able to . . .
- 5) The thing I liked best about (teacher insert area which is to be explored) is . . .
- 6) I think it is unfair to . . .

PROCEDURE:

Divide the class into small groups (3-5).

Each group begins a mural and draws or writes their feelings related to the title. After approximately 10 minutes rotate each group to another mural.

Continue rotation procedure until each group gets back to their initial mural.

(Suggestion: If time or space is a problem, eliminate the rotation and thus can become an on-going activity.)

ENRICHMENT:

- 1) Have children give suggestions of open ended sentences for murals.
- 2) Use cut-out words or sentences from magazines or newspapers that convey feelings of the titles. (For example: Mural #1 the word "understand.")
- 3) For further discussion of values children can categorize ideas expressed on murals. (For example: What are skills our class wants to be able to do from Mural #4?)
- 4) Another value discussion could be from analyzing what kinds of things hurt the feelings of our classmates (from Mural #3).

UNIT III: WAYS PEOPLE EXPLAIN THEIR WORLD

The activities in Unit III center on kinds of behavior which inhibit development of friendship and helping relationships. Children are introduced to myth, legend, stereotype, and discrimination. By identifying and demonstrating their perception of actions and attitudes which lead to prejudice, children are given the tools and the understandings to foster better human relations.

UNIT III: WAYS PEOPLE EXPLAIN THEIR WORLD (continued)

Myths

PURPOSE: To provide an opportunity for children to recognize myths and the probable reasons for their origins.

MATERIALS: Projector and screen.
Film: "Mythology of Greece and Rome."

PROCEDURE: To introduce idea of myth, define myth as: stories told thousands of years ago by primitive men to explain what happened in their world. For example:

- 1) Where did the wind come from?
- 2) What made the lightning flash?
- 3) How did man discover fire?

There were many questions but no answers. This was before science and experimentation as we know is today. "What early man had to do was to invent what seemed to be the most logical answers." (Words from the Myths.)

Challenge children to explain the three questions with a mythical answer. Answers should be spontaneous, not mulled over. Try to get several answers to each question.

Introduce film "Mythology of Greece and Rome."

After film ask children if they know of any way myths are used today. For example: space aged scientists have used old myths for names of rockets and space flights. (Apollo and Gemini flights, Saturn, Atlas, and Thor rockets.)

REACTION PAPER: I wonder why . . .

UNIT III: WAYS PEOPLE EXPLAIN THEIR WORLD (continued)

I Challenge -- Fact or Legend

- PURPOSES:
- 1) To provide an opportunity for children to recognize legends.
 - 2) To assist pupils in distinguishing between legend and fact.
- MATERIALS:
- Selection of stories prepared by teacher to be read to class. Choose brief stories of several famous persons. Condense each story to six or seven sentences. Some stories should be all fact. Some should be legends. Title each story as either "Fact (or Legend) of . . ."
(See examples: Fact or Legend Stories.)
Provide sheet of rules for "I Challenge."
- PROCEDURE:
- To introduce concept of legend, define as: fictitious story usually concerned with a real person, place, or other subject. It may have elements of the supernatural but does not necessarily provide an explanation as does a myth. For example: "The Legend of Sleepy Hollow."*
- Introduce rules of "I Challenge."
- 1) Immediately following story, group must discuss story.
 - 2) Leader polls groups for discussion of whether story was fact or legend.
 - 3) Only leader may give group decision.
 - 4) First leader to raise hand is chosen to give group decision.
 - 5) Scoring for game:
 - + point for right answer
 - point for wrong answer
 - point for not discussing story with group
 - point for answering out of turn.
- Divide class into small groups with a leader for each group. Select a story to read to class identifying it as fact or legend. After story each group follows rules of game. Allow each leader to give group decision before revealing the right answer. Total points and start the next story.
- Review myths and discuss similarities and differences of myths and legends.
- REACTION PAPER: When a group is working together . . .

*Teacher may choose to have an entire lesson on legends and introduce "I Challenge" on the subsequent day.

UNIT III: WAYS PEOPLE EXPLAIN THEIR WORLD (continued)

Fact or Legend Stories

George Washington Carver. George Washington Carver's mother was stolen by slave raiders during the Civil War and he lived with foster parents. He left his foster home to go to a school for Negroes in another town. He slept in a barn and earned food by washing dishes and cutting wood. After finishing high school he farmed for awhile. A minister located a college in Iowa that would accept Negroes. He entered art school, earning his way by starting a laundry service for students. He left this college to enter Iowa State University to study agriculture and botany. He received his degree in 1894 and became a teacher at Iowa State U. Booker T. Washington talked him into leaving to teach at Tuskegee Institute in Alabama. Dr. Carver made cheese, milk, printers ink, soap, butter, and many other things from peanuts. (Fact)

Clara Barton. Clara Barton first became interested in nursing when her brother was injured in a fall from a barn. She became a teacher in her teens and taught for many years. Then she went to Washington, D. C., where she became one of the first women to work in a government office. During the Civil War, Miss Barton persuaded some generals of the Northern army to permit her to go to the battlefields to nurse wounded men. After the war she met Dr. Appia, a leader in the Red Cross work which had just been started in Europe. In 1882, the United States joined the Red Cross through the efforts of Clara Barton. She was the first President of the American Red Cross and served this office for 22 years. (Fact)

Harriet Tubman. Harriet Tubman was a small woman who escaped slavery. Using various disguises, she afterwards led hundreds of others out of slavery. A forty thousand dollar reward was offered for her capture. Her code name was Moses. Sometimes she was called Agent M. Like the Biblical patriarch, she was said to be led by pillars of fire and cloud which only she could see. Actually, she traveled by night and told her followers to keep watching the North star. The slaves said she had supernatural strength and that the rivers opened for her to pass through. (Legend)

Daniel Boone. Daniel Boone was the most famous pioneer of colonial times. In 1769, he and five other men journeyed to the Kentucky wilderness. He was captured by the Shawnee Indians and made an adopted son of Chief Blackfish. He escaped and returned to his settlement called Boonesborough. Both as a captive and as a young child, he had become acquainted with Indian customs and skills in the forest. He followed Indian trails so well, Indian stories said the forest spirit carried him over the trees. (Legend)

UNIT III: WAYS PEOPLE EXPLAIN THEIR WORLD (continued)

Legends -- Further Development

- PURPOSE:** To extend opportunities for children to demonstrate their ability to identify legends.
- MATERIALS:** Paper and pencil for each group. Projector and screen. Film: "Legend of the Raven."
Large selection of books containing short versions of legends. (See bibliography.)
- PROCEDURE:** Select leaders for small groups. Give each group 5 to 10 minutes to make up either a true story or a legend about a famous person. Group writes six or seven sentences, identifies story as either "fact" or "legend." Select a group leader to read their story to class. After story each group follows rules of "I Challenge." (See example: "I Challenge" -- Fact or Legend.) After each group is called on to give their decision, story teller gives correct answer. Total points and proceed to next group. Introduce film "Legend of the Raven" as an example of an Eskimo legend. After film provide children with selection of books of legends. Have child select book and become familiar with a legend in that book.
- REACTION PAPER:** The things I liked about the legends today were . . .

