

*Camfel Productions*  
*presents*

# COUNT ON ME

**Teacher's Discussion Guide**

# COUNT ON ME

## *Discussion Guide*

### **CAMFEL'S MESSAGE:**

*Empowering individuals to stand on a foundation of character values and encouraging them to act responsibly when faced with tough decisions.*

When studying for a test, the amount and quality of input directly affects output. The same is true with character. What goes into the mind and heart of a student is reflected in their actions and behavior. So, with the absence of good role models and character education, why do we question student behavior when we see what they are putting into their minds? The character values we observe and admire are the foundations of how we think and act.

Here at Camfel Productions our mission is to be a messenger of hope to a generation in desperate need of positive, life-altering influences. We want to help your students realize their worth by building up their character...character that is built on a foundation of integrity and trust.

### **PROGRAM DESCRIPTION:**

**COUNT ON ME** is an engaging three-screen school assembly. The program will motivate your students to make responsible choices. Students will be challenged to stop making excuses or blaming others for their mistakes. Students will be encouraged to take responsibility for their actions, develop their social awareness, consider others and keep their promises.

*The program focuses on helping students:*

- ◆ Develop social awareness
- ◆ Positive social interactions
- ◆ Handling social conflicts.

Students will discover that those we count on follow-through on promises, demonstrate responsibility by doing their chores, getting their homework done on time, and being there for us. Bullying, playing games, or just being social are a few of the distractions that your students will be tempted with along the way. Learning how to manage these pressures, their time, and developing responsible decision making skills can be challenging. But they can, with practice, develop and begin making the right choices and act responsibly when facing a difficult situation.

**COUNT ON ME** is a incredibly powerful motivational school assembly challenging your students to make positive choices for themselves while demonstrating respect for those around them.

# COUNT ON ME

## **Pre-Show Discussion Session**

*Preparing for the Assembly*

### **A message to the instructor:**

In a short time your students will be viewing a tremendous program called COUNT ON ME. We have provided you with a few discussion sessions to use before and after the presentation. These sessions will help you increase the effectiveness of this learning experience. Please feel free to use your creativity to enhance this learning experience as you adapt it for your students.

### **A few pre-assembly discussion ideas:**

Every day of our lives we make decisions based on people and things we can count on. For example, we count on running water in our home so we may be clean and have water to drink.

#### *Short discussion:*

Talk about other things you count on each day or week to make life easier for you.  
Discuss those around you that you count on each day or week to help you.  
What might it be like if those things or people we count on were not reliable?

### **Cool Thoughts::**

*Trustworthiness is shown In a person's actions, not just words.*

*Don't talk act. Don't say, show. Don't promise, prove.*

### **Concluding comments:**

Wow, there are a lot of things and people around us that we count on each day. Our lives could be quite crazy if the things or the people around us couldn't be counted on. I may not be able to get everyone around me to act responsibly but I can start with me. I will choose today to be the type of person that those around me can count on. I want to be someone others can count on being there for them.

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## Discussion Session #1

### *Summary of the Program*

#### **Sections of the Program to Discuss:**

1. **Auto-B-Good—Dependability:** Johnny just finished getting cleaned up. While enjoying that squeaky clean feeling he starts thinking about what he is supposed to take with him to the park. He finally arrives at the park and while the others are happy to see him they ask him if he has the ketchup and mustard. He forgot to bring it. The others find it difficult to count on Johnny because he didn't remember to bring ketchup and mustard. Have the students talk about a time when someone let them down or when they let others down like Johnny did.
2. **Trevor's Dog Responsibilities:** Trevor is responsible for taking care of his dogs. He has to feed, water and clean up after the dogs. He talks about the importance of doing his responsibilities first before doing the fun stuff. He is learning the importance of being responsible. What might happen to the dogs if Trevor didn't take care of them like he is supposed to do?
3. **Song—LOOK WHAT YOU MADE ME DO by Taylor Swift:** Lyrics state, "Look what you made me do. Look what you just made me do." Students comment around this song about the various excuses we make for why we didn't do what we were supposed to do. Talk about why we make excuses for our failures. What should we do instead?
4. **Grinch Film Clip:** The Grinch is determined to do mean things and do them in style. We laugh at this scene but it really is sad that people desire to treat others poorly. Bullies don't just physically hurt others but can use their voices to say mean things to those around them as well. We count on those who build us up and avoid those who cut us down. Talk about why we don't want to be around those who are mean with their words about other people.
5. **Maya's Collecting Socks:** Maya is a 3rd grader who wants to help those around her. She can be counted on by her parents to be a big help around the house. Maya has a big heart for those who are homeless. She started collecting socks and blankets to give to the homeless. Her project is called Cozy Collection. Last year she collected over 8,000 pairs of socks. Discuss what you learn about yourself and others as you do good things for them.

