

## **LESSON PLANS TO ACCOMPANY JIM COGAN STORYTELLER CDS**

### **A. PARTICIPATION TALES (Elementary Ages)**

- Lesson One: The Little Rooster and the Turkish Sultan**  
**Lesson Two: The Lazy Wolf**  
**Lesson Three: Back and Forth: (That's Good; That's Bad)**  
**Lesson Four: The Udala Tree**  
**Lesson Five: The Boy Who Wouldn't Listen to Anybody**

### **B. AMERICAN TALES (Middle School & High School) (Some Upper Elementary Too\*)**

- Lesson Six: The Hairy Man\***  
**Lesson Seven: Philamandre\***  
**Lesson Eight: The People Could Fly**  
**Lesson Nine: Eugene\***  
**Lesson Ten: Jack's Hunting Trip\***

### **C. BONUS TALES (Middle School & High School) (Recorded but not yet published: Available via email)**

- Lesson Eleven: The Secret of Charley Parkhurst**  
**Lesson Twelve: Lifeline**  
**Lesson Twelve: Supplement: The Man in the Water**

For further information contact author Jim Cogan at his home in  
Pomona, California:

Website: [www.jimcoganstoryteller.com](http://www.jimcoganstoryteller.com),

Email: [cogantales@yahoo.com](mailto:cogantales@yahoo.com)

Phone: 909-860-2400

# **Lesson One: The Little Rooster and the Turkish Sultan**

## ***A Hungarian Folktale (Empathy, Anti-Bullying, Respect, Action)***

### **Elementary Focus K-5**

**The Little Rooster and the Turkish Sultan:** is an interactive participation tale where students get involved in helping a kind little rooster assist a little old woman to combat a very greedy Sultan whose nasty name calling, disrespect and bias-based bullying creates havoc. They learn to recognize aggressors, targets, bystanders and upstanders as the story unfolds. They see how taking action makes a difference. Students help ‘right a wrong’ with their vocal support throughout the tale. The positive qualities of friendship, action, respect and empathy win the day. Lots of fun and lots of opportunities to teach students the many options one has to do something to take a stand against bias-based bullying and help create a welcoming school climate of based on respect and acceptance.

#### **A. Pre-Lesson Study Guide:**

One irreplaceable power of storytelling is in the communication it fosters. It brings engagement. It stimulates students to talk about their reactions and feelings. It helps them see the importance of sharing their experiences as a healthy way of developing a positive sense of self as well as helping to create a stimulating and safe school climate and community.

#### **B. 7 Questions to stimulate discussion before the story**

1. What is bullying? Have you have ever been bullied? How did it make you feel?
2. What is meant by bias? What is bias-based bullying?
3. How does bullying hurt someone? How does it hurt your school? How does it hurt those who want to learn?
4. Do you think it is important to help someone when they are being bullied by another student or do you feel it is none of your business? Why?
5. What could you do if you saw someone being bullied by another student or a group of students? Who could you talk to about getting help to stop bullying?
6. Describe how you and others in your class did something together to make a positive difference for another student. How about for the whole school?
7. Does your school have rules about respecting everyone and their right to learn in a safe place? Can you describe some of those rules? Do you know what the **Operation Respect/Welcoming Schools** program is?

B. Tell the story: *The Little Rooster and the Turkish Sultan.*

### **C. 7 Questions you could ask after the story.**

Follow-ups help students respond to what they have heard. They can put their feelings into words and images. They can demonstrate what they have learned. They can learn from each other.

1. Describe several different kinds of bullying you witnessed in this story? Was the Sultan being mean to the Hungarian people, the old woman and the Rooster? How? Did he cause them harm? Did he hurt their feelings? Did he mean to be mean? Was he being mean over and over again? (Link to P.A.I.N.)
2. Describe the difference between one who is aggressively bullying another, one who is the target of the bullying and those bystanders who witness bullying? If you could say one thing to each of them that might make a difference, what would you say?
3. In the story, *The Little Rooster and the Turkish Sultan*, the Sultan behaved very badly toward the Hungarian people, the little old woman and our Little Rooster. Was he biased? Was that cool? What did his servants and soldiers do? Did they speak up? Why not? Who spoke out to get the Sultan to return what he stole? How was this brave but different little Rooster treated? What did the Rooster do when he was able to get the treasure back? How did he right a wrong?
4. What does the code C.A.R.E. stand for (4 qualities)? Give an example of each. What is empathy? Why is it so important to have empathy for your classmates; especially those you may not call your close friends? Can you give an example of someone showing empathy?
5. What is an “upstander”? How could you change the story to have the bystanders become upstanders? How can you become an upstander here at your school?
6. What did you learn from this assembly that might help you stop bias-based bullying?
7. How can you act like the Rooster when you see bullying going on? Even though you don't have a ‘magic stummy,’ who can you turn to for help when you see bullying going on?