UNIT III: WAYS PEOPLE EXPLAIN THEIR WORLD (continued)

Legend Plays

- PURPOSES:
- 1) To provide an opportunity for children to demonstrate their understanding of a legend.
 - 2) To help children become aware of the responsibilities of each individual to the group, specifically in the production of a play.
- MATERIALS:
- Projector and screen. Film: "Loon's Necklace."
Books of legends, prepared list of criteria for selection of legends for plays. Folders prepared for each group.
- PROCEDURE:
- After each child has become acquainted with a legend, present list of criteria to class:
- 1) Must be short enough to present in 5 minutes.
 - 2) Setting for story must take place in no more than 2 locations (scenery problem).
 - 3) Number of characters (4 to 8).
 - 4) Story must be conversational rather than narrative (characters must have something to say).
- Ask children to share their choices of legend that meet the criteria. List titles of legends. Have class vote for one they would like to produce. Teacher may choose leaders and groups for each legend. Another way is to let child who shared the legend act as leader of the group and choose his group members. Allow time for each group to become familiar with their legend. Group designates characters for each member and starts practicing play. After film, suggest class begin planning for type of mask to portray each character and scenery needed for play. Give each group a folder which includes spaces for:
- a) Who is in play -- parts they play.
 - b) Materials they may need for masks.
 - c) Materials for scenery.
 - d) Props.
- Let leader be responsible for completing lists and turning in to teacher after practice.

UNIT III: WAYS PEOPLE EXPLAIN THEIR WORLD (continued)

REACTION PAPER: (Note: To be written after presentation of Legend Plays.)

What did it require to present your play?

- 1) Things I did were . . .
- 2) In my group I . . .
- 3) Someone in my group helped me by . . .
- 4) Someone outside my group helped me by . . .

UNIT III: WAYS PEOPLE EXPLAIN THEIR WORLD (Continued)

Legend Masks and Scenery

PURPOSE:

To extend opportunities for children to become aware of the responsibilities of each individual to the group, specifically in the production of a play

MATERIALS:

Will be determined by needs of each group for masks and scenery. For example: Masks -- paper bags (large enough to fit over children's heads), paper plates, construction paper, yarn, tempera paint, brushes, marking pens, glue, scissors. Scenery -- large cardboard cartons from appliance stores. Projector and screen. Film: "Masks".

PROCEDURE:

Introduce and show film "Masks". To make masks, have each child select paper bag or paper plate. Have each child draw in pencil the eyes, nose, mouth, and ears on his paper bag or plate. Cut out holes for these areas. Try on mask to make sure holes are large enough to see, hear, and speak through while performing. (Suggestion: At this point, children could wear masks for a rehearsal to be sure their masks are functional.) Outline eyes, nose, and mouth with marking pen or paint. Complete rest of mask with materials (paint, construction paper, yarn, etc.) which portray their characters best. To make scenery, give each group pencils and sheets of paper. Allow time for each group to choose (from several rough sketches) a scene they decide is best for their play. Give each group a large sheet of cardboard. Draw in pencil or chalk an outline of their scene. Paint the scenery. (Suggestion: Since painting scenery requires a large amount of floor space, teacher may want to schedule one group at a time to paint.)

REACTION PAPER:

When a group is working together on masks or scenery . . .

UNIT III: WAYS PEOPLE EXPLAIN THEIR WORLD (Continued)

Stereotypes

- PURPOSE:** To introduce children to meaning and identification of stereotypes.
- MATERIALS:** Newsprint and marking pens.
- PROCEDURE:** As an introduction teacher give explanation of stereotypes. For example: "We have been studying, discussing, writing, and challenging areas of fact and legend. Some have been from history, some from our own family. "Now we are going to begin a study related to fact and fiction that is called stereotypes. A stereotype is defined as a way of sizing up things, or judging an entire group by actions or behaviors of some members of the group. "Social scientists say stereotypes often overlook the individual members of the group. But there is a grain of truth in stereotypes. So we discriminate against a total group."
Examples of stereotypes:
Parents are strict.
Blondes are beautiful.
All Italians like spaghetti.
All black people have rhythm.
All boys like to play football.
Big boys don't cry.
All girls like to play with dolls.
Men are strong.
(Grain of truth in each example.)
- Divide class into small groups. Give each group a sheet of newsprint and a marking pen. Have leader of each group title his chart "Stereotypes." Group's task is to make up a list of stereotypes. (Suggestions for groups: Stereotypes can be developed around dress, actions, likes and dislikes, foods, nicknames, religions, commercials, TV, radio, magazines, newspapers.) Allow groups about 5 to 10 minutes. Review rules of "I Challenge." (See example: "I Challenge" -- Fact or Legend.) The challenge is "Why is this a stereotype?" (For example: All boys like to play football. It stereotypes because some boys do not like to play football, some girls like to play football.)
- Have lists posted one at a time and remaining groups read, discuss, and challenge if necessary. Give each group an opportunity to have their list challenged.

UNIT III: WAYS PEOPLE EXPLAIN THEIR WORLD (Continued)

REACTION PAPER: I think it is unfair to . . .

ENRICHMENT: Groups may choose from their chart one stereotype to pantomime for class. Rest of class tries to identify the stereotype used from chart.

UNIT III: WAYS PEOPLE EXPLAIN THEIR WORLD (Continued)

The Fairy Ring

- PURPOSE: To provide opportunities for children to demonstrate their perception of stereotypes.
- MATERIALS: Filmstrip projector and screen.
Kit: Tales of the Wise Old Owl.
- PROCEDURE:
- 1) Introduce the filmstrip.
 - 2) Talk about how we develop stereotypes; name some stereotypes; how can stereotypes influence our thinking?
 - 3) Show the filmstrip.
 - 4) Discuss:
 - a) When we act without thinking, we sometimes hurt others without meaning to do so. If the fairies had done as Puck demanded, what would have happened?
 - b) How can the lesson Puck learned help us in getting along with others?
- REACTION PAPER: It is hard for me to be patient when . . .

