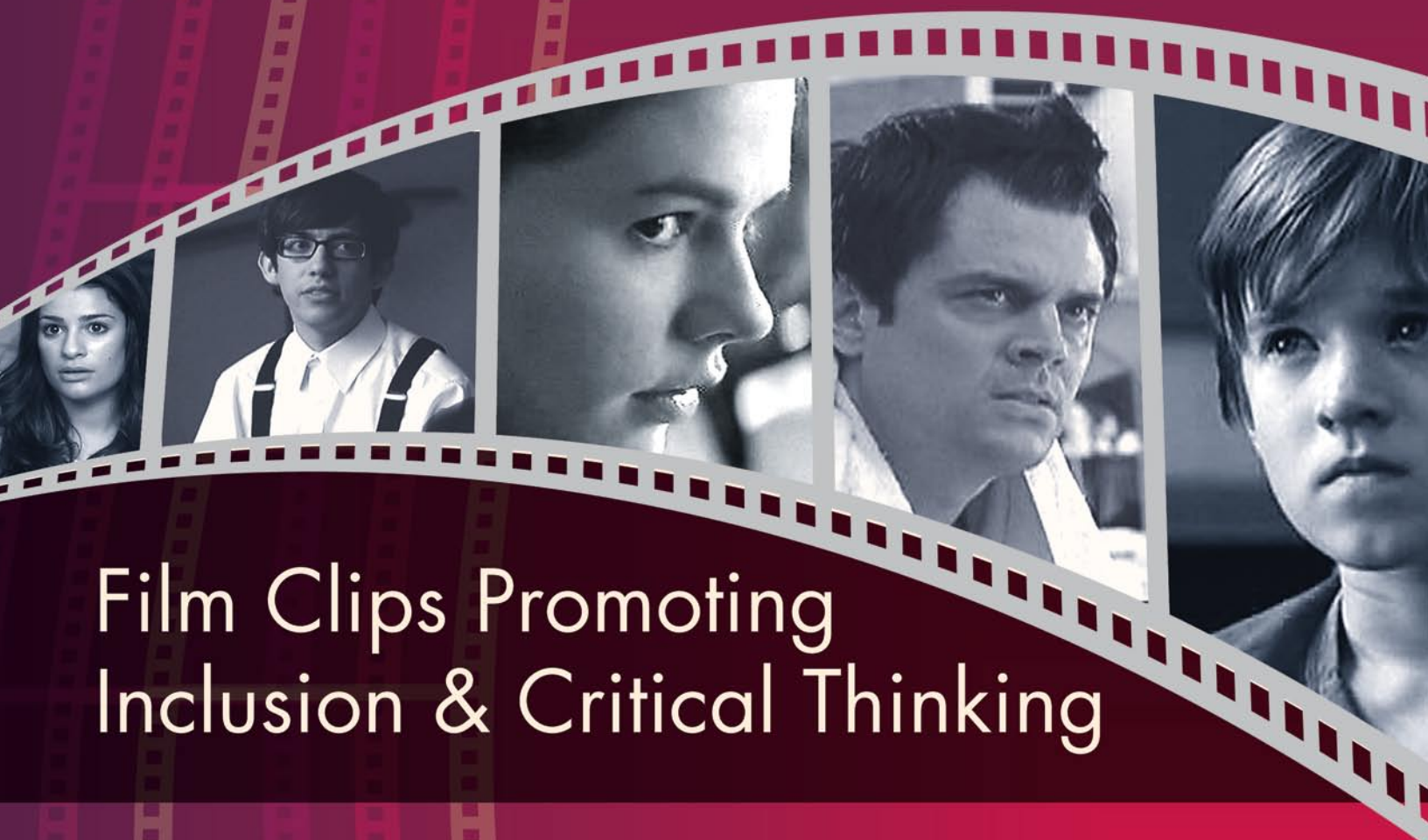


MOVIES That MOVE



Film Clips Promoting
Inclusion & Critical Thinking





Movies that Move:

Film Clips Promoting Inclusion & Critical Thinking

Dear Educator,

We are excited that you have chosen to use “Movies that Move: Film Clips Promoting Inclusion & Critical Thinking” in your classroom. This project, designed through a partnership between Special Olympics Project UNIFY® and Film Clips for Character Education, was designed to reach students in a new, multi-dimensional way, using popular films and TV shows to spark meaningful discussion in the classroom.

