

# *The Berenstain Bears* SEE, THINK & DO ACTIVITY GUIDE *The Berenstain Bears*

## SOCIO-EMOTIONAL/FAMILY & COMMUNITY

### Video Lesson Plan #8

#### The Back to School Blues

Exploring new and challenging experiences in the school setting.

**Learning Area(s):** New School Situations, Seeking Advice From Those With More Experience

**Episode: "Go to School" Synopsis:** When Sister believes that the 3rd grade will be too hard, Mother and Brother Bear explain that while new experiences can be a bit scary—learning about them and calling on past memories can be comforting.

#### Objectives:

Children will:

- \* View and discuss a school blues-related clip from *The Berenstain Bears* episode, "Go to School."
- \* Listen to a story involving back-to-school or first-day-of-school feelings—then compare the book problems, themes and outcomes with those within the video clip.
- \* Discuss and list feelings and concerns about going into the next grade.
- \* Visit a class in the next grade and pose questions about it.
- \* Draw/paint something they're now excited about doing in the next grade.

**Grades:** PreK-2

**McRel Standard(s):** Health-Standard 4.1, Identifies and shares feelings in appropriate ways. Behavioral Studies-Standard 3.5, Knows that people can learn from each other in many ways. Life Skills - Self Regulation-Standard 2.18, Identifies desired future accomplishments.

**Core Curriculum Area(s):** Social Studies, Language Arts

**Vocabulary Words:** Feelings, Fear, Concern, Nervous, Worry, Excited

**Time Needed:** over two days (apx 150 minutes overall)

**Materials Needed:** prep time with a class/teacher in the next grade level, large sheet of chart paper, marker or chalk, chalkboard, Outreach Videotape, TV, VCR, paper, crayons or paint and brushes

#### Lesson Plan Overview:

Children will watch a clip from "Go to School" and assess the set-up of Sister remembering all the reasons she initially didn't want to go to kindergarten. A story about back-to-school or first-day-of-school feelings/concerns will be read to them, and a comparison will be made between the book choices and outcomes – and those that could take place within the video. After a discussion about feelings and concerns about moving into the next grade, children will make a list of questions about that school level. Students will then get to actually visit a class/teacher in the next grade up, pose questions, and learn about some of the interesting subjects and activities they'll get to do. Back in their own classroom, children will draw or paint something they're now excited about doing in the next grade-level.

#### See, Think & Do Activity Preparation:

1. Cue up The Berenstain Bears Outreach Videotape to Clip #8
2. Talk with the teacher of an upper grade at your school about an information exchange. Your students will come up with a list of questions to ask the teacher and class. Prior to the visit, the upper grade should discuss the questions and prepare answers – and also display interesting work/activities that children in the lower level can look forward to doing
3. On chart paper or a blackboard write "[next grade] Questions and Concerns."
4. Note that students may need to be broken into two groups for the "next grade visit" if the class is too large for one visit.

#### See, Think & Do Activities:

##### "See" – a Video Clip

1. Tell the class that they are about to watch a Sister bear cub just before she starts kindergarten . Ask that as students watch, they think about what it was like their first day of school.

### **Think & Do Activity Description: Cont'd**

2. Show the 1:13 clip on Sister remembering when she was scared to go to kindergarten.
3. Explain the concepts of fear, scared, nervous and worry as needed—then discuss the clip in relation to these feelings, such as:
  - \*Why do you think Sister is worried about kindergarten?
  - \*What was your first day of school like? Were you nervous of any of the things that Sister is?
  - \*How/When did you feel better? Did you make new friends? What kind of activities did you like? How do you think Sister could feel better about going into kindergarten?
4. Explain that it's natural to be feel scared or worried sometimes, especially when we're about do something like go into a new school or grade. We should just figure out things we can do when start feeling that way.

#### **"Think" – about similar ideas within a Reading Extension**

Read "Wemberly Worried," "Miss Bindergarten Gets Ready for Kindergarten" OR "Get Ready for Second Grade, Amber Brown" (or a similar-themed book about back-to-school or first-day-of-school apprehensions). Encourage students to compare the storylines of the book and video, such as:

- \*What was [the book character(s)] scared/worried about? How did they show it?
- \*How were [the book character(s)] worries the same as Sister's? How were they different?
- \*How did [the book character(s)] deal with being scared/worried about school? Could Sister do some of the same things?

#### **"Do" – a hands-on Activity**

##### **Activity One – Visiting the Next Grade Up**

1. Ask the class to discuss their own fears and worries about going into the next grade. Brainstorm different ways to feel better about them. What nice thoughts can they think? What can they say to themselves to feel good? Is there a special toy or object they can take that always makes them feel safe and calm? (See Facing Fears activity for different ways to deal with fears.)
2. If they could ask any questions of a teacher and students currently in that grade, what would they be? List answers on the blackboard or on chart paper.
3. Explain that students are actually going to get to visit a class and teacher in that grade, learn more about the activities they're doing and ask questions!
4. On the upper-grade visit day, take the students' list of questions (just in case they are too nervous to ask or don't remember them). Encourage children to ask questions of the teacher and class. Encourage the higher grade to show the class some of the fun, interesting things they're going to get to do. Ask the teacher to describe additional things they'll get to study, learn about, etc.
5. Back in the classroom, talk with students about the visit, what they learned and things they're now excited about.
6. Encourage children to draw and write (or dictate) one thing they're now excited about doing in the next grade.