### **D. Two activities**

1. Write, draw or tell a fictional story about someone who is being bullied. Ask the class (or a small group) to help you finish the story so the bullying will stop. Have as many people as you can tell you their ideas. Once those ideas have been shared, discuss, with the teacher's guidance, which ideas might work and which might not. Why? Create a positive conclusion to your story.
2. On a piece of paper draw a shield as big as the paper. Fold the paper once sideways. Then, fold the paper once up and down. Open it and there should now be 4 sections to that shield. In each section write one letter of C.A.R.E. code. Under the letter write or draw an description of what you think that word stands for. Put this somewhere where you can use it when you see any bullying going on to remind you that ‘one person's problem is...everyone's problem.’

## **Lesson Two: The Lazy Wolf**

***Adapted from folklore*** (Listening, Bullying, Bad Habits, Creativity, Health)  
**Elementary Focus K-5**

**Introduction:** A highly effective training tool for teaching skills of expression to elementary students, this adapted, participatory folktale takes listeners on a humorous but instructive journey. The lack of listening, rationalizing poor decision making and overall attitude of the little girl in the story leads to a predictable encounter with a wolf in the forest. But the lazy habits of the wolf, his poor social skills and aggressive bullying behavior offer little benefit to him either. Both learn good lessons from the encounter that make a positive difference in their lives.

**Preview:** Discuss why it is important to listen to rules of parents? What is conscience and how does it help us in making decisions about our behavior? Give examples of a good decision. Give examples of a bad decision. What were the consequences or results of each? What are bad habits and good habits? Give some examples. What is self-respect? How does that help us in making good decisions? How can good decisions help make your dreams come true? How can bad decisions hurt those dreams?

**Tell or listen to the story of The Lazy Wolf:**

**In a small house in the woods, parents teach a little girl about work habits and safety. While they attend to work, the girl ignores their instructions and ventures into the forest. She becomes lost while singing her way picking flowers. A lazy wolf who spends his life in a tree watching TV, eating fast food, sleeping and dreaming of being an opera star hears her song and snores away. When the little girl has picked enough flowers she stops singing. The wolf awakes. He jumps out of the tree and bullies her to sing the song again!**

**In a series of confrontations, the little girl uses imagination and creativity to get away from the wolf and get back to the house. The wolf realizes how his bad habits and bad attitude make it all but impossible to get his way. His final comeuppance at the end makes him change his life for the better. Finally reaching the sanctuary of her home the girl admits to her mom how foolish she had been and learns a timeless lesson in obedience.**

**Follow up:**

1. Group students together (4-5 per group). Have each group create/write a story about someone being bullied. Brainstorm several ways this could be stopped or how the target could get away from the bullying? Discuss bullying and ways to prevent it.
2. Describe your good habits and how they help you stay healthy. Name one bad habit you would like to change. How can you change the bad habit to a good habit?
3. How could that girl become a great artist like her mother imagined? How could that wolf become an opera star like he wanted to be. How can hard work, cooperation and respect help us make our dreams come true?

### **Lesson Three: Back and Forth: (That's Good; That's Bad)**

#### ***A Formula Tale to Foster Problem Solving Strategies***

Elementary Focus K-5 (*Prejudice, bias-based bullying, inclusiveness*)

**Back and Forth** is an updated, interactive formula tale to stimulate discussion about diversity, empathy, bullying and almost any subject. The engaging, back and forth nature of the story offers many opportunities for discussion and can be applied in any number of ways. The formula is so simple, a pair of students can be encouraged to come up with their own problem solving strategy story.

**Description:** The 1<sup>st</sup> person or teacher starts a story by describing some behavior that is very good (“An interesting new student entered our school today”). The partner or class can only respond with “That’s good” or, “That’s bad” (or a couple of other phrases that have similar meaning). The first answer is usually “That’s good.” Great chance for discussion as to why? (Inclusiveness, respect, kindness, chance for friendship, welcoming school climate) The 1<sup>st</sup> person then must change the story by describing a following action that is opposite in tone (poor behavior). The class or partner then responds. Usually...”That’s bad”. More discussion as to why what happened was bad is aired. This can then become a dialogue with the students helping create a positive action that responds to the negative behavior. 1<sup>st</sup> person can use that positive collaboration to validate student input in the next step of the story. Students respond “That’s good.” The 1<sup>st</sup> person can then keep adding problems of bad behavior which students respond to (That’s bad!) and create positive solutions (That’s Good).

**Teacher:** “A new student named Harpreet Singh from Sri Lanka (Osama, any ethnic name) has entered our school today.”

**Class:** “That’s good” (Why? Discuss benefits of having a new student? Talk about Sri Lanka? Get a map? Etc. Some may say “That’s bad!” They may not like the name or be confused by it. Teachable moment: Many first names in Sri Lanka names are gender neutral with the Singh last name denoting boy or Kaur for girl. Have some facts ready to “demystify” Harpreet’s background and get kids curious and interested about how differences can be interesting and helpful).