The four themes explored on this DVD are Different Abilities, the Power of Words, Acceptance, and Youth Leadership. These themes were selected in accordance with the objective of Special Olympics Project UNIFY®, a set of initiatives sponsored by the U.S. Department of Education to educate, motivate, and activate all youth to be agents of change in their schools and communities. This project has also been linked closely to the Special Olympics Get Into It® curriculum – a free, K-12 service-learning curriculum designed to teach students about acceptance and inclusion.

We hope this guide will assist teachers in leading their students through meaningful conversations as they actively engage with the four themes. Each activity is labeled by the curriculum-based strategy being emphasized; however, we encourage educators to look closely at their own curriculums and agendas to guide their use of this resource. Within this resource, you will find theme introductions, direct connections to related Get Into It® activities, and specific small-group discussion and writing prompt questions for each of the twelve clips. We also provide a basic overview of each clip as well as questions to think about while watching, so students have the necessary information to respond.

“Movies that Move” provides an opportunity for all students, regardless of ability or background, to discuss inclusion, acceptance, and change for their school community. We hope these clips will re-energize your students, and help them to build new relationships with each other, working together to transform their school climate from the inside-out.

We are excited to hear about your experience and we welcome all of your feedback. Thank you for your great efforts towards building a more inclusive community.

Jenni Newbury
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Elements of This

Teacher's Guide:

Using Questions to Develop Classroom Discussion

Get Into It® Curriculum:

Under each theme are three different categories: educate, motivate, activate. Within these categories are class activities from the Get Into It® curriculum which encourage students to create an atmosphere of inclusion and acceptance. These activities will foster class discussion and are a great way to introduce these clips.

Discussion Questions:

The purpose of this primary question is to spark initial class discussion and have students explore their immediate reaction to the main message of the clip. Teachers should help direct class discussion and closely monitor students' reactions to their peers and ensure that all students are responding with respect and tolerance. This question is presented on the DVD at the end of each clip.

Small Group Questions:

Once the majority of students have become actively involved in class discussion, students can be broken into smaller groups. To prepare for this section, teachers should explain to students the importance of treating one another with respect when listening to their peers share opinions and experiences. These questions have more depth and evoke longer, more personal responses from students. This is an excellent opportunity for students to learn more about each other and to allow each student to share their ideas.

Making Choices:

These questions require a bit more thoughtfulness on behalf of the student and are best for students to complete through an in-class journal or a homework assignment. This section provides students with the opportunity to closely examine their own behaviors and actions. These questions present a situation and ask the students to imagine their involvement in it. This encourages students to reflect on a much more personal level which they may not feel comfortable sharing with peers.

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Theme 1: Different Abilities

Theme Overview:

One of the primary purposes of introducing this theme is to offer new perspectives to students on how they view individuals in their immediate classrooms and schools, as well as more extended communities. The goal of this section is to have students consider the different abilities within society; this knowledge will prepare students to better capitalize on their own and others' strengths when reaching a common goal. These three film clips focus primarily on the importance of sharing gifts. Students will see that not everyone excels in the same areas, and not everyone sees the world from the same point of view. We hope that as a result of this dialogue, students will deconstruct their own experiences and recognize that these unique abilities enrich the world.

Want More?

Check out these select activities from the Special Olympics Get Into It® Curriculum: (found at www.specialolympics.org/getintoit)

Educate! As students enter the classroom, tell them that you are going to be giving them a difficult but important assignment, and that they will have five minutes to complete it (you are looking to establish a sense of urgency). Ask students to either:

Self-Awareness

- Translate the following Latin phrase into English: Aut viam inveniam aut faciam

Answer: Either I shall find a way or I will make one.

- Compute the following math problem: The sum of the first and twice the second is 100, and the product is a maximum. What are x and y ?

Answer: $x=50$, $y=25$

After a few minutes of trying, discreetly distribute answer sheets to some groups but not others and assign "challenges" to other students, requiring them to close their eyes or to complete the assignment without a writing utensil. Once the activity is completely, discuss with students how these challenges and exceptions made them feel.