##### **Additional Activities**

1. If a VCR is available, tape the full episode of "Go to School" (see How to Locate Episode). Ask children what they think happened after Sister was worried about going into kindergarten—then show the actual outcome.
2. Suggest books students might like to explore on this subject include:
  - "Miss Bindergarten Gets Ready for Kindergarten" by Joseph Slate,
  - "The Kissing Hand" by Audrey Penn,
  - "Wemberly Worried" by Kevin Henkes,
  - "When You Go to Kindergarten" by James Howe,
  - "Timothy Goes to School" by Rosemary Wells
  - "Starting School" by Janet and Allan Ahlberg,
  - "If You're Not Here, Please Raise Your Hand: Poems about School" by Kalli Dakos,
  - "Get Ready for Second Grade, Amber Brown" by Paula Danziger,
  - "I've Got the Back to School Blues" by Gail Herman

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## SOCIO-EMOTIONAL/FAMILY & COMMUNITY

### *Home Connections*

Parent Suggestion: If students will be attending a new school next year, take them to visit it prior to the first day. Introduce them to their new teacher and classroom, if possible. Talk with them about any questions, fears or concerns they have about the first day of school – or going back to school. Discuss ways they can feel more comfortable. Also, reading and discussing some of the books listed above could be reassuring.



# *The Berenstain Bears* SEE, THINK & DO ACTIVITY GUIDE *The Berenstain Bears*

## SOCIO-EMOTIONAL DEVELOPMENT

### Video Lesson Plan #9

#### The Green Eyed Monster

Exploring the feelings associated with jealousy and how to confront them.

**Learning Area(s):** Problem Solving, Reflective Thinking, Emotional Development

**Episode: "The Green-Eyed Monster" Synopsis:** Sister's excited about getting Brother's hand-me-down bike...that is until he gets a new one. She learns that defeating feelings of envy yields more benefits than succumbing to them.

#### Objectives:

Children will:

- \* View and discuss a jealousy-related clip from the Berenstain Bears episode, "The Green-Eyed Monster."
- \* Listen to the story "Jamaica and Brianna," and compare the book and video clip themes.
- \* Discuss and act-out how jealousy feels and the behavior it causes.
- \* Draw pictures of "the green-eyed monster" and list several ways to keep it away.

**Grades:** K-2

**McRel Standard(s):** Life Skills: Working With Others, Standard 2.2 Resolves conflicts of interest. Thinking and Reasoning, Standard 5.1 Identifies simple problems and possible solutions.

**Learning & Curriculum Area(s):** Language Arts, Character Development

**Vocabulary Words:** Jealous/Jealousy, Emotions, Feelings

**Time Needed:** approximately 75 minutes

**Materials Needed:** Outreach Videotape, VCR, TV set, book, "Jamaica and Brianna" by Juanita Havill (or similar title), chalk, chalkboard, paper, crayons or other drawing utensils

#### Lesson Plan Overview:

Children will watch a clip from "The Green Eyed Monster" and discuss why Sister Bear is upset over not getting to ride her brother's new bike. A similar-themed story will be read to them, and a comparison will be made between the book's jealousy-related problems and outcomes – and those within the video clip. After a discussion about jealousy, children will take turns acting out feelings associated with it. Finally, children will draw their perception of "the green-eyed monster" and write (or draw) three ways of keeping it away.

#### See, Think & Do Activity Preparation:

1. Cue up The Berenstain Bears Outreach Videotape to Clip #9

#### See, Think & Do Activities:

##### "See" – a Video Clip

1. Tell the class that they are about to watch a Sister bear cub who wants to use her brother's new bike. Ask that as students watch, they think about why she gets so mad.
2. Show the :28 clip on Brother and Sister bear cubs fighting over Brother's new bicycle, Papa advising Sister to use her own bicycle—and Sister announcing that the situation is not fair.
3. Discuss the clip in relation to jealousy and fairness, such as:
  - \*Why do you think Sister bear got mad?
  - \*Do you think it's fair that she didn't get to ride Brother's new bike – even though she has her own? Why?/Why not?
  - \*Do you think she's jealous over his new bike? Why?/Why not? (Explain the concept of "jealousy" to children, as needed.)
  - \*What could Sister have done instead of fighting with Brother over his bike?
  - \*Have you ever been jealous over something someone else had? Or have you wanted to use something that someone wouldn't let you? What did you do?

## **Think & Do Activities: Cont'd**

### **"Think" – about similar ideas within a Reading Extension**

Read "Jamaica and Brianna" (or a similar-themed book about jealousy over something someone else has). Encourage students to compare the storylines of the book and video, such as:

- \*Why do Jamaica and Brianna got mad at each other?
- \*Do you think they are jealous over each other's boots? Where do you see this in the story?
- \*How do they make-up and deal with their jealousy? What do you think they learned? Where do you see this in the story?
- \*How is Jamaica and Brianna's problem the same as Sister's? How is it different?
- \*How could Sister learn from what happened with Jamaica and Brianna to solve her jealousy over Brother's new bike?

### **"Do" – a hands-on Activity**

\*Note: one or both of the following activities may be used in this lesson plan depending on time available and children's interest.