UNIT III: WAYS PEOPLE EXPLAIN THEIR WORLD (Continued)

Discrimination Time

PURPOSE: To introduce children to meaning and identification of discrimination.

PROCEDURE: "Discrimination Time" can be integrated into the school day (not a Friday). This will be an introduction to the study of discrimination and how discrimination results from stereotyping. Teacher should review the introduction to "Stereotypes" with class. Before introducing discrimination time to children, teacher must decide on what basis she will discriminate that day. For example: All black haired people will be discriminated against and they will be last in everything today.

Introduction "Today we are going to discriminate or make a difference in favor of one group and against another. All people who have _____ will be first. All people who do not have _____ will be last." At the end of the time allowed (half day), it is important to get feelings from class.

Allow time enough to talk and share experiences before children go home for day. It is very important for the group that was being discriminated against to feel they are again a part of the class. Everyone was playing a role and now the class is evaluating what happened.

As a way to get children to express their feelings, give the discriminated group a sheet of newsprint and have them write sentences about how they felt being in this group for a part of the day. The rest of the class can write how they felt during the discrimination time. After 5 or 10 minutes share ideas. It is a good idea to follow this with another group being discriminated against by reversing the criteria chosen the first time. (For example: All black haired people will be first and remainder last.)

REACTION PAPER: During discrimination time today I felt . . .

UNIT III: WAYS PEOPLE EXPLAIN THEIR WORLD (Continued)

Discrimination Puppet Plays

- PURPOSES:
- 1) To provide an opportunity for children to demonstrate their understanding of discrimination.
 - 2) To provide an experience to develop further responsibilities of individuals within a group.

MATERIALS: One dozen old socks (4 white, 4 black, 4 red, 4 yellow), white construction paper, marking pens, glue, scissors. Area set up for puppet theater.

PROCEDURE: Divide class into groups of 3 or 4. Review "Discrimination Time." Discuss what discrimination means. Each group is to make up a very short story showing discrimination against people. The people in the play may be white, black, yellow, or red. Allow 15 minutes to make up story and practice parts. Start showing plays using sock puppets. (See example: Hand Puppets.) After each play ask audience to tell which puppet was being discriminated against. Continue with plays depending on interest and time available.

REACTION PAPER: The puppet plays made me feel . . .

- ENRICHMENT:
- 1) Groups may list experiences in which they felt they were being discriminated against, by friends, family, adults, or other children. Group may pick an example and develop it into a puppet play or role play it. If this enrichment is used, a suggested reaction could be: Perhaps I discriminated against someone by . . .
 - 2) If children have a good understanding of discrimination, the teacher may explain how discrimination leads to prejudice or reinforces it. Discussions may be held about examples with which students are familiar.

UNIT III: WAYS PEOPLE EXPLAIN THEIR WORLD (Continued)

Hand Puppets



blue eyes
white sock



black eyes
yellow sock

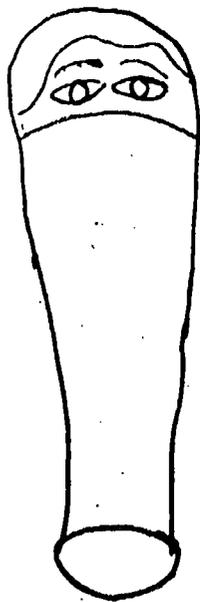


black eyes
red sock

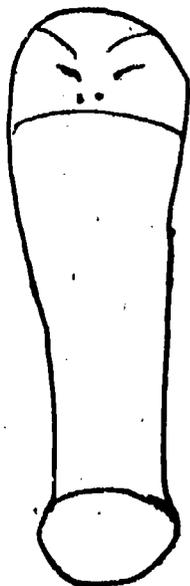


white eyes
black sock

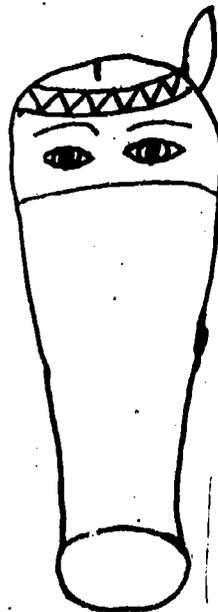
(Paper eyes glued to sock)



white with
yellow hair



yellow



pink



black

(Cut-out paper plate face glued to sock)

UNIT III: WAYS PEOPLE EXPLAIN THEIR WORLD (Continued)

Circle Keep Out

- PURPOSES:
- 1) To have children experience the feelings of being deliberately kept out of a group.
 - 2) To help children experience being part of a group which deliberately keeps selected people out.
- MATERIALS:
- Large clear area.
- PROCEDURE:
- Children should be lined up according to height and the group split in such a way that the larger children are all in the same group. Children are then instructed to form circles by interlocking arms and to keep one designated member of the group out of the circle. When all children have had a chance to be the person on the outside, the group should be brought together to discuss both how they felt about being left out and how they felt as a part of a group which was deliberately keeping someone out of their group.
- REACTION PAPER: During "Circle Keep Out" I felt . . .

PART II: TEACHER'S RESOURCES

MEDIA: CLASSIFICATION BY TITLES

Much audio-visual material exists which is applicable to elementary affective education. This publication includes a sample survey of such materials. Films, filmstrips, kits, games, filmloops, and transparencies, located at P. K. Yonge Laboratory School and the Alachua County Instructional Media Center, were examined and/or previewed. An annotated bibliography, alphabetized by media, was developed to include the content, appropriate grade level, uses, producer and description, and identification number. To provide easier access to the material for practical usage, cross references were set up according to subject matter -- animals and insects, art and music, counseling, English and literature, religion, science, and social science -- and usage -- developmental and remedial, each further sub-divided as to acceptance for others, adaptation, commonalities, communication, conflict, consideration, cooperation, ecology, etiquette, family, feelings, honesty, listening, problem-solving, responsibility, self-awareness, and values.

The teacher will need to consider the media materials available locally and in many cases request films be ordered or review local materials in order to substitute available materials.

