

The *Different and the Same*  
Video Series



**VIDEO ONE:**

# Sticks and Stones



N A M E - C A L L I N G

## KEY CONCEPTS

These key concepts are identified to help in your instructional planning. Student understanding of these concepts and themes is developed through activities, viewing the video, and discussions.

**Fair**—just, equitable

Cat-a-lion: “I guess I wasn’t being **fair**.”

**Mean**—cruel, hurtful

Arthur: “You sure were **mean** to me last year.”

**Tease**—make fun of

Mrs. Chung: “But tell me about **teasing** the new boy.”

**Feelings**—emotions

In “Sticks and Stones,” the teasing and name calling reflect **feelings** of fear, shame, anger, power, and meanness. **Feelings**, expressed but not voiced, as Cat-a-lion learns his lesson, include regret, kindness, warmth, and friendship.

## Preparing to

# Sticks and Stones

*Theme: Name-Calling/Hurting Others as a Reaction to Being Hurt*

## Program Summary

At his birthday party, Cat-a-lion says that the piñata is better than last year’s. Arthur responds that the whole party is better, recalling how **mean** Cat-a-lion had been to him and how he almost didn’t invite Arthur to the party. Cat-a-lion reminds Arthur how other kids had been **mean** to him, too.

In a flashback, Cat-a-lion remembers being called “Mophead” by children at the playground. He is so hurt and angry that Francine has a hard time painting a happy picture of him. When Mrs. Chung, the school principal, introduces Arthur, a new student, Francine and Audrey welcome him, while Cat-a-lion reluctantly agrees to show him around the school. Cat-a-lion tells Francine he doesn’t like the new kid’s looks. Later, he tries to get Jason and Lissa, two puppets who look like Cat-a-lion, to join him in calling Arthur a “Pumpkin Head.” They decline even though they have also been called “Mophead.”

Cat-a-lion **teases** Arthur, causing him to cry. Mrs. Chung overhears the exchange and questions Cat-a-lion about this **mean** behavior. When Cat-a-lion tells her about the insults *he* has suffered, she offers to talk to the students and their parents. He tells her about his **feelings** of being a “scaredy-cat” and how **teasing** Arthur makes him feel powerful at first but later, frightened and guilty.

Mrs. Chung shares her childhood experiences of being called “horrible names” and treated as inferior because she is Chinese-American. Although her parents helped her to feel proud of who she is, she still remembers how awful she felt. Cat-a-lion realizes that he has not been **fair** and has hurt Arthur. He phones Arthur to invite him to his birthday party, apologizes, and promises never to call him names again.

The story returns to this year’s party, concluding as Cat-a-lion and Arthur express their **feelings** of friendship and Arthur breaks open the piñata.

# Present the Video

## Have you ever experienced name calling or racial slurs?

- What emotions did you experience then? How do you feel about it now?
- How did you deal with the situation?
- What would you like to say to people who practice name calling or who make racial and ethnic slurs?

## Do you recall having ever engaged in name calling or taunting when you were a child?

- How did you feel about it at the time? How do you feel about it now?
- Do you remember what prompted you to do it?

## How do you react to prejudicial statements?

- Have you ever confronted prejudicial behaviors in a way that promoted a positive response and generated a greater acceptance of diversity?

## Some adults, in looking for a caring way to deal with prejudice among young children, try to create a “color-blind” environment. Others believe it more helpful to acknowledge and respect differences. What do you think?

- Children as young as three and four recognize differences and may develop attitudes about race and ethnicity. What can be done to foster non-prejudicial thinking and respect for different cultures among young children?
- How are children alike, what common human traits do they share and how can those ties be highlighted?

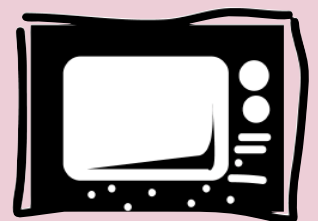
## Were certain prejudices common in your childhood environment?

- Which prejudices surface today in your adult environments of home, work, and leisure?
- Do you ever feel surprised when your own biases surface?

*If you have not already previewed the video, do so now.*

## Purpose

*To prepare yourself for discussing with students the sensitive topics of this video, reflect on the following questions and, when possible, discuss them with your colleagues. This may help clarify your own feelings, help you understand others' perspectives, and thus better prepare you to help students fully understand the issues presented.*



**Purpose**

To introduce students to the key concepts of this video, choose the activities that will work best for your class, modifying them if needed. Activities may be interchanged within the series and between the Introductory and Extension Activities sections.