#### **Activity One – Jealousy Pantomime and Discussion**

1. Encourage students to talk about times they have felt jealous. What happened to make them feel that way?
2. Demonstrate how to use pantomime to act out a feeling or idea – then ask children (individually or as a group) to use it to show how they looked and felt when they were jealous.
3. Ask students how they dealt with their feelings of jealousy: Can they say in words what they felt? Did they talk to anyone about their feelings? Did they just get angry or walk away? Did they say hurtful things to the person they were jealous of? Did they stop wanting to play with him or her?
4. Allow students to share their stories.

#### **Activity Two – Creating & Controlling "The Green-Eyed Monster"**

1. Discuss with children the (make-believe) concept of "the green eyed monster" – that pesky, "ugly" side of all of us that makes us feel jealous. Talk about how great it would be if that (pretend) jealousy "monster" would just go away and leave us alone for good!
2. To help this happen, ask children to draw a picture of what the green-eyed monster would look like if it were real.
3. Then underneath the drawing (and based on previous discussion), encourage students to write (or draw) three ways that they could deal with jealousy in the future so that the green-eye monster will stay away.

#### **Additional Activities**

1. If a VCR is available, tape the full episode of "The Green-Eyed Monster" (see How to Locate Episode). Ask children what they think happened after Sister showed jealousy over her Brother's new bicycle – then show and discuss the actual outcome.
2. Mention that another book about jealousy children might like to read or have read to: "Ebb and Flow and the New Friend" by Jane Simmons.



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## CHOICES & DECISION MAKING

### Video Lesson Plan #10

#### Can't Buy Me Love

Exploring the idea that there are some things money can buy, some that money cannot – and some things such as giving, charity and kindness that are priceless.

**Learning Area(s):** Empathy, Making Thoughtful Choices and Informed Decisions

**Episode: "Trouble with Money" Synopsis:** After neglecting friends and family in favor of making money, Brother and Sister come to realize that material possessions aren't as important as kindness and friendship.

#### Objectives:

##### Children will:

- \* Watch a "buying"-themed clip from the Berenstain Bears episode, "Trouble with Money."
- \* Listen to the story "King Midas: The Golden Touch," then compare the book and video clip themes.
- \* Discuss different things that money can and cannot buy.
- \* Go back over the video clip and storybook and Chart which things in them can be purchased—and which cannot.
- \* Paint someone or something that is more important than money.
- \* Discuss the value of giving, collectively pick a charity to donate to, then decide as a class what to give.

#### Grades: K-2

**McRel Standard(s):** Life Skills Working with Others-Standard 4.1, Displays empathy with others Thinking and Reasoning-Standard 3.1, Classifies objects by size, color or other significant characteristics.

**Learning & Curriculum Area(s):** Language Arts, Character Development

**Vocabulary Words:** Buy, Value/Valuable, Expensive, Possession, Giving, Charity, Priceless

**Time Needed:** 75 minutes (without expansion activity)

**Materials Needed:** Outreach Videotape, VCR, TV set, book, "King Midas: The Golden Touch" (or similar title), chart paper, construction paper, marker, tape, stapler, paper, finger or watercolor paints, paint brushes

#### Lesson Plan Overview:

Children will watch a clip from "Trouble with Money" and assess the set-up of Brother and Sister eagerly wanting to earn money to buy new, expensive clothes. A similar-themed story will be read to them, and a comparison will be made between the book's greed-oriented choices and outcomes—and those that could happen in the video story. After a discussion about what money can and cannot buy, children will chart things in the video clip and storybook that fall into these two categories. Students will paint something or someone that means more to them than money. An expansion activity is to collectively discuss the value of giving – then decide on a charity to donate to (along with what to donate).

#### See, Think & Do Activity Preparation:

1. Cue up the Outreach Videotape to Clip #10.
2. Create a Cover Sheet by typing or writing "Our Priceless Treasures" at the top of a (colored) piece of construction paper.
3. Create a Buy/Can't Buy Wall Chart by writing in large letters BUY on one side of the chart paper and CAN'T BUY on the other side – then drawing a dividing line between the words. Tape or staple the chart to the wall.
4. Locate and list several charities in your local area to offer as suggestions.

#### See, Think & Do Activities:

##### "See" – a Video Clip

1. Tell the class that they are about to watch the Berenstain Bear family as they window shop at their neighborhood mall. Ask that as students watch, they think about what Brother and Sister Bear want from the store.

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### **Think & Do Activities: Cont'd**

2. Show the :41 clip on Brother and Sister getting overly excited about earning money to buy expensive "Bearwear" clothing.
3. Discuss the clip in relation to choice-making, such as:
  - \*How did Mama and Papa bear seem to feel about their kids wanting to buy the expensive Bearwear clothes? Why do you think they felt that way?
  - \*Why do you think Brother and Sister wanted the clothes?
  - \*Have you ever wanted to buy expensive clothes or toys? How did your mom and dad feel about it? If you bought it/them, what happened? Were they/was it worth the amount of money you paid? Why or why not?
  - \*When do you think something should be expensive or cost a lot of money? What do you think makes something valuable or mean a lot to you?

### **"Think" – about similar ideas within a Reading Extension**

Read "King Midas: The Golden Touch" (or a similar-themed book about placing too much value in possessions over people). Encourage students to compare the storylines of the book and video, such as:

- \*Brother and Sister really wanted to buy Bearwear clothes. What did King Midas really want? Why do you think he wanted it? Do you think Brother, Sister and Midas' reasons were the same or different? Why?
- \*Brother and Sister planned to earn money to buy clothes. What did Midas do in order to get what he wanted? What went wrong? Do you think Brother and Sister could run into the same problems? Why or why not?
- \*What do you think King Midas learned at the end of the story? What do you think Brother and Sister could have learned about trying to buy expensive clothes?