Films

- "Aesop's Fables." Consists of several classic fables, but retold so that when the moral comes, it makes sense to children.
Level: primary, intermediate. Uses: developmental-values.
McGraw-Hill, color, 13 minutes.
- "Animals and How They Communicate." Role of communication in animal life and survival.
Level: intermediate. Uses: developmental-communication, adaptation.
Coronet, color, 11 minutes.
- "Are Manners Important?" Actions and experiences of an inconsiderate and thoughtless elementary school boy who maintains that "kids don't care about manners" provide a basis for discussing the importance of manners.
Level: intermediate, middle. Uses: developmental or remedial-consideration of others, etiquette.
Encyclopedia Britannica Films, black/white, 11 minutes.
- "A Boy of the Netherlands." Willem travels from farmland by barge to Amsterdam and enjoys the sights of old and new Holland along the canal.
Level: primary, intermediate. Uses: developmental-commonalities.
Coronet, color, 11 minutes.
- "Children of Holland." Study of home life, environment, and activities of a boy and girl in Holland -- school activities, sports, games, handicraft, hobbies, and other recreational activities.
Level: primary, intermediate. Uses: developmental-commonalities, acceptance of others.
Encyclopedia Britannica Films, black/white, 11 minutes.
- "Children of Switzerland." Shows influence of the Alpine environment on pastoral existence of a Swiss family. Characterizes village, home, outdoor scenes to show the frugal existence of a mountain people whose chief livelihood is cattle.
Level: primary, intermediate, middle. Uses: developmental-commonalities, acceptance of others, adaptation.
Encyclopedia Britannica Films, black/white, 11 minutes.
- "Clothes Around the World." Clothing people wear depends on weather, available materials, and customs of the people.
Level: primary, intermediate. Uses: developmental-adaptation, acceptance of others.
Coronet, color, 11 minutes.
- "Discovering Mood in Music." An elementary class sings a nostalgic song about autumn. Then gay songs of spring. By comparison, learn that music has different moods. Composers also contrast moods in their music.
Level: primary, intermediate. Uses: developmental-self-awareness, feelings,
Film Associates, color, 15 minutes.

"Families and Shelter: A House for the Hernandez." Going to look for a new house -- what the family looks for to fit their needs.

Level: primary, intermediate. Uses: developmental-adaptation.
McGraw-Hill, color, 9 minutes.

"Getting Angry." Teacher quiets argument that erupts. She shows that most anger is misdirected and even without valid cause.

Level: primary, intermediate. Uses: developmental and remedial-conflict, feelings.

Film Associates, color, 10 minutes.

"Greek Children." Daily activities of a boy and girl in Galaxidi, fishing village in southern Greece. Includes sequence of a trip to Athens in a fishing boat.

Level: intermediate, middle. Uses: developmental-commonalities, acceptance of others.

Encyclopedia Britannica Films, black/white, 17 minutes.

"Growing Up, Growing Older." Serves to motivate a discussion about various aspects of growing up and growing older. Traces the life of one person from infancy to old age.

Level: primary, intermediate. Uses: developmental-feelings, self-awareness.

Film Associates, color, 7 minutes.

"Irish Children." Brother and sister help with farm and household chores. Join the family in picnicking and digging turf from the bog.

Level: primary, intermediate, middle. Uses: developmental-commonalities, acceptance of others.

Encyclopedia Britannica Films, black/white, 10 minutes.

"Lentil." Lentil can't carry a tune, however, he learns to play the harmonica. His knowledge is saving grace in a time of civic crisis.

Level: primary, intermediate. Uses: developmental-consideration of others, acceptance of others.

Weston Woods, color, 9 minutes.

"Let's Play Fair." (2nd edition) Problems in fairness and the difficulties that could arise when rules are not clearly defined.

Level: primary, intermediate. Uses: developmental and remedial-conflict, responsibility, consideration for others.

Coronet, color, 11 minutes.

"Let's Share with Others." (2nd edition) Shows different ways of sharing, when we should and should not share, and the benefits of sharing.

Level: primary, intermediate. Uses: developmental and remedial-consideration of others, feelings.

Coronet, color, 11 minutes.

- "Life in Northern Lands: Norway." Norwegian farm family shows how people in a northerly latitude adjust their lives and seasonal occupations to the demands of climate and topography.
Level: intermediate. Uses: developmental-adaptation, commonalities, acceptance of others.
Coronet, color, 11 minutes.
- "People are Different and Alike." People are different but are more alike in important ways.
Levels: primary, intermediate. Uses: developmental-commonalities, acceptance of others.
Coronet, color, 11 minutes.
- "Plants are Different and Alike." In a nursery to buy garden seeds, Karen and Larry learn that plants have many differences and similarities.
Level: primary, intermediate. Uses: developmental-commonalities.
Coronet, color, 11 minutes.
- "Poems are Fun." Class discovers how exciting good poems can be, and that they can be written about any subject. Choral speaking and impromptu composition increase enjoyment, teaching the experience of sharing values of poetry.
Level: intermediate. Uses: developmental-feelings, self-awareness, communication.
Coronet, color, 11 minutes.
- "Poetry for Beginners." Bill, a second grader, makes up poems about things he sees, thinks, feels. Some have rhyme, others don't; but all call forth word pictures.
Level: primary. Uses: developmental-feelings, communication.
Coronet, color, 11 minutes.
- "A Rock in the Road." Four men trip over a rock; three watch others trip. The fourth removes the rock and goes away happy. Provokes a discussion of moral and ethical values.
Level: primary, intermediate, middle. Uses: developmental and remedial-consideration for others, values, feelings, self-awareness.
Film Associates, color, 6 minutes.
- "Rules and Laws." Demonstrates that laws in communities are like rules in game; a group of kids is first brought to realize that having rules and abiding by them makes playing together enjoyable. Then they consider certain specific laws which benefit people in a community.
Level: intermediate, middle. Uses: developmental and remedial-consideration for others, responsibility.
Encyclopedia Britannica Films, black/white, 15 minutes.
- "Southeast Asia Family." How hot, humid climate helps protect rice and other crops in Thailand. Family activities.
Level: intermediate, middle. Uses: developmental-adaptation, commonalities, acceptance of others.
BFA, color, 15 minutes.

"Soviet School Children." Follows the school day of two Russian girls, first and fifth grade. Focuses on subjects and political youth groups they may join.

Level: intermediate, middle. Uses: developmental-acceptance of others, commonalities.

BFA, color, 11 minutes.

