

Camfel Productions
presents

Eye to Eye

Teacher's Discussion Guide



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:

It starts with a casual glance; a snap judgment from a distance. "Valuable or worthless?" "Attractive or repulsive?" "Suitable to copy or just to ridicule?" We base life-changing conclusions about people on their outside appearance and rarely take the time to see them EYE TO EYE.

Camfel Productions' EYE TO EYE will help your elementary students realize that judging others on the surface leads to critical and bullying actions. The presentation will challenge students to look beyond what they see on the outside to help those around them feel accepted and included. What we see in other people is mostly the result of what we decide to look at. If we only look at the surface, we'll live on the surface. But if we take the time to look deeper, to listen to what people are really saying, to understand their point of view, and get to know them, we will start seeing others EYE TO EYE.

EYE TO EYE is a three-screen multi-media presentation designed to give students a straightforward look at how we classify, categorize and label each other. This experience of music and media focuses on the attitudes that build up cliques and tear down confidence leading to bullying behaviors. It's an invitation to look beneath the surface and see other people and ourselves EYE TO EYE.



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 EYE TO EYE. 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:

Soon we will be seeing an assembly program called EYE TO EYE but before we go into the assembly, let's talk about the decisions we make each day.

Every day of our lives we make decisions based on what we see or at least on what we think we see. And most of the time it's a good thing we do. But sometimes, what may look real at first turns out to be no-so-real. Rather than taking a quick glance and making a snap judgment that's over in a blink, we need to take a second look with a kind and caring attitude to see them EYE TO EYE.

Short discussion:

Talk about what it means to judge a book by its cover. Consider what the benefits or problems that may be associated with judging a book by the cover.

Cool Thought::

You don't have to see eye to eye to walk hand in hand. You just have to want to go in the same direction.

Concluding comments:

If we only look at somebody on the outside, you're going to miss out on what is on the inside. When you take the time to get to know them, you know by talking to them, listening and seeing them EYE TO EYE there's no telling what you'll discover. One thing is certain. You're bound to make new friends, feel better about yourself, and help to make others feel accepted and included at your school.



Discussion Session #1

Summary of the Program

Sections of the Program to Discuss:

1. **Movie Magic:** Students talk about how movies make things look real by using a green screen and then adding things into the picture. We know it's not real but our eyes tell us it is real. Students then discuss how we do the same thing when judging books and people. What we see on the outside doesn't always reveal what is on the inside. We need to look beneath the surface.
2. **Stephan Capp:** Stephan was born with Dwarfism which means he's short, talks funny, and has difficulty hearing. He didn't feel accepted by those around him while in grade school. The others judged him by what they saw on the surface rather than getting to know him.
3. **Auto-B-Good Scene—Derrick Wants to be Cool:** Derrick is a truck that doesn't have a fancy outer paint look. He's considering whether he would be more accepted if he had a new exterior. Too often we think we'll be viewed as cool if we looked better on the outside.
4. **Boss Baby Scene:** Tim's life was perfect until his family brings home a new baby. The new baby seems to have taken over the home and the attention of his parents. The baby is bossy and makes life challenging for Tim. Students comment after this clip about difficult people. These students consider the value of getting to know difficult people and appreciating them for who they are.
5. **Julia:** Julia is stepping out of what she normally does to get to know those who others ignore at her school. She's not concerned about what her current friends might think. She's nervous about getting involved and making new friends but she's excited about helping others feel better about themselves and helping them feel more included at her school.

Concluding comments:

We make snap judgments about those around us based on what is on the surface. By doing this we miss out on getting to really know those around us. We need to take time to look beneath the surface to see others and ourselves EYE TO EYE.

Eye to Eye

Discussion Session #2

Stereotyping

Activity:

Materials Needed: Deck of Playing Cards

Make sure the card deck is shuffled. Give each student one card. Ask everyone to look at their card and get organized into similar groups. Don't define the groups for them. The goal is to see how they decide to organize themselves. Give them only a few minutes to organize themselves into groups.



Evaluate the grouping choices you observed. How did they decide to organize themselves? Did some get into groups of numbers or face value of the card? Perhaps according to suit or color? Why did they decide that was a grouping? Did they feel pressured by others to organize into that grouping?

Communicate the following:

We have a tendency to classify others based on what we see on the outside. Race, language, age, gender, clothing style, and hair are just some ways we divide ourselves into groups. Placing someone in a group changes how we perceive them. For example, calling someone a musician causes one to think of someone differently than saying that they play music. We automatically think of others differently when we place a positive or negative label on them.

Talk about the following:

1. Talk about how we feel around those we labeled as athletic, brave or ambitious. How about those we labeled as exciting, cheerful, or funny?
2. Discuss how those labels we place on others might be wrong. What should we do to truly get to know those around us?

Concluding comments:

We naturally put people into groups to help us manage our relationships with those around us. While this may appear to be okay it doesn't allow us to truly get to know them. We need to take the time to look beneath the surface to see those around us EYE TO EYE.



Discussion Session #3

Missing Information

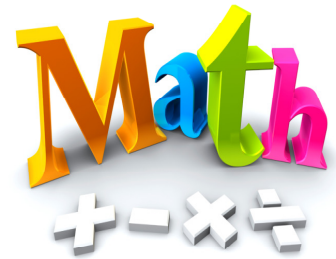
Activity:

Materials Needed: Whiteboard

Write the following equation on the whiteboard: $5 + 2 = ?$

Ask for an answer to the above question. Seven appears to be correct but then say “oops, I’m sorry I forgot to write “ $\$5 + 2 \text{ Quarters} = ?$ ” Now, what is the correct answer? They will say “ $\$5.50$.” You’ll respond, “Oops, I am so sorry. I forgot to state the answer needs to be in pennies.”