### **"Do" – a hands-on Activity**

\*Note: one, two or all three of the following activities may be used in this lesson plan depending on time available and children's interest.

#### **Activity One – Charting "Buys" and "Can't Buys"**

1. Discuss the things that money can and cannot buy – and why. If necessary, give examples to get students started, i.e.: Money can buy food, but it can't buy the great feeling you get when eating your favorite meal.
2. Show students the "Buy/Can't Buy" wall chart and ask that they think about things in the video clip and book that can be bought –and that are free. Give an example such as: In the video, clothes can be bought, yet parents (or love and care that parents give) cannot.
3. As children come up with ideas, write them into the correct column on the chart. (Point out objects for children to classify, if necessary.)

#### **Activity Two – Painting Pictures of "Our Priceless Treasures"**

1. Ask children to now think about something or someone that means more to them than any amount of money.
2. Encourage kids to paint these "priceless treasures."
3. Have children write (or dictate) their names onto the pictures, then after drying, staple them under the "Our Priceless Treasures" cover page to create a booklet.

#### **(Expansion) Activity Three – Exploring Giving and Charity**

1. To expand on this theme, discuss with children what it means to be charitable and give to others. Compare the value of these acts with money and possessions.
2. Ask students to describe the feelings of gift giving or doing something nice for someone else.
3. Explain about different charities in your local area and ask if the class would like to give (a gift or craft or performance, etc.) to one of them.

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### **Think & Do Activities: Cont'd**

4. If so, collectively decide upon the charity, what the class would like to give—then work together to create and deliver it. Talk with children about doing something really special, such as:

- \*Learning some songs to sing at a convalescent hospital.
- \*Planting flowers to give to an old age home.
- \*Repackaging used but usable art materials for a children's hospital.

### **Additional Activities**

1. If a VCR is available, tape the full episode of "Trouble with Money" (see How to Locate Episode). Ask children what they think happened after Brother and Sister decided to earn money to buy expensive clothes—then show the actual outcome and discuss.
2. Mention that other books on giving that children might like to explore on their own include: "How Much is That Doggie in the Window" by Bob Merrill and "Miss Rumphius" by Barbara Cooney

### **Home Connections**

Extend this activity at home by suggesting that parents watch television with their children and ask them to identify things they can and cannot buy within different TV commercials. (An example would be that you can buy a hamburger, but may not get the great fun a kid is shown having while eating it in the ad.) Afterward, discuss the different ads: How do they think commercials tried to sell their product? What did they use to get people to buy it - showing happy people using it, coming up with fun rhymes or cute songs? Why do they think people make commercials? What things have they wanted to buy after seeing a great commercial for it? Follow up with children periodically and ask them to think about these things when watching TV ads.



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## CHOICES & DECISION MAKING

### Video Lesson Plan #11

#### TV Talk

Exploring the idea that watching too much TV may not be as fun as choosing ideas (from TV or other interests) to make up new shows or perform hands-on activities.

**Learning Area(s):** Making Thoughtful Choices...To help children feel confident about themselves as decision-makers.

**Episode: "Too Much TV" Synopsis:** Brother, Sister and Papa realize that their interests extend well beyond the television set. They grow to realize just how entertaining "simple" pleasures can be.

#### Objectives:

##### Children will:

- \* Identify the "choice-related" television viewing problems characters face in a clip from "Too Much TV."
- \* Listen to the story "When the TV Broke" (or similar-themed book) read to them, then Compare the problems and choices characters faced in the book – with ones encountered in the video clip.
- \* Identify fun alternatives to TV and computer usage—then put these ideas into action at home.
- \* Create show concepts verbally, with drawings, and writing.

#### Grades: K-2

**McRel Standard(s):** Life Skills - Thinking and Reasoning Standard 5.1, Identifies simple problems and possible solutions. Standard 6.1, Makes and defends decisions about daily activities, Language Arts - Media-Standard 10.4, Understands that media messages and products are created by people and represent real and imaginary experience.

**Learning & Curriculum Area(s):** Critical Thinking, Language Arts, Creative Expression

**Vocabulary Words:** Choices, Problem, Ideas, Concept, Show, Characters, Setting, Title

**Time Needed:** Short class periods over two days

**Materials Needed:** Outreach Videotape, VCR, TV set, book, "When the TV Broke" (or similar title), note to parents, paper, pens, markers, crayons

#### Lesson Plan Overview:

Children will watch a clip from Berenstain Bears episode, "Too Much TV" and discuss the alternate entertainment choices characters have now that they can't do their favorite activity—watching TV. A similar-themed book will be read to them, and a comparison will be made between the choices and decisions of the book character – and those that the bear cubs could possibly make. Children will come up with idea alternates for watching TV or using computers – then perform these activities at home instead of watching a favorite show. Finally, they will choose content on which to base their own show concept.

#### See, Think & Do Activity Preparation:

1. Cue up the Berenstain Bears Outreach Videotape to Clip #11.
2. Draft a short note to parents explaining that students are working on a lesson in "alternative choices" and (if it's okay with them) will perform a pre-selected activity in place of watching a favorite TV show that day/evening.

