

FILMclips

for Character Education



EPISODE 4

**KNOWING YOURSELF · PEER PRESSURE
UNDERSTANDING BULLIES**

Study Guide by
C. K. Robertson, Ph.D. and Charlie Abourjilie

v2.11.0801

Table of Contents

(CLICK A THEME OR CLIP BELOW TO JUMP TO PAGE)
(FOR ADDITIONAL RESOURCES CLICK HERE)

KNOWING YOURSELF

Dead Poets Society
Teen Wolf
Back to the Future
A Walk to Remember

FACING PEER PRESSURE

Drumline
Sky High
A Christmas Story
Mean Girls

UNDERSTANDING BULLIES

Cheaper by the Dozen
Hoot
The Ant Bully
The War

All clips are under copyright and are used with permission from copyright holders.

None of the movies represented in the Film Clips Series is rated higher than PG-13 by the Motion Picture Association of America, except for three of the movies in Episode Eight (“Glory”, “Born on the Fourth of July”, and “Saving Private Ryan”). No inappropriate material is included in any of the individual film clips.

Educational Standards

Pages 20-24

The film clips in this series meet the performance standards.

Spanish/English Options

Options for audio and subtitles in English or Spanish are available in “Settings” on the main menu of the DVD. Spanish audio is available for most, but not all film clips.

Welcome to

Film Clips for Character Education.

© Film Clips Spirit of America

The following pages contain an exciting new approach to character education which reaches students through a medium for which they have a natural affinity: Hollywood movies. In this nine-part series, clips from the movies are used to assist teachers and students engage in reflection and discussion about character and moral action.

At its core are clips from popular Hollywood movies that exemplify key character traits and issues surrounding moral development. The clips provide students with situations that relate to 'real life' experiences and draw them into a natural engagement with the subject. This approach not only stimulates students' thinking on moral action and character, but enhances their engagement with the regular curriculum in the areas of Language Arts, Social Studies, and Fine Arts.

In this guide you will find resources to help you create the greatest impact with Film Clips. Four clips are listed under each key character trait, for the purpose of illustrating some positive or negative aspect of the given trait and stimulating creative reflection and discussion. This study guide provides a great deal of flexibility for the teacher to use Film Clips most effectively. You will want to use your discretion regarding the appropriateness of both the clips and the suggested activities to the age as well as the intellectual and emotional skill levels of your students.

With this in mind, this study guide can help you take a fresh approach to character education, using the letters F-I-L-M to summarize the appropriate steps:



Fitting clips to lesson plans and standards
A list of key education standards covered by the clips and activities suggested in this guide is available on pages 20-24.

Creating a Lesson Plan:

The teacher can choose to create one 45–50 minute class session, by showing all four clips under a key theme, pausing after each for reaction and discussion (25–30 minutes), and then doing one of the following exercises (15–20 minutes). Alternatively, the teacher can create four 30 minute class sessions by showing one clip, pausing for reaction and discussion (10–15 minutes), and doing one of the following exercises (15–20 minutes).



Introducing clips to students. Pages 5-15
As you prepare to show a film clip, you can introduce it with a plot synopsis. This gives students who have not previously seen the movie from which the clip is taken some context for understanding the clip.

Pause the DVD after the on-screen teaser question following the clip.



Listening to students discuss the clips.

Pages 5-15

The on-screen teaser question following a film clip is designed to initiate thoughtful discussion. The follow-up “Going Deeper” questions should encourage further personal exploration. These questions can be addressed in the context of the whole class, or by splitting the class into small groups and then having the groups report back to the larger class after they have explored their thoughts and opinions, or through

a written exercise to be handed in later. The quotations help students build higher order thinking skills, foster analysis of the quotation and relate the film clip to their own lives and the topics they are discovering in class.



Moving students to action. Pages 16-19
Suggested activities to engage the students more deeply with the issues raised by the film clips.