Motivate! Have students read the "I AM" poem featured at the end of Lesson 1 in the Grades 3-5 section of the Get Into It® curriculum (www.specialolympics.org/getintoit). After students read and discuss the poem, have them write their own "I AM" poem to share with the class.

Writing

Activate! Place students in diverse groups. Explain that their goal is to share their strengths with one another and identify one thing that they could do together that they could not do alone. (For example, a group with a good chef, artist, manager and socialite could start a restaurant).

Team-Building

Different Abilities

Glee *Wheelchair Scene*



Background:

In *Glee*, we see a high school student, Artie, who shares his friends' love for music and glee club but is unique in that he uses a wheelchair. Artie maturely recognizes that his friends simply don't understand because they've never been in his position. The glee club director, Mr. Schuester, assigns each student a wheelchair for the week in order to show them just what life is like for Artie.

Questions to think about: *What challenges do Artie's friends come across while in the wheelchair that they never thought about? Why had they never noticed these things before?*

Discussion Question: *Why is it important to see the world from a different perspective?*

Small Group Questions:

- Share a time in your life when you were forced to see the world, or even just your school, from a drastically different perspective.
- How do you think Artie felt to have his friends experience the world from his perspective?
- What new perspective would you like to see the world from?
What do you think you might learn?

Making Choices:

The Glee Club, inspired by Artie after spending a week in wheelchairs, performs an amazing number to Proud Mary, and they ultimately decide to use it in a competition. At first, Artie's wheelchair seemed like something that got in the way, and in the end, it was something that the Glee kids enjoyed! Write about something in your life or a friend's life that at first seemed like an obstacle, but turned out to be a gift.



"We don't see things as they are, we see them as we are."

Anais Nin

Different Abilities

Lord of the Rings: Fellowship of the King



Background:

This clip focuses on the unique skills that everyone can contribute. It is an epic tale of the war between good and evil in Middle Earth. The ring of power has appeared, and the evil Sauron will do anything to get it. To destroy Sauron's plans for conquest, someone must destroy the ring by casting it into the fires of Mordor. Amidst bickering and name-calling, the courage of the least likely hero of all forces the group to realize that the fate of men, elves, hobbits and dwarves lies in the possibility of working together.

Questions to think about: *What type of skills does each character offer? How will those collective skills help achieve the common goal more than one character traveling alone?*

Discussion Question: *How do people's unique gifts contribute to a common goal?*

Small Group Questions:

- How have you worked together with someone who has different strengths than you?
- How do people take risks or sacrifice something in order to cooperate with others?
- What are the benefits of everyone having unique abilities?

Making Choices:

You are in physical education class, and the teacher doesn't put you in the basketball game at first, even though you know you are the best athlete in the whole class. When you have to sit on the sidelines during the game, you notice a classmate sitting next to you who doesn't want to play at all; she says that since she can't run very fast she won't be able to help the team. How can you encourage her? What type of abilities might she be able to offer the team?



"Every man's ability may be strengthened or increased by another."

Anonymous

Different Abilities

X-Men



Background Information:

The X-Men clip gives a brief overview of Mutant Academy and why these children are separated from society and educated in a different environment. Feared and hated by the very people they protect and defend, the students of Charles Xavier's School for Gifted Youngsters are known as X-Men. They live and learn in the one place where they feel safe and respected.

Questions to think about: *Why are these students separated from the rest of society? How might they feel about this separation?*

Discussion Question: *Why do we sometimes see differences as scary?*

Small Group Questions:

- How would you feel if you were separate from your classmates based on a unique gift?
- Should people who are different be educated in a different environment?
- How can a difference that you don't understand actually be a unique gift?

Making Choices:

Imagine one of your best friends attends Mutant High. Write a letter to your principal about why your friend and the other mutants should be able to join you at your school. What type of gifts might they contribute? Could these unique abilities enhance your school?



“What happens when the world sees others gifts’ as imperfections?”