**Teacher:** Well, it didn’t start out too well as everyone just stared at him and the turban he wore as he walked into the school.

**Class:** May be either response but usually “That’s bad!”. (Great chance to discuss tradition and Sikh honor for religion, freedom and humility). “How do you think he felt with all staring at him? (Build empathy and interest with discussion. Apply student problem solving to next positive statement.

**Teacher:** Well, it turned out to be good because one student met him at the office door and said: “Welcome. My name is Jayleen and I want to be your first friend! What’s your name?” (How do you think Jayleen’s action and words made Harpreet feel? Why? How can we help welcome a new person to our school?) **And so on as Harpreet goes through his first day.**

Format can be used to discuss bias, bullying, gender stereo-typing. Scenarios can be written up for teachers but many teachers may make up their own and even ask students to write one up.

## **Lesson Four: The Udala Tree**

*Adapted from a West African Legend* (Diversity, Community, Inclusion)

### **Elementary Focus K-5**

**The Udala Tree** This West African legend employs audience participation to help an orphaned child overcome being shunning by her stepsisters. With the help of her missing parents, a community of diverse strangers, and a magical tree, she helps create a loving new community.

**Preview:** A teacher could begin by starting a discussion about families. What is a family? What is important in a family? How are families different? How are they alike? Brainstorm as many different family arrangements as possible (Group students in 4 or 5; however desks are set up). Then, paint a picture of compassion: Imagine a story of child without a family. What is an orphan? What difficulties does an orphan face? How can we help? What is adoption?

**Tell or listen to the story of The Udala Tree.** (Main character can be a boy or a girl or given a gender neutral name). Start by introducing students to the word Un-Da (Yun-dah), meaning “Let it be so!” Then, have them clap their hands once as they say the word. Tell them to imagine that if their heart is good and they are willing to share, they could make a wish in the following story. Perhaps the story will then have a happy ending if they follow the wish by clapping their hands and saying “Un-Da”. Listen and watch for cues.

#### **The Udala Tree:**

A child believes she has been orphaned when she is separated from parents during a sandstorm in a drought. After much wandering, she comes upon a family of 4 living in a grass hut near the edge of a now-dead forest. Seen as another mouth to feed, the child’s pleas to stay with them are rebuffed. However, if she can find food, they would gladly make her part of their family.

Digging, the child finds a magical seed mother had told her a story about and remembers. “Plant the seed. Make a wish. If your heart is good and you are willing to share, your wish may come true.” In a series of singing chants, the child wishes for a tree (Un-Da), fruit, ripening and, finally, for the ripe fruit to fall. The two sisters grab all the food and forget about the girl. When the girl is asleep, they climb the tree to break all the branches with seeds to get more food.

The girl awakes, wishes for the tree to grow (It grows a mile high). Wanderers from all walks of life: men, women, old, young, dark, light, every kind of background come flocking to this tree tall as a mountain; all in search of the same thing...FOOD. The orphan girl triggers a wonderful lesson on cooperation, inclusiveness, forgiveness and acceptance as the group comes together for a magical night of food, family and friendship. The girl’s family finally arrives and all decide to stay and form a new community right there, ‘neath the tree.

**Follow up:** Project: Families who are different. Younger: Sketch examples of different families together under the tree and hang them in the classroom. Older: Write a short story about an immigrant family coming to a strange country and how the people there find a way to welcome them. (or tell how they overcome adversity with the help of compassionate friends).

## **Lesson Five: The Boy Who Wouldn't Listen to Anybody**

***Adapted from an Inuit Tale*** (Eskimo) Respect, Responsibility, Consideration,  
**Elementary Focus K-5**

**Introduction:** This folktale is a hilarious look at the foolishness of a young Inuit boy whose selfish and disrespectful antics get exactly what they deserve. Full of call and response, chants, audience participation and prediction, this animated cautionary tale engages all ages with its creative cast of characters and tall-tale like adventure.

**Preview:** Discuss the power of listening to and respecting elders. What is an “elder”? Who are the “elders” in your life? What can we learn from them? How can a village be like a family? (Work? Responsibility? Support? Appreciation for diversity?).

**Tell or listen to the story of The Boy Who Wouldn't Listen to Anybody.** (Students can also be grouped into a Reader's Theater to act out the story. (Script available).

**Hunters in an Inuit village try to teach a boy to hunt and help care for the community. The boy refuses to listen or follow elders council and his disrespect for the sea animals causes them to hide and not let themselves be caught. Since the village will be in danger of starving the hunters leave the boy with the angokok (medicine woman) so she can teach him respect and they can try to find food for the village.**

**The brash boy laughs at the woman's advice, leaves lucks out to find salmon, seal, walrus and whale. He eats them all saving none for village. His final sassing of the angokok and refusal to listen results in a hilarious and predictable consequence for the boy while the hunters willingness to listen to their elder saves the village,**

### **Follow up:**

1. Have students write an autobiographical or fictitious story of foolishness or lack of respect. What lesson can be learned from the story? How could the story be changed to bring about positive action rather than foolishness.
2. What is a cautionary tale? How can such stories help readers/listeners become more caring, responsible and supportive individuals?
3. Present the story as Readers Theater with students taking roles of the characters (script available). Practice and present to another class.