Knowing Yourself

Theme: Independent Thinking

Film: *Dead Poets Society*

(PG) 1:47

An unorthodox English teacher in a private prep school both challenges and inspires his young students to think for themselves and live life to the fullest. His motto for them is simple, yet life-changing: Carpe diem, or “Seize the day!”



This 1989 film from Touchstone Studios and Buena Vista Pictures is directed by Peter Weir, written by Tom Schulman and stars Robin Williams, Robert Sean Leonard, Norman Lloyd, and Ethan Hawke.

Teaser Question: What is your special walk?

Going Deeper: Why do we find ourselves conforming to others? How important is it to fit in with the crowd? What do we think of someone who chooses not to participate at all?

“Two roads diverged in a wood and I, I took the one less traveled by and that has made all the difference.”

—Robert Frost

“Understanding is the first step to acceptance, and only with acceptance can there be recovery.”

—J.K. Rowling

Theme: Feeling Weird

Film: Teen Wolf

(PG) 1:30

An ordinary teenager suddenly becomes an excellent basketball player and a popular student at school. The problem is that his new abilities are the result of becoming a werewolf! It may mean that he has the girl of his dreams and all the friends he could want, but is it worth the price of being so different?



This 1985 film from MGM and United Artists is directed by Rod Daniel, written by Jeph Loeb and Matthew Weisman, and stars Michael J. Fox, James Hampton, Susan Ursitti, and Jerry Levine.

Teaser Question: Does everyone feel weird in some way? Why? Why not?

Going Deeper: Why do people sometimes feel ashamed of themselves and their abilities? How do we treat others who are different?

"We all have dreams. But in order to make dreams into reality, it takes an awful lot of determination and effort."

—Jesse Owens

"The price of greatness is responsibility."

—Winston Churchill

Theme: Standing Up to Power

Film: *Back to the Future*

(PG) 1:59

Marty McFly is a kid who is never on time for anything. Then, thanks to his scientist friend, Marty gets shot back in time to the days when his parents were in high school. In the local soda shop where the future mayor sweeps up, Marty meets the teenage version of his dad, who is about to have one of many run-ins with the local bully.



This 1985 film from Universal Studios is directed by Robert Zemeckis, written by Robert Zemeckis and Bob Gale, and stars Michael J. Fox, Christopher Lloyd, Lea Thompson, Crispin Glover, and Thomas F. Wilson.

Teaser Question: How could George stand up for himself?

Going Deeper: Why is it hard sometimes to stand up to others? What holds us back?

"Courage is not the absence of fear, but rather the judgment that something else is more important than fear."

—Ambrose Redmoon

"Life shrinks or expands in proportion to one's courage."

—Anais Nin

Theme: Who Are Your Friends
Film: A Walk to Remember
(PG) 1:18



Based on the novel by Nicholas Sparks, this is the story of a girl firmly grounded in her religious beliefs who finds herself attracted to a boy whose life and background are quite the opposite of hers.

This 2002 film from Warner Brothers is directed by Adam Shankman, written by Karen Janszen and stars Shane West, Mandy Moore, Peter Coyote, and Daryl Hannah.

Teaser Question: Does it matter what people think about you? Why? Why not?

Going Deeper: What does it mean to be self-confident? Whose opinions do matter to you? How many people really know you?

“To know one’s self is to study one’s self in action with another person.”

—Unknown

“God helps those that help themselves.”

—Benjamin Franklin

“Who has confidence in himself will gain the confidence of others.”

—Leib Lazarow

Facing Peer Pressure

Theme: Responsibility for Others

Film: *Drumline*

(PG-13) 1:59



A kid from Harlem is recruited into a southern university marching band. Thinking that he is the answer to all the band's problems does not score him any points with the tough band professor. Everyone needs a lesson in what it means to work as a team, and what it means to be responsible for one another.

This 2002 film from 20th Century Fox is directed by Charles Stone III, written by Tina Gordon Chism and Shawn Schepps, and stars Nick Cannon, Zoe Saldana, Orlando Jones, Leonard Roberts, GQ, Jason Weaver, Earl Poitier, and Candace Carey.