"Two Knots on a Counting Rope." Cool calmness and rich colors of early morning on desert provide a background against which a Navajo boy and his aged grandfather share experiences from two cultures.

Level: primary, intermediate. Uses: developmental-feelings, consideration of others, family, acceptance of others.

Film Associates, color, 9 minutes.

"Values: Being Friends." Value and joy of having a good friend.

Level: primary, intermediate. Uses: developmental-values, feelings, self-awareness.

BFA, color, 9 minutes.

"Values: Cooperation." Dramatized version to provide specific examples of cooperation to stimulate self-evaluation. Open-ended.

Level: primary, intermediate. Uses: developmental and remedial-values, consideration for others, responsibility, conflict.

BFA, color, 10 minutes.

"Values: Playing Fair." Provides specific examples, stimulates self-evaluation and discussion to help develop an attitude of consideration.

Level: primary, intermediate. Uses: developmental and remedial-consideration for others, etiquette, conflict, feelings, self-awareness.

BFA, color, 10 minutes.

"Values: Telling the Truth." Values must be taught, learned and practiced. To provide examples of problems, to stimulate self-evaluation.

Level: primary, intermediate. Uses: developmental and remedial-values, honesty, self-awareness, responsibility, consideration for others.

BFA, color, 10 minutes.

"Values: Understanding Ourselves." Everyone has an idea of the kind of person he is. Even though he might think he doesn't like it, he would rather be himself than anyone else.

Level: primary, intermediate. Uses: developmental and remedial-values, self-awareness, feelings.

BFA, color, 9 minutes.

"The Wave -- A Japanese Folktale." Ojiisan and his grandson, Tada, live near rice fields on a mountain above a small fishing village. Ojiisan burned the village rice fields when a huge wave threatened the village to save lives of the people who lived there.

Level: primary, intermediate. Uses: developmental-consideration for others, feelings.

Film Associates, color, 9 minutes.

"Yours, Mine and Ours." Points out the meaning of ownership -- trains children to recognize group and personal responsibility.
Level: primary, intermediate. Uses: developmental and remedial-values, responsibility, feelings, consideration for others.
EBE, color, 11 minutes.

Filmstrips

American Indians. A study in depth of various aspects of Indian life and culture.

Level: intermediate, middle. Uses: developmental-acceptance of others, commonalities.

Warren Schloat Productions, color, records included.

P. K. Yonge

"American Indians Before Columbus" FS 898, R 777

"American Indians After Columbus" FS 899, R 778

"American Indians Growing Up" FS 900, R 779

"American Indians Religions" FS 901, R 780

"American Indians Art and Culture" FS 902, R 781

"American Indians, The Navajo" FS 903, R 782

"Are You Adaptable?" Portrays various situations requiring some kind of adaptation: new school, new country, different grade level, family changes.

Level: intermediate. Uses: developmental-adaptation, family responsibility, feelings, self-awareness.

Color, animated pictures with captions.

Filmstrip-of-the-Month Clubs, Inc.

P. K. Yonge, FS 335

"Children Around the World." A series of filmstrips with emphasis on children of different lands.

Level: primary, intermediate. Uses: developmental-commonalities, acceptance of others.

Q.E.D., color, with records.

P. K. Yonge

"Trinidad" FS 637, R 559

"Brazil" FS 638, R 559

"Korea" FS 639, R 560

"Hong Kong" FS 640, R 560

"Children of the North Pole." Story of an Eskimo boy and girl who want to help seal hunt because their father has been hurt and can't go.

Level: primary, intermediate. Uses: developmental-commonalities, acceptance of others, feelings, family.

Stephen Busustow Sound Filmstrips, color, with record.

P. K. Yonge

"Part I" FS 605, R 581 or 789

"Part II" FS 606, R 581 or 789

"Cultural Pattern in the U.S.A." Shows the various cultures included in American life and the patterns which can be seen.

Level: intermediate, middle. Uses: developmental-acceptance of others, commonalities.

Audio-Visual School Service, red color.

P. K. Yonge, FS 374

Culture. A series of filmstrips showing life in various countries.
Shows cities, activities, people, occupations.
Level: intermediate, middle. Uses: developmental-commonalities,
acceptance of others.

Still Films, black/white, with story on filmstrip.

P. K. Yonge

"Colombia"	FS 49
"Paraguay"	FS 50
"Uruguay"	FS 51
"Ecuador"	FS 52
"Chile"	FS 53
"Bolivia"	FS 54
"Peru"	FS 55
"Venezuela"	FS 56

"Day in Ancient Rome." Shows typical activities.

Level: intermediate. Uses: developmental-ecology, responsibility.
Color, with record.

P. K. Yonge, FS 248

"Exploding the Myths of Prejudice!" A series of intellectual presentations
the history of various minority groups and their relationships
with Americans.

Level: intermediate, middle. Uses: developmental-commonalities,
acceptance of others, feelings.

Warren Schloat Productions, color, with records.

P. K. Yonge

"Exploding the Myths, Part I"	FS 611, R 561
"Exploding the Myths, Part II"	FS 612, R 561
"Negroes: Part I"	FS 613, R 562
"Negroes: Part II"	FS 614, R 563
"Jews"	FS 615, R 564
"Germans"	FS 617, R 566
"Irish"	FS 618, R 567

Folk Songs. A series showing scenes of various periods of American history
and folk songs relative to that time.

Level: intermediate, middle. Uses: developmental-acceptance of
others, feelings.

Warren Schloat Productions, color, pictures with story.