## **Lesson Six: The Hairy Man**

*African-American Folklore: Racial Prejudice, Self-Assertion, Family, Respect, Gender Equality  
Upper Elementary and MS*

**Prologue:** Start with a song: “Follow the Drinkin Gourd.” Query student knowledge of it (Song map to runaway slaves route to freedom via the secret cooperative system of help and hideouts called the ‘underground railroad’. Have a map of the Mississippi-Ohio Valleys at hand to trace the river route: Tombigbee-Tennessee-Ohio then various routes to the Great Lakes-Canada and freedom: No imports there after 1793; Slavery abolished there in 1834, more than 30 years before the U.S.). Discuss slavery as this nation’s worst chapter of bias-based bullying, disrespect and inequality. Describe how the desire for freedom is universal. The dangers of the flight were mitigated, somewhat, by family bonds, cooperation, a courageous interracial community of conductors-sequesters and song! Still, many who fled disappeared in the swamps and reaches of the Tombigbee and Tennessee Rivers.

**Tell the Story: The Hairy Man** (30 minutes)

**This highly animated African-American folktale illustrates the power of parent-child respect and communication can overcome most any obstacle. Wiley discovers that his father has mysteriously disappeared in the Alabama’s Tombigbee River. A swamp creature called The Hairy Man, must have taken him, mother claims. She knows the aggressive, hostile quest of The Hairy Man is to grab folks and make ‘em disappear. She’s worried about her son, 13 year old Wiley. Mother and son set out to save their farm and match wits with The Hairy Man.**

**With cleverness, steadfastness, respect, courage, care, commitment and cooperation, they rid the area of the Hairy Man. The story is an ode to single moms/parents, cooperation, family bonds and self-assertion. It also exalts women. Wiley’s grandmother was a conjurer; his mother a powerful force in his life. Strong women are frequently found in leadership roles in African American folk literature. Wiley’s honor and respect for his grandmother’s memory and his mother’s guidance plays a huge part in his success! The Hairy Man himself can also be looked upon a metaphor for so many of the issues OR/WS is dealing withstanding for fear, ignorance, divisiveness, revenge, bullying, etc.**

(See Jim Cogan, *American Tales*, CD [cogantales@yahoo.com](mailto:cogantales@yahoo.com); Also Hamilton; Virginia Hamilton, *The People Could Fly*, Random House, 1985 Newbery Award .

### **Follow-up ideas:**

1. What do you consider as vital, positive family values? How can these family values be transmitted to schools to make a positive difference in creating a climate of respect, cooperation, and friendship; free from bullying, put-downs, intimidation and fear?
2. Have students write down their thoughts about what the Hairy Man might represent and how they can protect their school and each other from such a nemesis.
3. Students can write their own story (fictional or fact) of facing their own “Hairy Man” and how, like Wiley and his Mom, they took steps to overcome it and prevail.

## **Lesson Seven: Philamandre** *Upper Elementary and MS*

*Name Calling, Anti-Bullying, Kindness, Self-Assertion, Family, Respect, Equity*

**Prologue:** “Sticks and stones will break my bones, but names will never hurt me?” How does everyone feel about that? Does that oft heard childhood comeback ring true? What does it miss? Give some examples of how labels and name calling can be as devastating as a punch in the nose...or worse. (Several skits can be devised as examples and guides to discussion). Then, discuss how some people shrug their shoulders and use the phrase “Life is not fair!” in response to a problem of imbalance, inequity or injustice. Discuss this in the same context as the above above. Is that a healthy way to respond to an issue?

### **Tell the Story: Philamandre: A Haitian Cinderella Tale**

**This traditional folktale is yet another twist about wickedness and kindness. Mother ‘loves’ her oldest three children but not the fourth child: Philamandre. Philamandre stays in her room while the sisters are spoiled rotten: no work and no discipline; gifts every day when mom comes home from the village. Mother has Philamandre do all the work: the house, clothes, food...everything. The sisters do nothing and their behavior to Philamandre is cruel and filled with put downs. Life is just ‘not fair’.**

**Haitian folktales often employ tricksters to right wrongs, teach lessons or even cause more problems. One such trickster, called the “Bugamon”, witnesses what is going on in this household. It decides to intervene by teaching the sisters a lesson and rewarding Philamandre. The animated, interactive part of the story details, with some compassion and humor, the sisters unceasing efforts to verbally abuse their younger sister, Philamandre’s refusal to be cowed by the abuse, the Bugamon’s frustrating efforts to ‘trick’ the sisters and the final success of the corrective trick (He turns them into crows where their harping is just unintelligible noise...something Philamandre has already figured out). Mother arrives to find the three missing and runs into the forest...followed by the squawking crows.**