Teaser Question: What is the difference between good and bad peer pressure?

Going Deeper: Are we responsible for other's actions? Why or why not?

"Provision for others is a fundamental responsibility of human life."

—Woodrow Wilson

"People don't understand that not only can they make a difference, but it's their responsibility to do so."

—Florence Robinson

Theme: Using Popularity as a Weapon

Film: *Sky High*

(PG) 1:51



It is not easy to be the powerless son of the most famous superheroes on the planet. At least his best friend is always there for him. But when his powers finally emerge and the most popular girl in school suddenly notices him, will there still be room in his new life for the friend he has left behind?

This 2005 film from Walt Disney Studios is directed by Mike Mitchell, written by Paul Hernandez, Robert Schooley, and Mark McCorkle and stars Michael Anarano, Kurt Russell, and Kelly Preston.

Teaser Question: How do you know if someone is telling you the truth?

Going Deeper: What should you do when you hear something bad about a friend? What does it mean to be really loyal?

“Honesty: The best of all the lost arts.”

—Mark Twain

“True friendship multiplies the good in life and divides its evils. To find one real friend in a lifetime is good fortune; to keep him is a blessing.”

—Baltasar Gracian

Theme: Standing Up to a Dare
Film: *A Christmas Story*
(PG) 1:58

This tale may be set in the 1940s, but the situations these kids face are very familiar today. For example, when a friend dares you to do something that you know is not a good idea, what will you choose to do?



This 1983 film from MGM and Warner Brothers is directed by Bob Clark, written by Jean Shepherd, Leigh Brown, and Bob Clark, and stars Peter Billingsley, Darren McGavin, Melinda Dillon, and Ian Petrella.

Teaser Question: Do friends influence what we say and do? How? Why?

Going Deeper: What makes a dare so powerful? What would happen if we said “no” to a dare?

“To be the leader of the band, you’ve got to turn your back to the crowd.”

—Unknown

“Like timidity, bravery is also contagious.”

—Munshi Premchand

Theme: Cliques as Bullies
Film: *Mean Girls*
(PG-13) 1:42

When a girl who has always been home-schooled suddenly enters a public high school, she learns that



it can be pretty hard to fit in. So, when some popular girls invite her to join their clique, it seems like a great idea...or is it?

This 2004 film from Paramount is directed by Mark Waters, written by Tina Fey, and stars Lindsay Lohan, Rachel McAdams, Tim Meadows, and Tina Fey.

Teaser Question: What are the rules your friends expect you to follow?

Going Deeper: What is a clique? How can a clique be harmful? How can cliques control you?

“Do you want to be a power in the world? Be yourself.”

—Ralph Waldo Trine

“What is genius but the power of expressing a new individuality?”

—Elizabeth Barrett Browning

Understanding Bullies

Theme: Making a Stand

Film: *Cheaper by the Dozen*

(PG) 0:38

This older brother did not want to move to a new city and a new school. He did not ask to be laughed at by the bullies at school. He is sick and tired of being on the receiving end of the taunting. What will keep him from making a very big mistake?



This 2003 film from 20th Century Fox is directed by Shawn Levy, written by Sam Harper, Joel Cohen, and Alec Sokolow, and stars Steve Martin, Bonnie Hunt, Tom Welling, and Hilary Duff.

Teaser Question: When is it better to walk away? When is it not?

Going Deeper: Why do bullies say hurtful things or try to pick a fight? What are they afraid of?

“There was never a good war or a bad peace.”

—Benjamin Franklin

“Take care, don’t fight, and remember: if you do not choose to lead, you will forever be led by others.”

—J. Michael Straczynski

Theme: Communication

Film: *Hoot*

(PG) 0:59

When a new student arrives at his Florida school, he finds himself embroiled in a battle to save the environment from the plans of a greedy developer. But before he embarks on this quest, he first has to face the girl who has been bullying him from the moment he arrived.