Anonymous

Theme 2: Power of Words

Theme Overview

The three clips presented in this section address the childhood taunt “sticks and stones may break my bones, but words will never hurt me.” Contrary to this statement, children watch and see that this is not, in fact, true - verbal insults leave painful scars. Students will learn that it is never okay to simply throw words around - every person must think critically about the consequences of hurtful or negative comments to others. While discussing these clips, students will use their own individual experiences to understand that every action has a consequence.

Want More?

Check out these select activities from the Special Olympics Get Into It® Curriculum: (found at www.specialolympics.org/getintoit)

Educate! Have students watch Soeren Palumbo’s speech (found under Resources at www.specialolympics.org/getintoit). Stop the speech at 1:28 when Soeren describes the teens using a racial slur. Ask the students about their reactions and if they’ve heard others say similar things. Then, stop the speech at 4:25 when Soeren polls the audience about ways they’ve discriminated in the past and poll your own class. Finally, show the end of the speech and discuss with students about their reactions. Ask: Why does the use of the R-word demonstrate intolerance? How might the story have been different if someone stood up for Olivia?

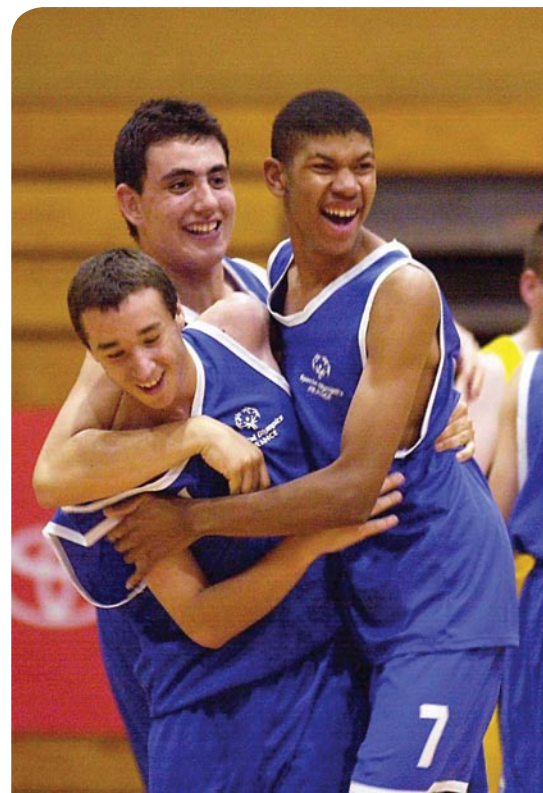
Listening

Motivate! Pieces of Me Activity: Use reproducible found in Activity 1 of Grades 6-8 in the Get Into It® curriculum. Students will identify various traits and discuss what it would be like to only be identified by one aspect of who they are.

Self-Awareness

Activate! Have students go to the Youtube channel for Spread the Word to End the Word (<http://www.youtube.com/user/EndtheRword>) and watch some of the youth-made videos. Have students discuss what they could do to support this cause in their school (start a campaign, make their own video, etc.)

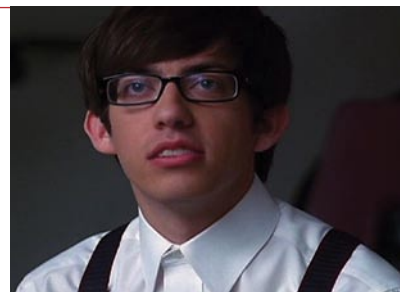
Critical Thinking



Power of Words

Glee

"Artie Understands"



Background Information:

In the Glee clip, the musical director, Mr. Schuester, addresses the club about a financial issue - the school is not able to take a bus that can accommodate Artie and his wheelchair. After hearing the suggestion of fundraising, students suggest that Artie simply take his own transportation. At first Artie pretends to not care but Mr. Schuester sees through this and confronts the other students.

Questions to think about: *Were Artie's friends trying to be mean? Why is it important for the entire club to travel together?*

Discussion Question: *Why are words from a friend so powerful?*

Small Group Questions:

- Why do you think Artie did not stand up for himself?
- If you were part of Glee club, how would you work to include Artie?
- Have you ever accidentally hurt a friend with your words?