**Philamandre finally goes into the village where, with kindness, ingenuity and knowledge, she helps all the people her now absent mother has ignored. Soon, she has dozens of jobs from grateful people. “She’s so kind. She’s so clever. She’s so skilled. I wish I could be just like her!” Soon she owns more than 100 businesses of her own and uses them to help people. The villagers appoint her mayor for life. Her reunion with her mother, years later, is filled with empathy, kindness, forgiveness and love.**

**Follow-up:** How we treat each other tells people more about ourselves than someone else. In light of the tale, revive the discussion about verbal abuse in terms of P.A.I.N. and bullying guidelines. Philamandre’s actions may seem passive to some but her commitment to respect and kindness is total. Create a skit of a name calling situation that may be common in student’s lives at home or at school. Brainstorm effective strategies to solve them. Though we may not want to turn an aggressor into a crow, the metaphor for transformation and justice is clear as is the reward for Philamandre. How can we use respect, action, equity and fairness to right a wrong like this? (Cinderella-type sources in bibliography include an Iroquois folktale, **The Rough-Faced Girl**; published version by Rafe Martin is best; and others).

## **Lesson Eight: The People Could Fly**

African-American Legend: (Bias-Based Bullying, Empathy, Kindness, Guidance)  
Middle School-High School Focus

### **Prologue:**

Stories that celebrate freedom from bias, abuse, mistreatment or inequality can become powerful icons in an international, national, local or personal quest. This heralded African American legend from the 1800s recounts the struggle of slaves and the power of story and imagery to keep hope alive.

*“The People Could Fly is one of the most extraordinary, moving tales in black folklore... [It] is a detailed fantasy of suffering, of magic power exerted against the so-called Master and his underlings....The People Could Fly was first told and retold by those who had only their imaginations to set them free.”*

*Coretta Scott King Award Winning Author, Virginia Hamilton*

This is an excellent story to pique a discussion of racial prejudice, the power of story and the need for respect and equity in a diverse world. It sparks a discussion of mistreatment and exclusion of many groups today: internationally, nationally and at schools.

Read or tell **The People Could Fly**

**The story revolves around the pirating of families of slaves from Africa, the horrendous middle passage and the inhuman institution of slavery in the American South. Toby was one of those magical African people who had wings and could fly. Most lost their wings on the middle passage because they gave up hope. Not Toby. He hid his wings. Toby’s daughter, Sarah, and her baby, were sold separately from her husband but stayed on a plantation with Toby. The struggles in the plantation were so cruel. Toby tried to secretly teach his daughter, and others who had not given up hope, to fly. They slowly grew hidden wings as their hope increased. After the Master and the Overseer became overly belligerent, Toby helped his daughter and the believers to fly away to freedom.**

### **Follow Up**

Form teams of 4-6 and identify groups of people in your local area/school who are the targets of abuse, discrimination, mistreatment and inequality. Come up with a school-wide plan that integrates these groups, as all students, into the norm of school society and function. How can this be accomplished? What challenges exist? What benefits might result from this program’s success?

**Numerous versions:** CD: Jim Cogan, *American Tales*; Best printed version, Virginia Hamilton, *The People Could Fly*, Knopf, 1993.

## **Lesson Nine: Eugene Upper Elementary to HS**

(Bias-Based Bullying, Stereotyping, Empathy, Kindness, Guidance, Epiphany)

**Educational Goal:** SWL to recognize bullying, explore how bullying occurs, understand why some students get ‘targeted’ and realize that both an individual and a community acting together (individual-students-teachers-parents, etc.) have many options/skills available to bring bullying behavior to bay. This program emphasizes creative flexibility in dealing with the many forms of bullying (ie., “one size does not fit all”), a collaborative-cooperative approach to problem solving and a primary emphasis on positive prevention skills and concepts (respect, inclusiveness, empathy, assertiveness, cooperation and communication).

### **A. Program Description:**

Storyteller Jim Cogan may introduce the assembly with a short skit where one student demonstrates one kind of bullying behavior, one becomes an intended target (*Jim often plays him*), others may role-play a group of BYSTANDERS who are challenged by the situation. Collective, guided brainstorming about the feelings and possible actions of all three groups offers insight into numerous ways both an individual and a group can minimize bullying behavior, support each other in a positive way and prevent the personal damage bullying often creates.