#### **Concluding comments:**

Being someone others can count on starts by doing the small things well. We can count on those who don't make excuses, admit their mistakes, and work hard to do what they said they would do. We don't count on those who are critical, mean or bullying others. We count on those who build us up with encouraging words and support. When we become someone that others can count on...well, we feel great inside.

# COUNT ON ME

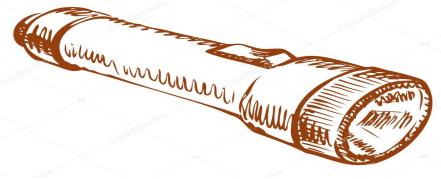
## Discussion Session #2

### *Dependability*

#### **Activity:**

Materials: Two flashlights—one with batteries and one with no batteries.

Hold up the flashlight that has no batteries in it. Have the students talk about times when a flashlight may be beneficial. Then attempt to turn it on. (No batteries—no work). Have the students talk about how frustrating it is when you are counting on something or someone to help you only to discover that it or they are not reliable.



Obtain the second flashlight, the one with the batteries in it, and turn it on. Have the students discuss how great it feels when you count on something or someone to help you and it or they are reliable.

#### **Communicate the following:**

Think of someone who is responsible. When we think of that person, we probably are thinking of someone we can count on. We are thinking of someone who does what they say they will do, when they say they would do it. We want to collect reliable people in our lives. We do not want to deal with those who aren't. Reliable people get and keep friends more easily and live with a clear conscience. Here are four simple actions steps to being someone others can count on.

- ◆ Keep your Promises
- ◆ Finish what you start
- ◆ Be truthful
- ◆ Respect others time and your own

#### **Talk about the following:**

1. Talk about how we demonstrate that we can be counted on in class or at school each day.
2. How does what we did in the past predict what we will do in the future? How might our actions in the past show others whether or not they can count on us?

#### **Concluding comments:**

We want to be able to be counted on and be able to count on others. We count on those people or things that have demonstrated an ability to be counted on time after time.

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## Discussion Session #3

### *My Chores are Done!*

#### Activity:

Materials Needed: None

Her mother leaned into her room and shouted, "clean that pigsty of a room right now!" The daughter looks up from her math homework with a disgusted glare. The nightly conflict has begun...

Divide the class into groups of 5-6 students each. Have the students write a two minute skit of the dialogue they sometimes hear parents say to motivate them to do their chores.

Have them share or act out their skits for the rest of the students.

#### Communicate the following:

"Aye" means "yes" in many British dialects, and indicates agreement. "Aye, Aye," means "Yes, I understand and Yes, I will do it!" When a captain hears, "aye, aye," they are confident that not only was the order understood, but that it will be carried out. It is critical when encountering difficult circumstances that the captains commands be understood and immediately accomplished. Life and death may hinge on everyone following commands and getting things done on time.



The equivalent in radio communications and the army is "Roger" for "Right," meaning "Yes, I agree," and "Roger, Wilco" meaning "Yes, I agree and will comply." Many of those in law enforcement today use these words in their communications. Clear communication is key to getting things done right and on time.

#### Questions to Ponder:

1. What might happen if we don't really understand what we are being asked to do?
2. Why is it important for others to be able to count on us to do what we have been told to do?

#### Concluding comments:

Here's an interesting truth. We actually get more freedom to do those things we want to do when others can count on us to do what we've been told to do.