Making Choices:

Do you ever think about how your words might hurt a friend? What are some ways someone else's words have hurt you, even if they didn't intentionally mean it?



"I do care, it really hurt my feelings."

Power of Words

Remember the Titans



Background Information:

“Remember the Titans” is the true story of a newly appointed African-American coach and his high school team during their first season as a racially integrated unit. In this scene the captain of the team confronts one of the players, and through their conversation they begin to see how their biased attitudes are affecting the team.

Questions to think about: *How are the two players seeing the team differently? Could their cooperation allow for the team to improve?*

Discussion Question: *Why are words so important in breaking down barriers?*

Small Group Questions:

- Would it make you angry if a teammate wasn't treating you fairly because of a difference you couldn't control? Explain."
- How can biased attitudes affect how we interpret each other's actions and the environment around us?
- If attitude reflects leadership, how can your leadership transform attitudes in your school?

Making Choices:

What is an example of a time when you were too scared to stand up for a friend or yourself? Why is it so easy for words to hurt others, but more difficult to use words to stand up for someone who needs it?



“Attitude reflects leadership, Captain.”

Power of Words

The Ringer *The R-Word*



Background Information:

In the Ringer scene, the clip shows Steve Barker, a man who was persuaded by his uncle to “fake” an intellectual disability and compete as an athlete in the Special Olympics to win money and erase a debt. The other Special Olympics athletes quickly figure out that Steve is “faking” it, but they forgive him and help him compete in the games. In this scene, Steve’s uncle questions why Steve is not the best and tells him to beat those ‘tards,” calling Steve’s new friends “retards.” Steve stands up to his uncle, declaring that they are his friends and yells at him to never use that word again.

Questions to think about: *Why does Steve’s uncle use the word “retard”? What does Steve know from his experience that his uncle doesn’t?*

Discussion Question: *What makes the R-word so hurtful?*

Small Group Questions:

- Have you ever seen or heard the R-word used in media? What type of message does that send?
- How might someone’s attitude change from competing in the Special Olympics? What about volunteering?
- Do you hear the R-word used by people in school? What can you do to stop it?

Making Choices:

Students can use this opportunity to describe how angry they might feel when someone is picking on a friend, family member, or even just an acquaintance. However, it can become incredibly difficult to stand up for that person, especially when the bully may turn on you! Teachers can have students brainstorm strategies to effectively intervene when they feel it is necessary, using tactics such as informing a trusted adult of the situation, avoiding saying derogatory things to the bully (because that just makes the situation worse!), and confronting the Discussion with questions about their motives and behavior.



“Don’t ever say that word again. These guys are my friends.”

Theme 3: Acceptance

Theme Overview

This theme demonstrates the importance of community and everyone's desire to belong. These particular clips focus primarily on individuals with intellectual disabilities; however, the theme of acceptance is something everyone, especially students, can relate to. When one feels a sense of belonging within a classroom, group, or friendship, this positively impacts other areas of his/her life, enhancing self-esteem, confidence, and school climate as a whole. While the act of acceptance seems easy enough, it often comes with a responsibility of standing up for someone's dignity in a tricky situation. We hope you and your students will explore how that plays out in these clips and what type of actions they can take to make their own school environment more accepting.

Want More?

Check out these select activities from the Special Olympics Get Into It® Curriculum: (found at www.specialolympics.org/getintoit)

Educate! Team-Up Activity: Students have to move around and identify others who share a specific personal characteristic. Some characteristics are visible while some are not. The leader calls out categories, one at a time: Team up with others who have the same color eyes as you. Team up with others who like the same topping on their pizza. Keep the game moving along at a good pace. Pause the action at various points to have groups shout out the preference or characteristic that they share (e.g., We all like pizza with pineapple! We all like pepperoni!) Help students process the experience asking questions like: Were you always teamed up with the same students? Some groups were small and some groups were large – in which size did you like being? Once you learned more about other students, were you surprised by any of your similarities?

Team-
Building

Motivate! Read "The Sneetches" by Dr. Seuss under Lesson 3 of the Grades 3-5 section of the Get Into It® curriculum. Have students act out the reader's theater script and discuss how the story might relate to their own experiences.