**Materials**

Poster board and markers for the display  
 Symbols of sun, rain, and storm

Assorted bags filled with treats and “tricks”

Chart paper and markers

# Introductory Activities



## Feelings Chart



To help the students develop a greater awareness of the range of feelings they can experience and a knowledge of the vocabulary to explain these emotions, use the weather as an analogy. Decorate a chart or the chalkboard with pictures or symbols of bright sun, rain, and a thunderstorm, and have the students generate a list of feelings that are like a sunny day (happy, excited, loving), a rainy day (sad, bored, hurt), and a stormy day (mean, jealous). As the students progress through the video series and their “feelings” vocabulary increases, add new words to the chart. For example, after viewing “Sticks and Stones,” words like “scared,” “hurt,” or “ashamed” could be added to the rainy day, “proud” and “friendly” to the sunny day, and “angry” to the stormy day. You may wish to point out that sunny days, rainy days, and stormy days are all important for growing.

## Jumping to Conclusions



Display a variety of bags—colorful gift bags, lunch bags, plain grocery bags, and plastic trash bags—each containing a familiar item. In some bags place items you expect the students to like (a popular toy, a favorite snack, a marking pen, etc.). In other bags, place less popular or unfamiliar items such as a medicine bottle, a “No Recess” sign, an unattractive looking fruit or vegetable, etc. Place items in bags randomly so that there is no relationship between the appeal of the bag and its contents. Have the students select which bags they think they would like to have. When the items are revealed to the students, discuss with them how they can be fooled when they “jump to conclusions” without sufficient information. As the concept of prejudice is expanded, remind them of this experience.

## Compliment Collection



Ask the students to help generate a list of things people say about others that make them feel good. Remind them that it’s not just how they look, but what they do that can generate compliments—not only playing well but being kind to someone, trying hard or helping someone else accomplish something. How do compliments make them feel? How do unkind comments make them feel?

Play an informal game of catching each other using compliments. If someone uses one that’s not on the list, add it to the list.

# Introductory Questions

Have you ever heard the saying “Sticks and stones may break my bones, but names will never hurt me”?

- What do you think it means? Is it a ‘true’ saying?

Have you ever been teased or called a name?

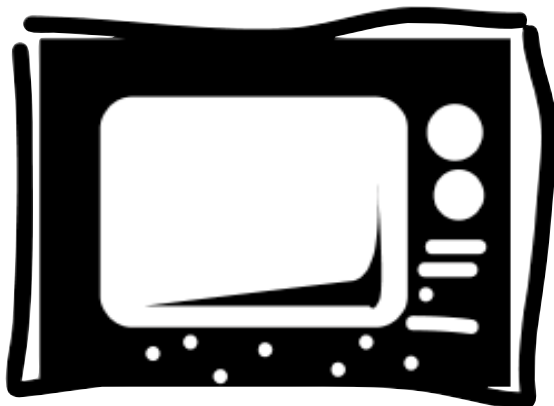
- How did it make you “feel”? (Refer to Feelings Chart from the introductory activity, adding any new descriptors.)
- Did you ever respond by calling someone else a name?

## *What to look for in the video:*

As you watch “Sticks and Stones,” notice how Cat-a-lion feels about being called a name. See if he does what you predicted he would do—or if he does something else.

## Show the Video

*It is recommended that the students’ first viewing be uninterrupted.*



## Purpose

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Before students view the video, you may want to ask some of these or similar questions to activate prior knowledge and predict events. **“What to look for in the video”** can help students focus their viewing.

**Purpose**

These are suggested questions to initiate discussion after viewing the video. Other productive questions may arise in the course of the discussion.



Here are places to stop the tape for discussion during viewing. (We recommend that, for most students, the first viewing be uninterrupted.) The questions can help students probe concepts in greater depth. The time is given in minutes and seconds from the start of the program.

**Pause Tape:**



Cat-a-lion says: "I don't like the way he looks—

he looks like a pumpkin head. Yeah, a pumpkin head."

## Follow-up Questions

**How do you think Cat-a-lion felt when the kids called him a "Mophead"?**

- What kinds of feelings did Cat-a-lion have while he was teasing Arthur?
- Did teasing Arthur help Cat-a-lion? Why or why not?
- How could Cat-a-lion have dealt with his feelings without hurting Arthur?