#### See, Think & Do Activities:

##### "See" – a Video Clip

1. Tell the class that they are about to watch how Brother and Sister bear cubs love TV so much at they each want to see a different show at the same time! And while watching, they should think about what they'd do if this happened to them!
2. Show the :53 clip on Brother and Sister fighting over the remote control, then ultimately losing their TV privileges for a week.

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### **Think & Do Activity Description:**

3. Discuss the clip in relation to choice-making, such as:

- \*Why do you think Mother Bear decided to take away their TV for a week? Do you think she was right?
- \*Have you ever not been able to watch a TV show when you really wanted to? (If yes) What did you do, instead?\*
- \*What do you think the bears should do now that they can't watch TV for a week?

### **"Think" – about similar ideas within a Reading Extension**

Read "When the TV Broke" (or a similar-themed book about not getting to do what you want – and therefore coming up with other choices or ideas). Encourage students to compare the storylines of the book and video, such as:

- \*How is Jeffrey's problem like the bear cubs in the video? How is it different?
- \*What kinds of things did Jeffrey come up with to do when his TV broke? Did it look like he was having fun even though the TV was gone? (If yes) Why do you think he started having fun? Do you think the cubs could do some of the things he did and have fun, too?

### **"Do" – a hands-on Activity**

\*Note: one or both of the following activities may be used in this lesson plan depending on time available and children's interest.

#### **Activity One – Finding TV Alternatives**

1. Tell the class to imagine that all the TV's and computers in the world have broken down for a day – so they'll have to come up with something else they can do.
2. Ask children to actually perform this activity in place of watching a favorite TV show that afternoon or evening. And give them the parent note.
3. The next day, allow students who were able to complete the in-home assignment, to talk about their experience with the class.

#### **Activity Two – Creating Original Show Ideas**

1. Explain to children that writers come up with the ideas in shows they watch on TV – like Jan and Stan Berenstain created a show about bears using their own last name! And now that they've seen part of a show by other writers – they're now going to get to create their own show. They should draw pictures of and write about their show idea. [Children unable to write should draw pictures and have the teacher write down words used to describe the show and illustration.]
2. Tell children to keep in mind several key things that a show contains: characters (who's in the show), setting (where the show takes place), concept (what the show is about) – and a title (what the show is called). They should also think about why their show is special and what makes it interesting and/or different from other programs they've seen. [Write these concepts on the board for children who read.]
3. Allow children to draw and write (in whatever creative way they choose) about their new show.
4. Encourage children to share their show ideas and pictures with the class – and why they chose that particular subject.

#### **Additional Activities**

1. If a VCR is available, tape the full episode of "Too Much TV" (see How to Locate Episode). Ask children what they think happened during the bears' week of no TV—then show the actual outcome.
2. Mention that other books children might enjoy reading (about this subject) are: "Fix It" by David M. McPhail, and "Mouse TV" by Matt Novak.

### **Home Connections**

Parent Suggestion: Children will exercise more responsible viewing habits if they are allowed to choose a few (pre-approved) shows or videos to watch. Sit down with children and talk about what types of shows they like to watch and why. Then collaborate on a list of programs to view together.

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## CHOICES & DECISION MAKING

### Video Lesson Plan #12

#### I Want It vs. I Need It

Exploring the interrelated concepts of needs, wants and advertising.

**Learning Area(s):** Needs Versus Wants, Consumerism

**Episode: "Get the Gimmies" Synopsis:** Brother and Sister whine their way into getting new toys. They soon learn the folly of their behavior and to think of those less fortunate than themselves.

#### Objectives:

##### Children will:

- \* View and discuss a consumerism-related clip from the Berenstain Bears episode, "Get the Gimmies."
- \* Listen to the story, "Arthur's TV Troubles."
- \* Discuss the similarities and differences between the video clip and book themes, problems and outcomes.
- \* Talk about and locate picture examples of Needs versus Wants.
- \* Create persuasive ads about "wants" and analyze them as a class.

#### Grades: 2

**McRel Standard(s):** Life Skills - Self Regulation - Standard 2.10, Develops an inventory of wants versus needs.

Language Arts - Standard 10.4, Understands that media messages and products are created by people and represent real and imaginary experience.

**Learning & Curriculum Area(s):** Social Studies, Language Arts

**Vocabulary Words:** Needs, Wants, Advertising, Messages, Persuasion

**Time Needed:** approximately 90 minutes

**Materials Needed:** Outreach Videotape, VCR, TV set, "Arthur's TV Trouble" by Marc Brown (or another book about wanting things based on ads/appearance), chalkboard, chalk, magazines, scissors, large sheets of construction paper, crayons, writing utensils

#### Lesson Plan Overview:

Children will watch a clip from "Get the Gimmies" and assess the set-up of Brother and Sister persuading their parents to buy them new toys. They will listen to a "buying"-themed story and a comparison will be made between the book choices and outcomes – and those that could take place within the video. After a discussion about needs and wants, children will cut out pictures and draw things that fall into these two categories. Students will then talk about persuasion and create their own ads, enticing classmates to buy a new product.

#### See, Think & Do Activity Preparation:

1. Cue up the *Berenstain Bears* Outreach Videotape to Clip #12.
2. Collect magazines featuring lots of colorful, persuasive advertisements (preferably for age-appropriate toys and/or clothing).