This 2006 film from 20th Century Fox is directed by Wil Shriner, written by Wil Shriner, and stars Logan Lerman, Brie Larson, Cody Linley, Tim Blake Nelson, Luke Wilson, Neil Flynn, and Robert Wagner.

Teaser Question: Do you agree with the way he confronted Beatrice? Why? Why not?

Going Deeper: What happens when we stand up to a bully? Does trying to talk things out work?

“Too often we are scared, scared of what we might not be able to do, scared of what people might think if we tried, we let our fears stand in the way of our hopes. Why? There’s really no time to be afraid. You have nothing to lose and everything to gain. Everything!”

—Unknown

“The only thing we have to fear is fear itself.”

—Franklin Delano Roosevelt

Theme: Scapegoating

Film: *The Ant Bully*

(PG) 1:31

When a young boy is bullied, he finds it easier to blame the ants in the anthill below him than to face up to the bully.



This 2007 film from Warner Brothers is directed by John A.

Davis, written by John A. Davis and John Nickle, and stars the voice talents of Julia Roberts, Nicholas Cage, Meryl Streep, Paul Giamatti, Zach Tyler, Regina King, Bruce Campbell, Lily Tomlin, Cheri Oteri, Larry Miller, Alison Mack, and Ricardo Montalban.

Teaser Question: Why does Lucas turn on the ants instead of the bully?

Going Deeper: Have you ever blamed someone else for something that person did not do? Why? What were you afraid of?

"When a man points a finger at someone else, he should remember that four of his fingers are pointing at himself."

—Louis Nizer

"All can be great, because all can serve."

—Martin Luther King Jr.

Theme: Understanding Your Enemies

Film: *The War*
(PG-13) 2:20



It is no fun to be laughed at and beaten up. So when this happens to a young boy at the county fair, he watches very carefully to see what his father will do to the kids who humiliated and hurt him.

This 1994 film from Universal Studios is directed by Jon Avnet, written by Kathy McWorter, and stars Kevin Costner, Elijah Wood, Mare Winningham, and Lexi Randall.

Teaser Question: Will kindness work with bullies?

Going Deeper: Why is it so hard to be nice to someone who has been so mean toward you? What happens if we choose to be mean to them?

"Constant kindness can accomplish much. As the sun makes ice melt, kindness causes misunderstanding, mistrust, and hostility to evaporate."

—Albert Schweitzer

"No act of kindness, no matter how small, is ever wasted."

—Aesop



Moving students to action.

Suggested activities to engage the students more deeply with the issues raised by the film clips.

Character “Word Wall”

A “word wall” can help your students develop/build their vocabulary in terms of meaning, context, and relevance. The words below come directly from the video clips or the question prompt at the end of each clip. Developing a word wall is a great way to introduce key vocabulary terms at the beginning of a unit or piece by piece as your class explores a unit of study.

Peer Pressure

Responsibility

Solidarity

Confident

Clique

Self-respect

Conformity

Bully

Courage

Individuality

Friend

Confront

Utilizing Quotes

Use as journal starters and essay prompts.

A tool to strengthen student writing, as in supporting a line of thought expressed by the writer.

Develop analytical thinking. Quotes are character-based in nature which is common among many state writing tests, the SAT, and many analytical writing prompts.

Connect concepts across multiple curricula.

Homework discussion starters with parents or guardians.

Encourage students to share their own favorite maxim (one they have heard or read before, one passed down as a family favorite, or one used often in class) and reflect upon its meaning and context.

Inspire students, teams, or collaborative pairs to develop their own personal “Code of Character” or “team motto” based on one of the quotes.

Language Arts:

Scribe students’ favorite maxims or motto on the board and have the class interpret it’s meaning.

This can then lead to a grammatical analysis of the quote where the students can edit the student’s rendition of the quote for spelling, punctuation, tense and part of speech.

History and Social Studies:

Have students research or discover who the author of the quote is, where the author came from and when and where the quote may have been said. Look for any special context or history behind the quote.