### **1. Introduction: Role-Playing Skits** (adapt skit to grade level for relevancy)

#### **Bullying ES on playground, MS in lunchroom, HS by locker?**

**Example:** New student ordered out of ‘his’ lunch seat outside cafeteria by another.

Freeze them. Have the student’s describe *What’s wrong with this picture?* How is each character feeling? What can be done to defuse this immediate situation, protect the intended target and support a positive climate? *What is the right thing to do?* (Discuss aggressor, target and bystanders/upstanders)

### **2. Guide the students several scenarios to act out in small groups:**

**Empathic action:** Surround the targeted student; ushering him/her away in a crowd of friendship.

**Direct:** a group speaks as one voice telling the aggressor to cool it, chill, stop...draw attention to the action with the goal of stopping it. (Note: urge caution in inflammatory situations)

**Diversion:** groups stands in front of the target (*whose name is Casey*) and each calls out *I’m Casey, I’m Casey. We don’t do that here!* Others guide the target to safety.

**Artistic:** Group stands up with a song whose words counter the action: (Supreme’s million sold hit “Stop in the name of love...before you break my heart. Think it O-Over.” Others help target.

**3. Many, many other possibilities.** This is just one introduction. The point being made is: Students CAN DO SOMETHING to make a difference if they do the right thing and don’t stand idly by. Recognizing what bullying is (and isn’t), looking to see P.A.I.N. (issues of power, aggression, intention and repetition or numerous incidents) as well as detailing specific verbal, emotional, social forms of bullying is highlighted. Problem solving strategies and prevention concepts are also listed as catalysts to taking action that brings bullying to bay. Most important of these qualities is EMPATHY.

**4. Other preview ideas:** Lion and the Mouse (Aesop) fable shows the value of empathy and friendship. Stories from personal experience with a successful outcome can show that prompt, wise action can stop bullying behavior. Each situation may call for different responses so brainstorming scenarios is helpful.

**Jim's Basic Message:** Counter **P.A.I.N** with **C.A.R.E.** *Cooperation Action Respect Empathy instead of Power, Aggression and Intent to harm another in Numerous ways.*

### **B. Main Story: Eugene**

Jim uses this true story from his childhood (5<sup>th</sup> grade) called **Eugene**: a personal tale about how EMPATHY and action changed everyone for the better...not just the target of a jealous rival but the rival himself. It shows numerous examples of school bullying behavior for what it is and why it is. It validates what a difference positive action can make. The story **Eugene** is mostly true but filled with storytelling 'embellishments.' It tells about how a group of students led by a popular ringleader mistreated a gifted but most unusual student in a Catholic elementary school in 1957. Some students bullied from biased and because he was different. Some made fun of him because he had some strange mannerisms. Some mistreated him because he was new. The ringleader rallied many against him...because he was JEALOUS of Eugene's rare and extraordinary talent.

*Throughout the story there are stops where Jim freezes the story and in a Shakespearean-style aside to the audience, gets them involved to offer observations, opinions and judgments while engaging students in group role-playing problem solving discussion.*

One lone student, Patti, filled with EMPATHY and KINDNESS, embraces Eugene with friendship. The teacher, Sister Alice Marie, offers the same with clear guidance and counsel to others about how to welcome a new student. They mistreat him anyway. Eugene refuses to become a target, even as most of the students initially play the role of passive bystanders. Then things begin to change. Students start to follow Patti's example and reject the ringleader's behaviors. They start to do what's right. Sister Alice and Patti have helped them gain the courage to act. Much of the class begins to "walk a mile in Eugene's shoes". In the climax of the story, the ringleader intends to physically hurt Eugene then looks for everyone's approval. But these students have discovered what EMPATHY is. Everyone surrounds Eugene with friendship, compassion and support and strongly reject the bullying tactics of the ringleader. He stands alone!

*Eugene and Patti teach everyone an unforgettable lesson about acceptance, tolerance and understanding. Empathy and group action CAN isolate and combat bullying and guard potential victims from this abusive form of behavior. The story also exalts Sister Alice Marie and shows how important it is to have a wise adult who acts and enforces rules for the safety of all. At the story's end, the ringleader has an epiphany where he finally sees Eugene as the jewel that he is and begins to understand "you can't judge a book by its cover." He eventually becomes the victim's best friend.*

*I know because...Eugene's tormentor...was ME!*

**Conclusion:**

With the introduction of the skit, the telling of *Eugene*, and a concluding discussion, students become more aware of where bullying comes from, how it spreads and what harm can occur, not only to the victim, but to the entire school environment. The vital role of the bystander to protect the victim, the school, and ultimately themselves from bullying's damage is stressed.

EVERYONE MUST ACT. Various anti-bullying actions are discussed. Cyber bullying can be described and methods to combat it can be outlined. No one needs to feel trapped or helpless. It is the group consciousness and willingness to take a stand, however, that will truly influence school safety and an individual's well being. Proper action can be easier and more effective when EMPATHY is evident, ACTION is taken, and RULES are enforced, and RESPECT is demanded!