#### See, Think & Do Activities:

##### "See" – a Video Clip

1. Tell the class that they are about to see Brother and Sister Bear at a store parking lot with their parents. Ask that as children watch, they think about how the cubs try to get the things they want.
2. Show the :46 clip on Brother and Sister sweet-talking and "guilting" their parents into buying them new toys.

### **Think & Do Activity Description: Cont'd**

3. Discuss the clip in relation to persuasion, needs and wants, such as:

- \*How did Brother and Sister get their parents to buy the toys? What things have you asked your parents to buy at the supermarket or toy store? Did they buy them? If not, did you feel like they were being mean to you? If so, how did you get mom or dad to pay for them?
- \*Do you think the way Brother and Sister got their parents to buy the toys was right or wrong? Why or Why Not?
- \*Did Brother and Sister really need the toys? (Talk about the concept of "need," if necessary.)
- \*Why do you think they wanted the toys so badly?

#### **"Think" – about similar ideas within a Reading Extension**

1. Read "Arthur's TV Trouble" (or a similar-themed book about advertising). Encourage students to compare the "buying"-themed storylines of the book and video, such as:

- \*What did Arthur want to get? Why do you think he wanted it so badly? Do you think his reasons were the same as Brother and Sister's? Why/Why not?
- \*What happened to the Treat Timer? Did Arthur (or his dog) really need it? Did it work the way the ads said it would?
- \*Have you ever seen a toy on TV or in an ad, bought it, then had it not work? Do you think Brother and Sister's toys will last very long or that they'll play them for a long time? Why or why not?

2. Talk about the concept of persuasion and how it's seen in both the video clip (salesperson) and storybook (ads). Explain that we often buy things because of how someone presents or shows them to us in a commercial or ad (not because we really need them). Some things people use to persuade us that we want a toy are: catchy music, bright colors, exciting words, pictures of people having fun using it, etc.

3. Pull out a few print toy ads as examples and ask the class if they see these things in them. Ask if they'd want to buy any of these toys based on their ads.

#### **"Do" – a hands-on Activity**

##### **Activity One – Identifying Needs vs. Wants**

1. Talk about "needs" and "wants" in relation to the video clip and storybook. Explain that the Bear family needed to buy food from the supermarket so that they could eat. But they didn't really need the toys since they were just for fun. Help the class think of other examples from "Arthur's TV Trouble."
2. Ask if the class can come up with other examples of "needs" and "wants" – and list them on the board. (Help with responses, as necessary.)
3. Pass out construction paper, scissors and crayons. Ask students to write "needs" on one side and "wants" on the other with a line drawn down the middle of the sheet. Encourage them to draw and/or cut out magazine pictures in both categories.
4. When finished, ask children to share their needs and wants pictures and why they picked them.

##### **Activity Two – Creating Persuasive Advertisements**

1. Show the toy advertisement pages again and ask if the class would like to create their own ads!
2. Explain that they should try to be as fun and Persuasive as possible -- using words, and pictures to get their classmates to want to buy the product they're trying to sell. (Mention that they can use the real ad pages as examples.)
3. Ask that they create an ad for a toy (a "want") – but try to make their classmates think that they really, really "need" it.
4. Allow children to create their own ads. Help them by putting a list of persuasive elements/phrases/images/ideas on the board. Also offer guidance, suggestions, and pointers, as needed.
5. When complete, encourage students to individually show and explain their ads to the class.