P. K. Yonge

"1700-1864 Early Colony Days"	FS 631
"1700-1864 Revolutionary War"	FS 632
"1700-1864 Workers of America"	FS 633
"1700-1864 In Search of Gold"	FS 634
"1700-1864 The South"	FS 635
"1700-1864 Civil War"	FS 636

"French Children." Story of a farm family with children. Emphasis on unique aspects -- school, farm chores.
End review included.
Level: primary, intermediate. Uses: developmental-commonalities, acceptance of others.
Encyclopedia Britannica Films, black/white, pictures with captions.
P. K. Yonge, FS 203

"Greek and Roman Myths." Brief presentation of myths with a single frame and a statement of the story.
End review included.
Level: intermediate, middle. Uses: developmental-values.
Popular Science Publications, color.
P. K. Yonge, FS 542

"Growing up Black." Negroes from various sections of the country tell the story of their childhood.
Level: intermediate, middle. Uses: developmental-acceptance of others, consideration for others, feelings.
Warren Schloat Productions, color, with records.
P. K. Yonge, FS 853, R 726
FS 854, R 727
FS 855, R 728
FS 856, R 729

"Irish Children." Story of an Irish family with children.
End review included.
Level: primary, intermediate. Uses: developmental-commonalities, acceptance of others.
Encyclopedia Britannica Films, black/white, pictures with captions.
P. K. Yonge, FS 204

"Is There a Typical Family?" Shows family structure in other lands. Emphasis given to the questions, "What makes a family?" Presents special situations: father away, mother ill.
Level: primary, intermediate. Uses: developmental and remedial-family, feelings, responsibility, self-awareness, problem-solving.
Elementary Science, red color, pictures with captions.
P. K. Yonge, FS 339

"LeeLan and the Dragon Kite." Story of Chinese girl. Shows overview of life and problems of Chinese children. Then shows how LeeLan works to earn the money to go to school.
Level: intermediate, middle. Uses: developmental-problem-solving, acceptance of others, feelings, commonalities, values.
Stephen Bosustow Productions, color, with records.
P. K. Yonge
"LeeLan, Part I" FS 603, R 589 or 787
"LeeLan, Part II" FS 604, R 589 or 787

"Thinking Together." A step by step analysis of the process of thinking, leaders, procedures, specific outcomes. Emphasis on facts, cooperation. Level: intermediate, middle. Uses: developmental and remedial-problem-solving, cooperation, responsibility. Popular Science Publishing Company, red color, pictures with captions. P. K. Yonge, FS 324

"What Do You See When You Look?" Emphasizes noticing details in everyday situations. Level: primary. Uses: developmental and remedial-communication, values, self-awareness. Popular Science Publishing Company, red color, pictures with captions. P. K. Yonge, FS 456

"What's in a Name?" Shows the origin of names and the history of how they change and develop. Level: primary, intermediate, middle. Uses: developmental-self-awareness, feelings, family. Society for Visual Education, color, with record. P. K. Yonge, FS 624, R 556

"Working Together." Story of building a playhouse. Level: primary. Uses: developmental and remedial-cooperation, responsibility, consideration for others, feelings, self-awareness. Society for Visual Education, black/white, animated pictures with captions. P. K. Yonge, FS 265

Kits and Games

"Children Around the World." Contains four filmstrips with cassettes. Guide included.

- 1) Trinidad (7 minutes): observation of three children showing geographical and cultural elements. Helps develop a sense of identity with the children.
- 2) Brazil (11-1/2 minutes): shows five children, contrasting ways of life in different parts of the country.
- 3) Korea (9 minutes): shows three children and the geographical and economic aspects of their lives. Shows a "starkly different" life style.
- 4) Hong Kong (11 minutes): presents the sociological and economic environment of a girl and her mother and ways they live. Shows the benefits of self-reliance.

Level: intermediate, middle. Uses: developmental-commonalities, acceptance of other.

Q.E.D. Productions, color.

P. K. Yonge, Kit 47

"Family Feelings." Contains five filmstrips and two records.

No guide, just a printed script.

- 1) "Harvey's Hideout"
- 2) "Ronnie"
- 3) "The Grown-Up Day"
- 4) "Your Family Tree"
- 5) "Grandparents Are To Love"

Level: primary. Uses: developmental and remedial-family, responsibility, feelings.

Parents' Magazine Films and Learning Corp.

P. K. Yonge, Kit 35

"First Things." A series of five kits, each containing filmstrips and cassettes with a manual. Generally, they are designed to introduce primary grade children to basic concepts of their social and physical environments. The fundamental objective is to help each child grow in understanding of himself and other persons as individuals and as members of groups within society.

- 1) "First Things -- What Happens Between People"
- 2) "First Things -- What Do You Expect of Others?"
- 3) "First Things -- Who Do You Think You Are?"
- 4) "First Things -- You Got Mad, Aren't You Glad?"
- 5) "First Things -- Guess Who's In a Group?"

Level: primary, intermediate. Uses: developmental and remedial-feelings, conflict, consideration for others, responsibility, self-awareness.

Color

P. K. Yonge

"Getting To Know Me." Contains four filmstrips with two cassettes; a study guide and script included. This is a self-concept series.

- 1) "People are Like Rainbows" (6 minutes)
- 2) "A Boat Named George" (5 minutes)
- 3) "Listen, Jimmy" (6 minutes)
- 4) "Strike Three! You're in!" (6 minutes)

Level: primary. Uses: developmental and remedial-acceptance of others, cooperation, feelings, listening, self-awareness.

Q.E.D. Productions

P. K. Yonge, Kit 45

"Indians: Strangers In Their Own Lands." Contains two filmstrips with two cassettes. Shows Indian life. Teachers' aids at the end of each filmstrip.

Level: intermediate, middle. Uses: developmental-feelings, commonalities, acceptance of others.

AVNA Sound Filmstrips

P. K. Yonge, Kit 42

"Little Citizens." Contains six filmstrips with three cassettes, guides and script.

- 1) "Game of Might-Have-Been" (10 minutes)
- 2) "The Little Cloud" (10 minutes)
- 3) "The Raggedy Elf" (10 minutes)
- 4) "Mighty Hunters" (10 minutes)
- 5) "The Boy: Abraham Lincoln" (10 minutes)
- 6) "Bike Behavior" (10 minutes)

Level: primary. Uses: developmental-feelings, self-awareness, responsibility.

"Robert and His Family." Contains four filmstrips. The objective is to help visualize the role of family in the community life; aid in giving better understanding of responsibility to others in family and community; motivate to contribute to harmonious family and group relations; and to help Negro students relate personal experiences.

- 1) "Robert Goes Shopping"
- 2) "Robert and Father Visit Zoo"
- 3) "Robert's Family and Their Neighbors"
- 4) "Robert's Family at Home"

Level: primary. Uses: developmental-family, feelings, acceptance of others, self-awareness.

Society for Visual Education.

P. K. Yonge, Kit 46

"Tales of the Wise Old Owl." Contains six filmstrips with three cassettes and guide.

- 1) "Bootsie, the Lamb" (7 minutes): warmth and security of family and home.
- 2) "Feather That Was Lost" (7 minutes): friendship, responsibility and pleasure.
- 3) "Wind and Seeds" (10 minutes): good study habits and attentiveness.