Select a classroom “Quote of the Week” that provides a theme for daily assignments, possibly taken from one of the suggestions above.

As students learn and analyze more quotes, they provide great material to use for extra credit questions and assignments. This is an excellent way to keep the quotes fresh and in the mind of the students.

Idea Starters!

1. Have students participate in a *Random Acts of Kindness* week for your class or school.
2. Explore *Service Learning* and have your students work in groups or as one whole class to come up with a service learning project that relates to anti-bullying or a monthly character trait at your school. See **www.LearnAndServe.org**
3. Write a letter to a “local” hero (fireman, policeman, janitor, cafeteria worker, nurse, teacher, soldier...) thanking them for the way they help you and your community.
4. *Celebrate a Classmate* activity: Have your students write one nice thing about someone in class who is not necessarily their best friend. Do this three days in a row (or once weekly for three weeks), each time having them write about someone different. Each time read out what was written.
5. Give each student a sheet of paper with the name of every classmate on it. Then next to each name, have your students write one positive word or adjective that describes each person. Once everyone is done collect and compile the list. Make individualized bookmarks for each student and under his/her name at the top of the book mark write down the list of words that were created for them.
6. Role play different scenarios from each movie, where applicable. Students can demonstrate the right way and wrong way to handle various bullying situations.
7. Have students list 60 things they are thankful for: 20 people, 20 objects, and 20 inanimate objects ie: as sight, smell, etc...
8. Have students list all the ways they are unique, and areas where they are “gifted” - identifying things they do well and/or know a lot about! (Does not have to be academic in nature.)
9. Have each student identify a time they showed courage in their lives and what led them to this act of courage or standing

up for themselves or what was right. Then have them identify a fear they may have, why it is a fear, and how they might overcome this fear?

10. Have each student create a list of the things they are responsible for at home, school, on teams, and for themselves. Then ask who is helped by their responsible actions.

Keeping a Diary

The students can be asked to keep a diary with 27 entries in which they will record their favorite examples of the character trait they saw demonstrated in the clips and examples of how they have or have not shown this character trait in their own lives. Also included are guides to other resources to help you to use these film clips most effectively in your classroom. We hope that this study guide will stimulate your own creativity to help your students grow in their abilities for moral reflection and action.



Fitting Clips to Educational Standards:

In recent years, assessment of the academic progress of students has been standardized through the creation of a set of measurable and obtainable goals or standards. Listed here are sample standards that we believe are fulfilled by utilizing the film clips, teaser questions, and various exercises listed in this guide.

Language Arts Standards (Elementary)

Topic: Listening/Speaking

Standard: Recalls, interprets, and summarizes information presented orally.

Standard: Uses oral language for different purposes: to inform, to persuade, and to entertain.

Standard: Responds to literal, inferential, and evaluative questions on orally presented material.

Standard: Acquires new vocabulary in each content area and uses it correctly.

Standard: Participates in discussions related to curricular learning in all subject areas.

Standard: Determines the meaning of a word based on how it is used in an orally presented sentence.

Topic: Writing

Standard: Uses a writing process that involves pre-writing, drafting, revising, editing (can involve peer editing), proofreading, and publishing.

Topic: Literature

Standard: Experiences traditional and contemporary literature through a variety of media.

Social Studies Standards (Elementary)

Topic: Information Processing

Standard: Gathers information through reading, listening, observing and surveying.

Standard: Locates and utilizes information from a variety of sources, e.g., books, newspapers, atlases, glossaries, photographs, videos, computer software, others.

Standard: Selects and discusses the main idea from a reading passage or listening activity.

Standard: Distinguishes between fiction and non-fiction stories.

Standard: Analyzes information from two or more sources for agreements, contradictions, facts, and opinions.

Topic: Problem Solving

Standard: Identifies and states a problem related to topic under study.

Standard: Chooses a solution to a problem after supplying the evidence.