Fluency

Activate! Read "Inclusion Is Not A Place; It's A Feeling" by Troy Daniels. Have students discuss afterwards how they might support inclusion in their own school.

Comprehension
& Application

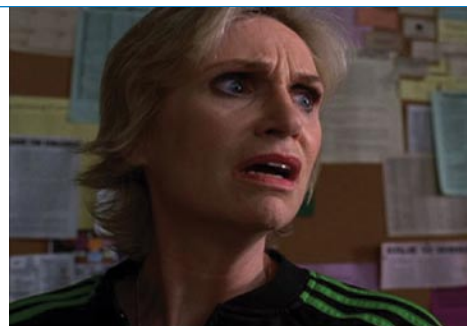
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Acceptance

Glee

Sue and Jean



Background:

This clip introduces Sue, the cheerleading coach, who is often a bully to others in the school. The scene opens with the students and faculty mocking a work-out video that Sue has made. This public humiliation causes Sue to recognize the hurt that she has caused others over the years. She then speaks with her sister, Jean, who has Down Syndrome about the teasing that Jean experienced when they were younger.

Questions to think about: *What does Sue learn from “walking in another person’s shoes”? What does this scene tell you about why Sue might be a bully?*

Discussion Question: *What makes it difficult to stand up for others?*

Small Group Questions:

- Does knowing about Jean change the way you feel about Sue?
- What are some reasons that people might become bullies?
- Has there ever been a rumor you’ve heard that has spread around school? What type of damage did it cause?

Making Choices:

Has there ever been a time when you wish someone had stood up for you in a tough encounter? What would that have meant to you if someone had?



“I never really understood how hard it was to be laughed at.”

Acceptance

The Ringer Tent Scene



Background:

In this clip, a group of Special Olympics athletes are discussing the attitudes and low expectations that society has set for them. Among this group is Steve, who was pretending to be a Special Olympics athlete in order to win money. The athletes have accepted him into their group even after he was revealed as a fraud. In this conversation, they encourage him, through their own life examples, to continue to pursue his passion and childhood dreams even in the midst of adversity.

Questions to think about: *What type of adversity have these athletes faced? How are the athletes demonstrating acceptance?*

Discussion Question: *Why is it hard to overcome low expectations?*

Small Group Questions:

- Why do people label others and expect that they can't do something?
- Why is it important to set your own standards and live up to them?
- Do you think society's expectations for these athletes demonstrate a lack of acceptance?

Making Choices:

Has there ever been a time when people told you that you couldn't do something? How did you feel when these low expectations were set? Is it more important to impress others or to work to achieve your own personal best?



"People tell us all the time what we won't ever do...well I have done all of those things."

Acceptance

Glee

Sue and Becky



Background:

In this clip, Sue is training her new addition to the cheerleading team, Becky, who has Down Syndrome. Sue - always the mean and demanding coach - is being very hard on Becky and telling her to work "harder" and "faster". Mr. Schuester watches this interaction and confronts Sue for being overly harsh to Becky. While Mr. Schuester claims that Sue needs to go easy on Becky because of her disability, Sue suggests that Becky would just want to be treated like everyone else.

Questions to think about: *Should a disability warrant special treatment? How does Becky feel in this scene?*

Discussion Question: *How do you feel when you are treated differently?*

Small Group Questions:

- By including Becky on the team and treating her like the others, is Sue helping to promote Becky's acceptance in school?
- How would you feel if a teacher did not believe in you and accepted unsatisfactory grades, seeing that as the "best you can do"?
- What are some effective ways to encourage others to achieve great things?

Making Choices:

Has there been a time when you treated someone differently because of assumptions you made about what they could or couldn't do? Why is it important to equally motivate everyone to achieve their best?



"...It seems to me like she wants to be treated like everyone else"

Theme 4: Youth Leadership

Theme Overview

This segment of film clips focuses on motivating and activating youth to become agents of change in their own school and community. Instead of concentrating on the enormity of many problems in the world, the goal of this section is to emphasize to students that all it takes is one action to cause a ripple effect. Too many people often see themselves as helpless in the face of global problems, yet the creativity and power of youth can be a transformative force that can make a real difference in the world. These clips focus on the power of one, as well as the necessity of perseverance and innovation in effective leadership. We encourage you to give your class time to brainstorm an action plan for making a difference – be sure to emphasize the importance of even a small gesture of kindness or selflessness.