# *The Berenstain Bears* SEE, THINK & DO ACTIVITY GUIDE *The Berenstain Bears*

## CHOICES & DECISION MAKING

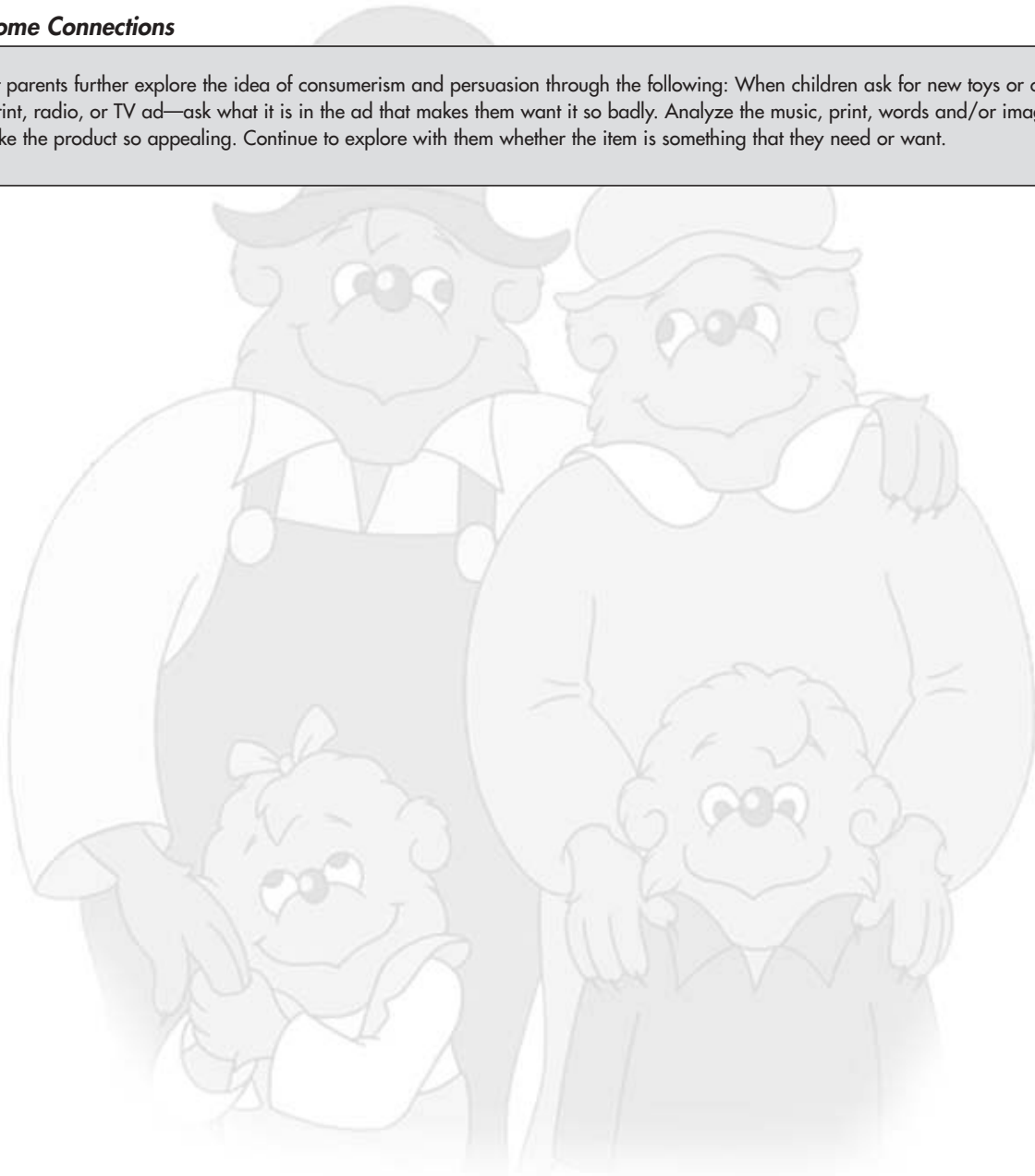
### **Think & Do Activity Description:**

#### **Additional Activities**

1. If a VCR is available, tape the full episode of "Get the Gimmies" (see How to Locate Episode). Ask children what they think happened after Brother and Sister talked their parents into buying the toys—then show and discuss the real outcome.

#### **Home Connections**

Suggest that parents further explore the idea of consumerism and persuasion through the following: When children ask for new toys or clothing after seeing them in a print, radio, or TV ad—ask what it is in the ad that makes them want it so badly. Analyze the music, print, words and/or images that are so attractive and make the product so appealing. Continue to explore with them whether the item is something that they need or want.





# *The Berenstain Bears* SEE, THINK & DO ACTIVITY GUIDE *The Berenstain Bears*

## CHOICES & DECISION MAKING

### Video Lesson Plan #13

#### Building a Food Pyramid.

Learning about healthy eating habits and Food Pyramid categories.

**Learning Area:** Health, Classification, Critical Analysis

**Episode: "Too Much Junk Food" Synopsis:** When Sister, Brother and Papa feel ill-prepared for a race, they are forced to reconsider their eating and exercise habits. They decide to make healthier choices.

#### Objectives:

##### Children will:

- \* View and discuss a junk food-themed clip from the Berenstain Bears episode, "Too Much Junk Food."
- \* Listen to "Gregory, the Terrible Eater" (or another story about eating habits) and compare the book and video clip themes.
- \* Talk about nutrition, the Food Pyramid and their favorite foods.
- \* Bring in food containers from home, talk about home meals, and classify the containers and meals according to Food Pyramid categories.

**Grades:** K-2

**McRel Standard(s):** Health - Standard 6.1, Classifies foods and food combinations according to the food groups.

**Learning & Curriculum Area(s):** Health, Language Arts

**Vocabulary Words:** Food Pyramid, healthy, unhealthy, junk food

**Time Needed:** short class periods over two days

**Materials Needed:** Outreach Videotape, VCR, TV set, large Food Pyramid diagram, "Gregory, the Terrible Eater" (or similar title), note to parents, tape or stapler, magazines

#### Lesson Plan Overview:

Children will watch a clip from "Too Much Junk Food" and discuss whether the foods depicted would make us feel good or bad. They will listen to a story about eating habits and a comparison will be made between food choices made in the book vs. those in the video. After learning about nutrition and the Food Pyramid, students will be asked to bring in food wrappers and containers from home. The packages will be assessed for which food group they fall into and children will discuss the meals they're associated with.

#### See, Think & Do Activity Preparation:

1. Cue up the Outreach Videotape to Clip #13.
2. Make or use an existing (large) Food Pyramid Diagram. (See example.) Be sure there is plenty of room on the diagram for items to be taped or stapled under each category.
3. Write a note to parents and guardians informing them that children need to bring in small, clean food containers and wrappers. Give Food Pyramid categories as suggestions.

#### See, Think & Do Activities:

##### "See" – a Video Clip

1. Tell the class that they are about to watch Brother, Sister and Papa Bear as they pick out food items from the grocery store. Ask that as they watch, children think about whether they are "good" or "bad" foods for the bears to eat.
2. Show the :29 clip on the Bears happily grabbing junk food from off the market shelves.

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### **Think & Do Activities: Cont'd**

3. Discuss the clip in relation to healthy eating choices, such as:

\*What food items did you see Brother, Sister and Papa Bear get at the store?