Standard: Shows respect toward others.

Fine Arts Standards (Elementary)

Topic: Artistic Skills and Knowledge: Creating, Performing, Producing

Standard: Identifies and applies dramatic elements of plot, setting, character, and dialogue.

Standard: Identifies implicit and explicit main ideas, details, sequences of events, and cause-effect relationships in dramatic presentations.

Standard: Describes and demonstrates the role and responsibility of the audience.

Standard: Demonstrates an awareness that drama comes from all cultures throughout time and compares and contrasts cultures through drama activities.

Language Arts Standards (Middle & High)

Topic: Listening/Speaking

Standard: Follows oral directions and asks questions for clarification.

Standard: Listens and responds to various language patterns and literary forms including regional dialects.

Standard: Responds to literal, inferential, and critical questions.

Standard: Evaluates messages and effects of mass media (print, radio, cinema, television, internet).

Topic: Writing

Standard: Uses a writing process that involves pre-writing, drafting, revising, editing (can involve peer editing), proofreading, and publishing.

Standard: Writes paragraphs that include unifying ideas and supporting details (may include topic sentence and clincher sentence).

Standard: Produces paragraphs and compositions for a variety of purposes (exposition, description, narration, and persuasion).

Standard: Experiments with organization, style, purpose, and audience.

Standard: Uses available electronic communication technologies in writing.

Social Studies Standards (Middle & High)

Topic: Cultural Geography

Standard: Identifies various ethnic groups in the Americas, Europe, and Oceania, and describes their impact on the development of the regions (e.g., linguistic patterns and cultural contributions).

Standard: Assesses cultural expression of art, music, and literature.

Standard: Explains how social institutions (religion, government, and economics) influence the attitudes and behaviors of people.

Topic: Cultural Geography

Standard: Categorizes important social and cultural developments of the Americas, Europe, and Oceania.

Topic: Problem Solving

Standard: Identifies and defines a problem.

Standard: Formulates possible alternatives/solutions to a given problem.

Standard: Collects evidence using appropriate, reliable data.

Standard: Chooses a reasonable solution from among the various alternatives.

Standard: Identifies areas for further study.

Standard: Follows established rules.

Standard: Shows respect toward others.

Standard: Works with a group, following set rules of procedure to complete an assigned task.

Standard: Formulates and defends position on issues.

Standard: Identifies and uses alternative methods of conflict resolution.

Standard: Participates in planning for effective civic actions and demonstrates effective civic actions.

Standard: Recognizes the rights of others to present different viewpoints.

Fine Arts Standards (Middle & High)

Topic: Artistic Skills and Knowledge: Creating, Performing, Producing

Standard: Demonstrates social discipline and appropriate group contribution.

Standard: Uses imagination to form and express thought, feeling, and character.

Character-related Standards

Standard: Retells stories that illustrate positive character traits and will explain how the people in the stories show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment.

Standard: Gives examples of how the historical figures under study demonstrate the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.

Standard: Demonstrates an understanding of good citizenship.

Special Thanks to:

*North Carolina Department of Public Instruction
Georgia Department of Education
Directors Guild of America
Screen Actors Guild of America
Writers Guild of America
American Federation of Musicians
Of the United States and Canada
Buena Vista Pictures
Dimension Films
Dreamworks
Lions Gate Films
Lucasfilm
Metro-Goldwyn-Mayer Films
Miramax Films
New Line Cinema
Paramount Pictures
Pixar Animation
Touchstone Studios
Twentieth Century Fox
United Artists
Universal Pictures
Walden Media
Walt Disney Pictures
Warner Bros.
The Weinstein Company*

Visit us online at
www.FilmClipsOnline.com



Film Clips

SPIRIT OF AMERICA

Produced by Michael R. Rhodes

www.FilmClipsOnline.com

4903 Island View Street

Channel Islands Harbor

California 93035

Phone: (805) 984-5907

Fax: (805) 984-2397

E-mail: info@filmclipsonline.com