- 4) "Pearl of Great Price" (7 minutes): importance of goals and learning to make wise decisions.
- 5) "The Fairy Ring" (7 minutes): patience and tolerance toward others' shortcomings.
- 6) "Justus the Ant" (7 minutes): respect of rights of others and honesty in relationships.

Level: primary. Uses: developmental-family, friends, responsibility, feelings, problem-solving.

Q.E.D. Productions.

P. K. Yonge, Kit 50

Filmloops

Conservation. A series of four filmloops showing various problems of conservation in different areas. Guide included.

Level: intermediate. Uses: developmental-ecology, responsibility. Harper and Row Investi Film.

P. K. Yonge

"Conservation in the City"	FL 79
"Forest Conservation"	FL 78
"Soil Conservation"	FL 75
"Water Conservation"	FL 72

Cultures. A series of filmloops which show various aspects of different cultures -- detailed synopsis of each is included. Primary emphasis is given to unique customs and typical ways of living.

Level: intermediate, middle. Uses: developmental-commonalities, acceptance of others.

The Ealing Corporation.

P. K. Yonge

"Japanese Fishermen: Fair Fishing Off the Coast"	FL 1
"Dogon Tribe of Central Africa: Preserving the Onion Crop"	FL 2
"Chinese Family: Life Aboard a Sampan"	FL 3
"Surviving in Antarctica: Building a Research Station"	FL 4
"Herdsman of Central Africa: Cattle Drive Across the Niger"	FL 5
"Eskimo Seal Hunt"	FL 6
"Chinese Family: Life Aboard a Sampan"	FL 7
"Visiting a Town Market: Herdsman of Afganistan"	FL 8
"Indians of the Orinoco Jungle: Food Gathering, Part II"	FL 9
"Indians of the Orinoco Jungle: Community Life"	FL 10
"Pacific Island of Tonga: Preparing a Feast"	FL 11
"Nomad Camp: Reindeer People of Lapland"	FL 12
"Community Life in Israel, The Kibbutz"	FL 13
"Hill Farm in Wales: Farming Marginal Land"	FL 14
"Market Day in a Mexican Town"	FL 15
"Australian Aborigines: Making a Spear Thrower"	FL 16
"Community Life in Israel, the Kibbutz:"	FL 17
"Japanese Community Farm: Old and New Methods"	FL 18
"Dani Tribe of Central Africa: Extracting Salt"	FL 19
"Indians of the Orinoco Jungle: Food Gathering, Part I"	FL 20

"Family Life of Desert Nomads." Traces activities of a nomad family, setting up, living, moving. Shows how physical environment conditions life.

Level: intermediate, middle. Uses: developmental-commonalities, acceptance of others.

Doubleday Multimedia.

P. K. Yonge, FL 98

Man, A Course of Study. A series of filmloops for use in studying man and his world.

Level: intermediate, middle. Uses: developmental-commonalities, acceptance of others.

P. K. Yonge

"Life Cycle of the Salmon"	FL 36
"Herring Gull Behavior"	FL 37
"Animals in Aambolseli"	FL 38
"The Younger Infant"	FL 39
"The Older Infant"	FL 40
"The Baboon Troop"	FL 41
"Fishing at the Stone Weir, 1"	FL 42
"Fishing at the Stone Weir, 2"	FL 43
"Caribou Crossing, 3"	FL 44
"Caribou Crossing, 4"	FL 45
"Autumn River Camp, 1"	FL 46
"Autumn River Camp, 2"	FL 47
"Autumn River Camp, 3"	FL 48
"Autumn River Camp, 4"	FL 49
"Winter Sea Ice Camp, 1"	FL 50
"Winter Sea Ice Camp, 2"	FL 51
"Winter Sea Ice Camp, 5"	FL 52
"Winter Sea Ice Camp, 6"	FL 53
"Knud"	FL 69
"Miss Goodall, Chimpanzees"	FL 70
"Life on the Tundra"	FL 71

"You've Got a Problem." Each filmloop dramatizes a problem common to elementary children. Stories are open-ended with no answer suggested. Can be used with individuals or groups. Designed to stimulate thought and discussion of values and problem-solving methods.

Level: intermediate, middle. Uses: developmental and remedial- feelings, consideration for others, family, honesty.

BFA Educational Media.

P. K. Yonge

"The Show-Off"	FL 99
"The Theft"	FL 100
"The Jealous Sister"	FL 101
"The Bullies"	FL 102

MEDIA: CLASSIFICATION BY TOPIC

DEVELOPMENTAL

Acceptance of Others

Films

"Children of Holland"
"Children of Switzerland"
"Clothes Around the World"
"Greek Children"
"Irish Children"
"Lentil"
"Life in Northern Lands: Norway"
"People Are Different and Alike"
"Southeast Asia Family"
"Soviet School Children"
"Two Knots on a Counting Rope"

Filmstrips

American Indians
"Children Around the World"
"Children of the North Pole"
"Cultural Pattern in the USA"
Culture
"Exploding the Myths of Prejudice"
"Folk Songs -- Workers of America"
"French Children"
"Growing Up Black"
"LeeLan and the Dragon Kite"
"The Negro in U. S. History"
"Netsilik Life" "Netsilik Today"
"South America"
Soviet Union

Kits and Games

"Children Around the World"
"Getting to Know Me"
"Indians: Strangers in Their Own Lands"
"Robert and His Family"

Filmloops

Cultures
"Family Life of Desert Nomads"
Man, A Course of Study

Adaptation

Films

"Animals and How They Communicate"
"Children of Switzerland"
"Clothes Around the World"
"Families and Shelter: A House for the Hernandez"
"Life in Northern Lands: Norway"
"Southeast Asia Family"

Commonalities

Films

"A Boy of the Netherlands"
"Children of Holland"
"Children of Switzerland"
"Greek Children"
"Irish Children"
"Life in Northern Lands: Norway"
"People Are Different and Alike"
"Plants Are Different and Alike"
"Southeast Asia Family"
"Soviet School Children"

Filmstrips

American Indians
"Children Around the World"
"Children of the North Pole"
"Cultural Pattern in the USA"
Culture
"A Day in Ancient Rome"
"Exploding the Myths of Prejudice"
"French Children"
"LeeLan and the Dragon Kite"
"Life in Ancient Rome"
"The Negro in U. S. History"
"Netsilik Life" "Netsilik Today"
"South America"
Soviet Union

Kits and Games

"Children Around the World"
"Indians: Strangers in Their Own Lands"

Filmloops

Cultures

"Family Life of Desert Nomads"
Man, A Course of Study

Communication

Films

"Animals and How They Communicate"
"Poems for Fun"
"Poetry for Beginners"

Conflict

Films

"Getting Angry"
"Let's Play Fair"
"Values: Cooperation"
"Values: Playing Fair"

Kits and Games

"First Things"

Consideration

Films

"Are Manners Important?"
"Rules and Laws"
"Values: Playing Fair"
"Values: Telling the Truth"
"The Wave -- A Japanese Folktale"
"Yours, Mine and Ours"

Filmstrips

"Working Together"

Kits and Games

"First Things"

Filmloops

"You've Got a Problem"

Cooperation

Filmstrips

"A Garden We Planted Together"

"Thinking Together"

"Working Together"

Kits and Games

"Getting to Know Me"

Ecology

Filmloops

Conservation Series

Etiquette

Films

"Are Manners Important?"