\*Do you think these foods will make the Bears feel good or bad? Why or why not?

\*Have you asked your parents to buy foods like these? If so, what kinds? How did they make you feel after eating them? What other kinds of food do you ask for?

#### **"Think" – about similar ideas within a Reading Extension**

Read "Gregory, the Terrible Eater" (or a similar-themed book about eating habits). Encourage students to compare the food-related ideas in the book and video, such as:

\*What foods does Gregory like to eat? Do you think they're really terrible? Why or why not?

\*Do you think the foods Gregory likes to eat are better or healthier than the ones Brother, Sister and Papa were buying at the store? Why or why not?

\*Have you eaten any of the foods that Gregory likes? Which ones and how did they make you feel?

#### **"Do" – a hands-on Activity**

##### **Activity One – Making Food Pyramid "Connections"**

1. Explain that even though certain foods taste really good (like candy, cookies and french fries), they're not as healthy for us as foods like bread, cheese, fruit and vegetables. Unlike "junk food," healthy foods can give us energy to do the things we enjoy, like ride our bikes, play, swim, skate, etc.

2. Show students the Food Pyramid and describe the different categories. Explain that the healthiest foods are in the bottom five areas. These are the sections we should try to choose foods from every day.

3. Ask students to think of additional items that belong in each section. (Help them with ideas as needed.) Ask where their favorite foods belong.

4. Give children the parent note and ask that they bring in empty food wrappers and containers from home. Mention that the packages should be clean before bringing them to class.

5. Once gathered, ask students to match their food packages with correct Pyramid categories. Help them tape or staple the containers under the correct section.

6. Encourage children to talk about different meals prepared at their homes and the different Pyramid categories they're associated with.

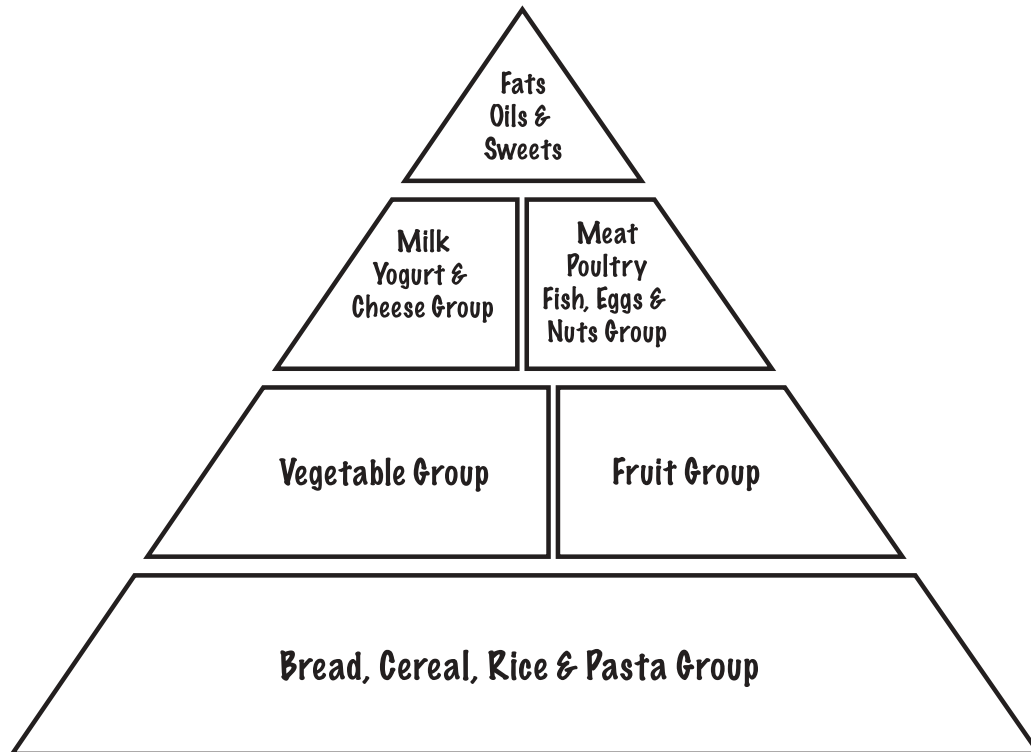
7. As an additional homework assignment, ask children to write down or draw different fruits and vegetables they eat at home (since this category probably won't be represented by the packaging brought in). As a class, also discuss these in relation to the Food Pyramid.

##### **Additional Activities**

1. If a VCR is available, tape the full episode of "Too Much Junkfood" (see How to Locate Episode). Ask children what they think happened after Brother, Sister and Papa bought and ate the "junk food," then show and discuss the actual outcome.

2. Other books that can be read to or explored by children to extend the theme of healthy eating include: "Oliver's Vegetables" by Vivian French, "The Race Against Junk Food" by Anthony Buono, "Cloudy With a Chance of Meatballs" by Judi Barrett, and "Eat Your Peas" by Kes Gray.

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**Teacher Tips**

As a media literacy-related extension to this activity, gather TV/magazine/newspaper food ads and have students analyze how food is made to look appealing in them. Use the same criteria for evaluation as in the activity "I Need It Vs. I Want It". How do fun pictures/lively music/catchy words, etc. make the food or meals seem so tasty? Evaluate ads, then analyze the foods within them for where they would go on the Food Pyramid. Are the foods or meals as nutritionally "good" for us as they look? Why or why not?