Want More?

Check out these select activities from the Special Olympics Get Into It® Curriculum: (found at www.specialolympics.org/getintoit)

Educate! A Picture of Your School Activity: Have each student write down 3-5 words that they would choose to describe their school. Then, have them draw a picture representing what they feel their school is like. Put students in groups to compare their pictures/words and have them discuss why its important to have unique perspectives and what they can tell us.

Critical Thinking

Motivate! Listen to Eunice Kennedy Shriver's speech from the 1987 World Special Olympics Games (found at www.eunicekennedyshriver.org). Have students discuss how her words can motivate all people to make a change and achieve their highest potential.

Listening

Activate! Place students in groups and have them brainstorm what they would do with an unlimited budget to make their school more accepting.

Pre-Writing Skills

After proposals are completed, groups can share with one another and see if any of the plans can be put into action. Discuss whether the problem is money or initiative and what they can do.



Youth Leadership

Bridge to Terabithia



Background:

Two middle school students, Leslie and Jess, share gossip about a bully in their school. Leslie, who is a newcomer to the school, describes to Jess how she reached out to the bully. In relating to the bully's struggles, Leslie is able to uncover some of the reasoning behind the bully's actions.

Questions to think about: *What type of effect does Leslie's gossip have on Jess? Why did Leslie reach out to the bully?*

Discussion Question: *How can you reach out to someone in need?*

Small Group Questions:

- How did Leslie take leadership and set an example in her school?
- What other (or additional) actions could Leslie take to help the bully?
- How might the bully react to Leslie reaching out to her? Could this lead to a positive outcome for the whole school community?

Making Choices:

Have you ever felt alone as a result of life's circumstances? Do you think others have felt the same way? How would you want someone to reach out to you? How can you reach out to others?



Youth Leadership

The Sandlot



Background:

In the clip from the film *The Sandlot*, students witness something that almost everyone has experienced - exclusion from a group or team, particularly an athletic game. Students meet the new boy, "Smalls," who is seen with a black eye - presumably from getting beaten up by bullies. He has moved to a new town and doesn't know anyone. He tries to join the neighborhood boys who play sandlot baseball, but he doesn't know how to play the game. An essential concept to get across to students is that he is an outcast before he is even given a chance. But he has one new friend, the team's best player and most popular kid, who chooses to stand up for this newcomer against the ridicule of the team.

Questions to think about: *How does such a small gesture by Benny have a big impact on "Smalls"? How does Benny show leadership?*

Discussion Question: *Why do one person's actions affect others?*

Small Group Questions:

- How did Benny handle his friends giving him a hard time?
- Would this scene have been as powerful if an adult or coach was forcing the boys to include "Smalls"?
- What are other examples of small acts of youth leadership that could cause a ripple effect?

Making Choices:

What would happen if everyone judged people before they got to know them? Who are some people you'd miss if you had decided you didn't want to be friends with them before you really knew them? What small steps can you take to bring a new individual into your group of friends?



"I'm part of the game, right? Now how come he don't get to be?"

Youth Leadership

Pay It Forward



Background:

The last clip in this series is from the film *Pay It Forward*, showing a scene where a demanding middle school teacher challenges his class on the first day of school to come up with an idea that would change the world. His idea is met with great opposition from the students, almost all of whom exclaim that it is impossible for one person to change the whole world, expressing that the idea was completely absurd.

Questions to think about: *How would you react if your teacher presented this assignment? Would you agree with how the students describe it?*

Discussion Question: *How can one person change the world?*

Small Group Questions:

- Do you think one person's idea really could change the world? Can you think of an example where this has happened?
- What type of challenges would someone face when trying to achieve great things?
- Have you ever ignored a good idea because you felt it was too ambitious? How can that idea become attainable?

Making Choices:

What can you do to change the world? What is something that you don't like about the world? If you could change anything about the world, what would it be? How could you begin to realistically make a difference?

Think of an idea
to change our
world — and
put it into ACTION!