"Values: Playing Fair"

Family

Films

"Two Knots on a Counting Rope"

Filmstrips

"Are You Adaptable?"

"Children of the North Pole"

"Is There a Typical Family?"

"What's in a Name?"

Kits and Games

"Family Feelings"

"Robert and His Family"

"Tales of the Wise Old Owl"

Feelings

Films

"Discovering Mood in Music"
"Getting Angry"
"Growing Up, Growing Older"
"Let's Share with Others"
"Poems Are Fun"
"Poetry for Beginners"
"A Rock in the Road"
"Two Knots on a Counting Rope"
"Values: Being Friends"
"Values: Playing Fair"
"Values: Understanding Ourselves"
"The Wave -- A Japanese Folktale"
"Yours, Mine and Ours"

Filmstrips

"Are You Adaptable?"
"Children of the North Pole"
"Exploding the Myths of Prejudice"
"Folk Songs -- Workers of America"
"Growing Up Black"
"Is There a Typical Family?"
"LeeLan and the Dragon Kite"
"River Boy, Parts 1, 2"
"What's in a Name?"
"Working Together"

Kits and Games

"Family Feelings"
"First Things"
"Getting to Know Me"
"Indians: Strangers in Their Own Lands"
"Little Citizens"
"Robert and His Family"
"Tales of the Wise Old Owl"

Filmloops

"You've Got a Problem"

Honesty

Films

"Values: Telling the Truth"

Filmloops

"You've Got a Problem"

Listening

Filmstrips

"Is There a Typical Family?"

"LeeLan and the Dragon Kite"

"River Boy, Parts I, II"

"Thinking Together"

Kits and Games

"Tales of the Wise Old Owl"

Responsibility

Films

"Let's Play Fair"

"Rules and Laws"

"Values: Cooperation"

"Values: Telling the Truth"

"Yours, Mine and Ours"

Filmstrips

"Are You Adaptable?"

"Children of the North Pole"

"Is There a Typical Family?"

"River Boy, Parts I, II"

"Thinking Together"

"Working Together"

Kits and Games

"Family Feelings"

"First Things"

"Little Citizens"

"Tales of the Wise Old Owl"

Filmloops

Conservation Series

Self-Awareness

Films

"Discovering Mood in Music"
"Growing Up, Growing Older"
"Poems are Fun"
"A Rock in the Road"
"Values: Being Friends"
"Values: Playing Fair"
"Values: Telling the Truth"
"Values: Understanding Ourselves"

Filmstrips

"Are You Adaptable?"
"Is There a Typical Family?"
"What Do You See When You Look?"
"Working Together"
"What's in a Name?"

Kits and Games

"First Things"
"Getting to Know Me"
"Little Citizens"
"Robert and His Family"

Values

Films

"Aesop's Fables"
"A Rock in the Road"
"Values: Being Friends"
"Values: Cooperation"
"Values: Playing Fair"
"Values: Telling the Truth"
"Values: Understanding Ourselves"
"Yours, Mine and Ours"

Filmstrips

"Greek and Roman Myths"
"LeeLan and the Dragon Kite"
"What Do You See When You Look?"

REMEDIAL

Acceptance

Kits and Games

"Getting to Know Me"

Conflict

Films

"Getting Angry"

"Let's Play Fair"

"Values: Cooperation"

"Values: Playing Fair"

Kits and Games

"Getting to Know Me"

Consideration for Others

Films

"Are Manners Important?"

"Rules and Laws"

"Values: Playing Fair"

"Values: Telling the Truth"

"The Wave -- A Japanese Folktale"

"Yours, Mine and Ours"

Filmstrips

"Working together"

Kits and Games

"First Things"

Filmloops

"You've Got a Problem"

Cooperation

Filmstrips

"Thinking Together"
"Working Together"

Kits and Games

"Getting to Know Me"

Etiquette

Films

"Are Manners Important?"
"Values: Playing Fair"

Family

Filmstrips

"Is There a Typical Family?"

Kits and Games

"Family Feelings"

Feelings

Films

"Getting Angry"
"Poems are Fun"
"A Rock in the Road"
"Values: Playing Fair"
"Values: Understanding Ourselves"
"Yours, Mine and Ours"

Filmstrips

"Working Together"

Kits and Games

"Family Feelings"
"First Things"
"Getting to Know Me"
"Indians: Strangers in Their Own Lands"
"Little Citizens"

Honesty

Films

"Values: Telling the Truth"

Filmloops

"You've Got a Problem"

Listening

Kits and Games

"Getting to Know Me"

Problem-Solving

Filmstrips

"Is There a Typical Family?"

"LeeLan and the Dragon Kite"

"Thinking Together"

Responsibility

Film:

"Let's Play Fair"

"Rules and Laws"

"Values: Cooperation"

"Values: Telling the Truth"

"Yours, Mine and Ours"

Filmstrips

"Is There a Typical Family?"

"Thinking Together"

Kits and Games

"Family Feelings"

"First Things"

Self-Awareness

Films

- "A Rock in the Road"
- "Values: Playing Fair"
- "Values: Telling the Truth"
- "Values: Understanding Ourselves"

Filmstrips

- "Is There a Typical Family?"
- "What Do You See When You Look?"
- "Working Together"

Kits and Games

- "First Things"
- "Getting to Know Me"

Values

Films

- "A Rock in the Road"
- "Values: Cooperation"
- "Values: Telling the Truth"
- "Values: Understanding Ourselves"
- "Yours, Mine and Ours"

Filmstrips

- "What Do You See When You Look?"

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