**C. Preview and Follow Up Questions****Six questions to ask before the assembly**

1. Since the word "bullying" is given to a complex variety of behaviors, describe, as best you can, what you think bullying is and what it isn't. Discuss what makes certain actions bullying and why some people use it?
2. How are targets of bullying chosen? Why? Do you think bullying is only directed at someone seemingly powerless, isolated or vulnerable? How does labeling someone as a bully or victim can often create more problems for all concerned?
3. Make a list with many specific actions as you can think of that would be called physical, verbal, social, and emotional bullying.
4. What impact does bullying have on individuals? On the school community? The school mission? Families?
5. Why is it important to let someone know that bullying is taking place? What stand does your school take against bullying? What process is used in dealing with bullying? What is your role in that process?
6. How can positive actions (characterized by praise, respect, honor, friendship, courage, empathy) improve the quality of life for everyone in your school?

**Six questions to ask after the assembly.**

1. What is a bystander? Why is a bystander likely the most powerful and important person in the fight against bullying?
2. In the story *Eugene* has Eugene done anything to deserve the treatment he receives? Did he ask for it? Why was he singled out? Was it his fault?

3. Eugene was the exception to the rule in that he never looked at himself as a target. He quickly won over most of the class by being himself: kind, enthusiastic, eccentric, sharing. Some helped him, though. Who? Most victims are scared stiff by bullying and don't know what to do. What are some ways you can think of to help those being mistreated? What are some things you and others can do to help support intended targets of bullying?
4. What does being inclusive mean to you? Do you think that has an influence on how much bullying there is at your school? Why or why not?
5. Why are people like Patti so important in any school? How can we all become a little like Patti? What can we learn from Sister Alice? What does an "Upstander" mean?
6. How can the art of storytelling help you combat bullying? Give examples.

### Two Activities

**1. Right the Wrong!** Write a fictional story about a bullying situation in a school. Have the story include a perpetrator of bullying another, an intended target, and a group of bystanders. Develop your story (*no longer than one side of a page of paper*) up to the peak of the bullying without any resolution.

Then, read your story (*or have it read*) to the class and ask "How do I end this story in the light of what we want our school to be?" Have various students chime in with ideas. Discuss the benefits/problems of different plans of action (*What if someone comes after me? Is often heard*).

Then, go back to write your conclusion with the discussion fresh in your mind. Finish your story in a positive way. Make an illustrated cover with a title. Bring it back. Your teacher can find a way to have all share their conclusions. Make a booklet of all the stories and keep them in a prominent place in your classroom as a bank of good ideas for you and future students for many years to come.

**2. Role Play:** Divide the class into teams of 6-8. Have each **group** collaboratively make up a story about a similar issue but with their own solution part of the story. Make a story map to show the flow of action. Then, have each group prepare their skit (short) and act out the story as a short play. Good discussion should follow. (*Good practice for taking action, collaborating, and cooperating together.*)

## **Lesson Ten: Jack's Hunting Trip**

### ***Appalachian folklore* (Determination, Persistence, Ingenuity, Work, Elementary-Middle School Focus K-8**

**Introduction:** Tall tales by any standard, the “Jack tales” are a collection of multicultural, oral hand-me-downs (German-English-Irish-American frontier) that offer insights into useful skills such as dealing with the unexpected, making the best of a tough situation, determination, persistence, and “if at first you don’t succeed, try, try again”, Easily told and changeable, this story of Jack’s hunting trip, set in 19<sup>th</sup> century Appalachia, is a wonderful romp through the world of the unexpected. Learning to deal with adversity is a powerful skill in today’s and this story offers a springboard to discussion of real-life challenges.

**Preview:** Challenged to do something useful and go hunt for his own breakfast, a lazy teen in the Appalachians heads on an adventure that will help him appreciate the value of persistence, determination, parental guidance and luck!

**Tell or listen to the story of Jack’s Hunting Trip.** (Students can also be grouped into a Reader’s Theater to act out the story. (Script available).

**A lazy son is challenged by his parent to go hunt for his own breakfast (a rabbit). Grabbing tools he has not taken care of calling upon skills he has not practiced, the boy sets out to “get that rabbit or my name is not...JACK! The humorous saga of his misadventures is leavened by determination, creativity and good luck as he encounters every kind of forest critter...except his rabbit!. Jack learns great lessons along the way and, in the end, rewards his parents, and himself, with the wealth of food and wisdom that he brings home**

#### **Follow up:**

1. Have students describe a difficult task their parent’s asked them to do. Describe how they used skill and creativity to accomplish that task. How did this make them feel about themselves?
2. Research a character from a popular novel or interesting history book who faced many challenges on their road to success. (Create a list people/characters from core curricula and sources). Have each student present a report (oral, written or illustrated graphic/comic style) detailing how this person managed to deal with challenges, who supported the character along their way and how dealing with these adversities may have helped form a stronger, more creative ‘successful’ person along the way. (Older students: identify people who may have faced challenges due to prejudice, bullying, insensitivity, lack of respect. Report on how they overcame these obstacles. Jackie Robinson comes to mind. So does Ellen Degeneres and Elton John.)