Talk about how truthful statements such as the equation above can lead to false conclusions when critical information is missing. Discuss the importance of asking questions when making choices. How might learning more about those around us change the way we think about them?



Communicate the following:

Facts can be stated and lead to wrong conclusions. For example, its commonly stated that Columbus discovered the New World in 1492. However, there were already people here who discovered it. What he did was start the beginning of the European settlement of the New World. Similarly, July 4th is said to be the birth of the United States. However, it is simply the date that the President of the Congress ordered the printing of the Declaration of Independence. The Declaration was signed in August. These facts are a representation of change in our history. They are great dates to remember to remind us of these ideals. Similarly, there is more to us than what is told on the surface. The way to know more about those around us is to take time to get to know them, to see them EYE TO EYE.

Questions to Ponder:

1. How might knowing a few more facts about those around us alter how we feel about them?
2. Discuss how gossip relays various facts about those around us and how that can be misleading.

Concluding comments:

It’s important to remember that facts may be misleading if important information is left out. We need to be sure to get to know others before we come to any conclusions about them.

Eye to Eye

Discussion Session #4

Chicken Little

Communicate the following:

Henny Penny, more commonly known in the United States as Chicken Little, is a folk tale about a chicken who believes the world is coming to an end. The phrase "The Sky is Falling!" is featured prominently in the story illustrating the hysterical or mistaken belief that disaster is imminent.

Chicken Little likes to walk in the woods. She likes to look at the trees. She likes to smell the flowers. She likes to listen to the birds singing. One day while she is walking an acorn falls from a tree, and hits the top of her little head. "My, oh, my, the sky is falling. I must run and tell the lion about it," says Chicken Little and begins to run.



She runs and runs. By and by she meets the hen. "Where are you going?" asks the hen. "Oh, Henny Penny, the sky is falling and I am going to the lion to tell him about it." "How do you know it?" asks Henny Penny. "It hit me on the head, so I know it must be so," - says Chicken Little. "Let me go with you!" says Henny Penny. Run, run.

So the two run and run until they meet Ducky Lucky. "The sky is falling," says Henny Penny. "We are going to the lion to tell him about it." "How do you know that?" asks Ducky Lucky. "It hit Chicken Little on the head," says Henny Penny. "May I come with you?" asks Ducky Lucky. "Come," says Henny Penny. So all three of them run on and on until they meet Foxey Loxey.

"Where are you going?" asks Foxey Loxey. "The sky is falling and we are going to the lion to tell him about it," says Ducky Lucky. "Do you know where he lives?" asks the fox. "I don't," says Chicken Little. "I don't," says Henny Penny. "I don't," says Ducky Lucky. "I do," says Foxey Loxey. "Come with me and I can show you the way." He walks on and on until he comes to his den. "Come right in," says Foxey Loxey. They all go in, but they never, never come out again.

Concluding comments:

Chicken Little firmly believed that the sky was falling and took action to tell others. We admire those with strong convictions and a desire to help others. However, it's important to have good strong convictions based on solid information and beliefs. Chicken Little's point of view was not based on solid information. Likewise, it's important to really get to know others EYE TO EYE before we make any big decisions.

Eye to Eye

Discussion Session #5 ***Opposing Points of View***

Activity:

Materials Needed:

Ask the students to list several movies they have recently seen. Have the students note which ones are their favorites and which are not. Discuss why we might not all agree on which movie is best. What makes one movie appealing to some but not to others?

Communicate the following:

Everyone sees the world around them in slightly different ways. It's natural to have differing perspectives on the same situations. Picking on others opinions which aren't like yours is bullying. Too often, bullies resort to critical comments and put downs when they find out what we like that they don't value. It's okay and natural to have differing points of view on a topic but its not okay to make someone feel bad for what they like.



Writing Exercise:

Write about a time when you had an opposing point of view to someone around you. Note how you decided to resolve or not resolve your differences.

Closing comments:

You don't deserve to be bullied! You have the right to feel safe. We need to recognize that others and ourselves have the right to have our own opinion. Bullying others who don't see life your way isn't right. We need to work hard at listening and understanding to see others EYE TO EYE.



Discussion Session #6

Getting Along with Others

Activity:

Materials Needed: Chocolate Chips & Recipe for Chocolate Chip Cookies

Talk about the bag of chocolate chips. Discuss how delightful it is to each chocolate chip. Perhaps share a few with the class. Now, talk about the recipe given on the bag for making chocolate cookies. What ingredients are necessary to make cookies. A few items will be sugar, eggs, salt and butter. Discuss how we enjoy each of these items separately. Each item has an individual value to us but when combined with the others we make chocolate chip cookies.

Like the ingredients to chocolate chip cookies, each ingredient is valuable and useful but together they combine to make something enjoyable. We may be different from those around us but together we can do some really nice things.



Writing Exercise:

Have the students write about a time when one person changed their life with a word or action. Have them note how that person didn't have to do what they did but how it made them feel that someone out there cared to see them EYE TO EYE.

Closing comments:

Everyday of our lives we make decisions based on what we see or at least on what we think we see. Rather than taking a quick glance and making a snap judgment that's over in a blink, we need to take a second look with a kind and caring attitude to see others EYE TO EYE. What we see in others is mostly the result of what we decide to look at. If we only look at the surface, we'll live on the surface. But if we take the time to look deeper, to listen to what people are really saying, to understand their point of view, and get to know them, we will start seeing them EYE TO EYE.