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## Discussion Session #4

### Making Excuses & Blaming Others

#### Activity:

Materials: Youtube Video: Taylor Swift—Look What You Made Me Do

Play the song for the students and then discuss the various excuses we make for our actions.

The main lyrics state: "Look what you made me do."

Talk about the various reasons we may make an excuse or blame others for things we have done.



#### Communicate the following:

How about you? What is your first thought when things go wrong? Do you immediately figure out who was at fault, other than you? Or do you accept responsibility for your actions?

It's common to seek to blame others first before ourselves. Here are a few common reasons why we play the blame game.

- ◆ A defense to protect our self-image
- ◆ To hurt someone else
- ◆ Want to avoid negative consequences

Taking responsibility for your actions creates good character. And character built on a foundation of integrity leads to greater success in life.

Talk about what we learn about ourselves and others by how the blame game is played.

#### Concluding comments:

We'll feel better about ourselves and our lives when we take responsibility for our mistakes and poor choices. We'll experience less stress and better friendships when we are real with those around us and take the blame and consequences for the mistakes we have made.

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## Discussion Session #5

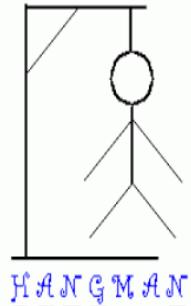
### Maintaining Balance

#### Activity:

Materials: Whiteboard

Play a game of hangman on the whiteboard. The word to discover is: Exercise.  
Students cannot have more than six wrong answers.

As the game progresses various letters are eliminated by either being part of the answer or being wrong. Losing comes when the cumulative number of wrong answers are given. One wrong answer doesn't cause you to lose. It takes multiple wrong answers. Your health is similar to this. Eating one wrong food or decadent meal won't harm your body. However, doing so over a long period of time will cause you problems. Let's make smart choices along the way to live and enjoy a happier life.



#### Communicate the following:

It's important to make good choices regarding what and how often you eat. Too many skip breakfast however, eating breakfast kicks your body into gear. It sets the mood for your day and helps you concentrate and learn in the earlier hours of the day.

Choosing the healthiest foods will help you perform better at those things you enjoy doing. Too much of a particular food can be unhealthy as well. It is best to take the right portions from differing food groups for your body style. Research indicates that just about everyone can do better at eating more fruits, nuts, and vegetables. Reducing the amount of sugar intake will help you keep your weight in check, help you concentrate better, and improve your over all feelings about your life.

Why do you think so many struggle to eat healthy?

#### Concluding comments:

Most of the time making one wrong choice can be overcome by other right choices. Too much of any one food item is not healthy. It's important to balance the right foods to enjoy a happy and healthy life.

# COUNT ON ME

## Discussion Session #6

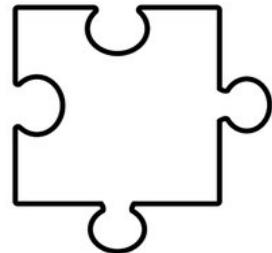
### *Helping Others*

#### **Activity:**

Material: Two 50 Piece Puzzles

Ask for 6 volunteers. Divide the volunteers into two groups. Group one has only one person in it. Group two will have five members. Give a 50 piece puzzle to each group. On your go have them assemble the puzzle.

The group of five should win the challenge. We can overcome various challenges in life when we work together with others. Likewise, when we stand together with others we can reduce and put an end to the bullying we see around us.



#### **Writing Exercise:**

Have the students write about those who have made a difference in their lives. What did they do and are they the type of person they can count on?

#### **Closing comments:**

You play a major role in preventing bullying at school. Everyone deserves to be treated with respect. No one deserves to be bullied. When we see those who are being bullied, well at first we're thankful that we're not the one being bullied. However, we have a responsibility to get involved when others are being treated poorly. We have the power to make a difference when we work together to put an end to bullying.

Okay, so what can we do? Well, we don't have to be bigger, stronger, or tougher than a bully to get involved. Just follow a few of the following steps:

- ◆ Tell an adult
- ◆ Tell the bully to stop
- ◆ Be a friend to the one being bullied
- ◆ Walk with the person being bullied through negative areas
- ◆ Get others involved in helping the victim

Each one of us can make a difference. Together we make change.