**Have you ever felt the way Arthur did when Cat-a-lion called him names?**

- Why do you think Arthur pretended he wasn't the one who answered the telephone when Cat-a-lion called?
- Why did Cat-a-lion call?
- Would you have accepted Cat-a-lion's apology? Why or why not?
- How do you think Arthur was feeling after the phone call?

**How did Mrs. Chung help Cat-a-lion with his problem with the big kids?**

- Why does Mrs. Chung "feel awful" whenever she sees someone being treated in a mean way?
- What mean thing happened to her when she was a girl? How did her parents help her? Who else might have helped her?

**What good things happened because Cat-a-lion apologized to Arthur and promised to stop calling him names?**

- Which do you think Cat-a-lion would say feels better, acting "mean" or acting "fair"? Why?
- Have you ever seen something good happen after someone apologized?

## Interactive Viewing Questions

**What kind of a mood is Cat-a-lion in?**

- What made him so upset? Why do you think he's feeling so mean towards Arthur?

**Why do you think Francine says, "But you don't even know him," when Cat-a-lion tells her he doesn't like Arthur?**

- What advice could you give Cat-a-lion about deciding that you don't like someone when you don't know anything about him or her?

## Pause Tape



Arthur says: "I'm not a pumpkin head." Cat-a-lion continues: "Pumpkin head! Pumpkin head!"

### How is Arthur feeling?

- What would you like to say to Arthur?... to Cat-a-lion?

### Do you think Cat-a-lion is solving his problem with the big kids by calling Arthur a name?

- Instead of teasing Arthur, what could Cat-a-lion have done about the kids who were picking on him?

### Why did Cat-a-lion's friends leave?

- Have you ever seen someone walk away rather than do something mean?

### Why did Cat-a-lion feel powerful for a little while after he called Arthur a name?

- Why did he feel "awful" afterward?

### Why do you think Cat-a-lion didn't know how to make the kids stop calling him names?

- Has someone ever helped you the way Mrs. Chung is helping Cat-a-lion?

### Do you think it was easy for Cat-a-lion to apologize to Arthur?

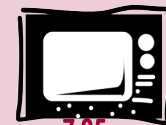
- Why did he apologize and invite Arthur to his birthday party?
- Is he treating Arthur fairly now?

### Why didn't Arthur want to talk to Cat-a-lion at first?

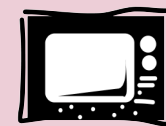
- What thoughts might have gone through Arthur's head from the beginning of the phone call to the end?
- Why do you think he accepted Cat-a-lion's apology?

### If someone says "Sticks and stones may break my bones, but names will never hurt me," what would you say to them?

- After watching the video, do you think the saying is true? Did the words (names) hurt Cat-a-lion and Arthur?
- What can we do to treat others fairly?



Mrs. Chung says: "So hurting someone else didn't make you feel better after all."



Cat-a-lion says: "Ask him if he can come to my birthday party next Saturday. And tell him I'm sorry."

**Purpose**

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 These activities extend student understanding of the concepts of the video. You may modify them for use with your students or use activities from other sections of this guide.

**Materials**

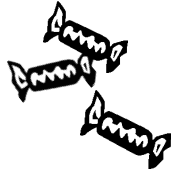
.....  
 Papier-maché (or a plain paper bag to be decorated)  
 Candy or trinkets—or paper for drawing

Items the students decide to include in the packet

Note paper for the letters of invitation  
 Chart paper and markers

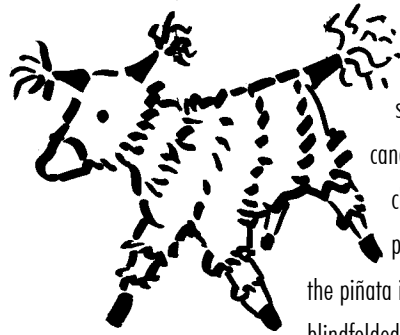
# Extension Activities

## Piñata Party



Have students work together to make a piñata out of papier-maché. Fill it with candies or small trinkets—or with pictures of “sunny day (happy) feelings” the students have drawn. Then have them take turns at trying to break it and practice fairness in distributing the contents. A colorfully decorated paper bag could substitute for the papier-maché “real thing.”

### What Is A Piñata?



A decorated container, often made of papier-maché in the shape of an animal, filled with candy and toys. Commonly used in children’s birthday and Christmas parties in Latin American countries, the piñata is suspended from a height, and blindfolded children attempt to break it by hitting it with sticks.

## “New Kid in Class” Kit



Help the students create a packet of information and equipment for new students who join the class. It could include such informational items as names of the students, the teacher(s), and the principal, the school name and address, a class schedule, a map of the school, etc. Equipment could include pencils, crayons, notebooks, etc. Include a statement that reflects the Class Philosophy with regard to newcomers. (See below.) Students may want to include a welcome letter and/or drawings of “welcome” and “friendship” feelings.

## Helpful People



Remind students how helpful Mrs. Chung was, once she knew about Cat-a-lion’s problem. Have the students generate a list of helpful people, from home or school, that they can go to when they have a problem. Invite members of the school staff who are a part of this “Helpful People” list to visit the classroom and talk with the students about themselves and how they can be reached for help. These may include the school principal, teachers from the previous grades, the school nurse, counselor, social worker, and any others the students include. Students may want to write notes of invitation to the people they choose, telling them they have been chosen by the class as a “Helpful Person.”

## Picture This

Take photographs of pairs or small groups of students working or playing together harmoniously. Ask the students in the photos to write a story as a group about the activity and the feelings they were experiencing. Display the photos and the stories.



## Materials

Camera—preferably an instant one—and film

## Ongoing Activities

### *Different and the Same People Journals*

Have students add Mrs. Chung to their journals and any additional information they have learned about the other characters. They might also write about the different kinds of feelings—or how they feel about name-calling.

### *Class Philosophy*

Have students create a belief statement about name-calling.

### *Different and the Same Puppets*

If students have made their own puppets, have them role play scenarios about words that hurt and words that make us feel good.

## Purpose

*These ongoing activities are cumulative in nature with students returning to them as they view each video. They provide continuity to their increasing understanding of the themes and concepts of the series as a whole.*

## Books for Students

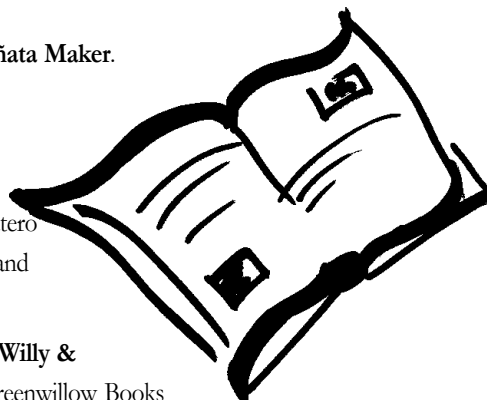
Ancona, George (1994). **The Piñata Maker.**

New York: Harcourt Brace

Written in English and Spanish, this is the story of Tio Rico, a 77 year-old piñatero who makes piñatas, masks and puppets.

Caseley, Judith (1991). **Harry & Willy & Carrothead.** New York: Greenwillow Books

Three young boys overcome prejudicial ideas about appearance and manage to become good friends.



*Books from this list can be read to or by students before and after viewing to expand understanding of the concepts and to encourage appreciation of a wide range of cultures and communities.*

*Continued from page 25...*

Cohen, Barbara (1983). **Molly's Pilgrim**. New York: Lothrop, Lee & Shepard Books

Told to make a doll like a Pilgrim for the Thanksgiving display at school, Molly's Jewish mother dresses the doll as she herself dressed before leaving Russia to seek religious freedom. (Older).

Estes, Eleanor (1944). **The Hundred Dresses**. New York: Harcourt, Brace & World, Inc.

Wanda Petronski, a poor Polish girl who has only one worn blue dress, is teased every day by a classmate after telling all the school girls she has 100 dresses in her closet. (Chapter book).

Mills, Lauren (1991). **The Rag Coat**. Boston: Little, Brown

Minna proudly wears her new coat made of clothing scraps to school, where the children laugh at her until she tells them the stories behind the scraps that belong to them all.

Seuss, Dr. (1984). **The Butter Battle Book**. New York: Random House

Engaged in a long-running battle, the Yooks and the Zooks develop more and more sophisticated weaponry to outdo each other.



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**GPN Educational Media**

**P.O. Box 80669**

**Lincoln, NE 68501**

**Phone: 800-228-4630**

**Fax: 800-306-2330**

**Email: [gpn@unl.edu](mailto:gpn@unl.edu)**

**Web: <http://gpn.unl.edu>**