## **Special Added Selections: Stories for Future CDs (Free audio available)**

### **Lesson Eleven: The Secret of Charley Parkhurst**

**Original Historical Tale:** *Gender Equity, Courage and Stereotyping*

**Focus:** *Upper Elementary, Middle School, High School*

**Prologue:** Students create a list of what American culture defines as acceptable roles for men? For women? What would be an activity “outside the norm” for men? For women? When does flak start to come in? What ‘kind’ of flak is aimed at those who “step outside these artificial norms”? Then, tie some of this to core social studies curricula. Who are Cleopatra, Joan of Arc, Queen Elizabeth I, Florence Nightingale, Marie Curie, ‘Babe’ Didrikson Zaharias, Amelia Earhart, Rosa Parks, Mother Teresa, Martina Navratilova? What do they have in common? (Movers and shakers in what was said to be a man’s world?) What do Michelangelo, Leonardo Da Vinci, Peter Ilyic Tchaikovsky, Hans Christian Anderson, Walt Whitman, Giorgio Armani, Elton John have in common? (Could they all be sensitive men who nurtured their love of beauty and cut through the stereotypes of what people thought men should be to bring great artistic gifts to the world?)

Define gender stereotyping. What problems does this cause in society. Is it humane? Equitable? Fair? Respectful? How can individuals buck such views in their quest for self-expression? (Possible role playing skit may be added here, too)

#### **Story: The Secret of Charley Parkhurst**

**Jim mixes animated narrative with first person dialogue in relating the challenging story of Charlotte Parkhurst. Born in Vermont in 1812, orphaned in youth, Charlotte loved horses but was not allowed to race them because women were not permitted to do such things. After years of flak and restriction, Charlotte created an effective disguise so she could flee the orphanage. She took on the persona of a man: Charley Parkhurst. The story of how she kept her disguise all through her life, lived like a man and became one of the greatest “whips” (stagecoach drivers) of the California Gold Rush era is exciting, entertaining and almost unbelievable were it not documented as true. But the real secret of Charley Parkhurst is a stereotype smashing, freedom affirming act near the end of her life that still inspires people everywhere...she became the first woman to vote in the United States.**

**Follow up:** Students react to the story. Teachers can focus on the general theme of triumph over adversity using Charlotte and many of the people named in the beginning of the lesson who broke through gender stereotyping to achieve remarkable success. Bring the lesson to the students by having them write a short story about busting gender stereotypes or applying heroic behavior in quest of individual freedom (famous LGBT subjects in history/modern culture?). Brainstorm TOPICS...The STORY may be a research assignment of several days to a week). Finish the lesson with a discussion about how students can change attitudes, speech, perception and support to foster gender equality in their school and beyond.

\*Script/audio of **The Secret of Charley Parkhurst** is available from Mr. Cogan through email.

## **Lesson Twelve: Lifeline: The Gift of Humanity and the Courage to Care**

Original Historical Narrative: (Empathy, Courage, Community, Action)  
MS-HS Focus

### **Prologue:**

Offer the word “heroic” for discussion. What is a heroic act? Give examples from history (9-11 stories, medal-of-honor winners, civil rights pioneers?), literature (Boo Radley and Tom Robinson in Harper Lee’s *To Kill A Mockingbird?*) or personal experience. Is everyone capable of acting heroically?

Offer the time-honored question: “Am I my brother’s keeper?” Tell an open-ended short story from your own life to illustrate the issue. What is the nature of our relationship to others? To our community? Put the class at a place and time where some level of their engagement with the incident is all but unavoidable (Like the old “You Are There” series that a young journalist named Walter Cronkite hosted). Problem solving at a personal level.

### **Some possible scenarios:**

1. Anti-Hispanic kangaroo court: July 4, 1851 and California’s 1<sup>st</sup> hanging. You’re there
2. The 1858 underground railway comes to your door: a family in flight. What to do?
3. The German SS wants you to build big ovens; you know what they’re for; its 1944.

Many examples from ancient times to present can align with a variety of themes.

### **Tell the narrative story: *Lifeline***

**Lifeline** charts the history of the events of January 13, 1982. In the midst of a snowstorm, Air Florida Flight 90 slices across the Rochambeau Bridge and crashes through the ice into the Potomac River in Washington, D.C. Six people in the separated tail section survive by clinging to each other in the freezing waters of the icy river. The accounts of ordinary people performing incredibly courageous acts in attempts to save these six people is a dramatic and powerful account of heroism. The narrative is sprinkled with dialogue and first person accounts of the event. That five survived is a testament that no one is ordinary but everyone has the capacity for courageous behavior. President Reagan’s State of the Union address the following week, honoring this heroism and the “countless quiet, everyday heroes of American life,” speaks directly to students and their challenge to improve school climate and act with respect and support for all.

**Follow up:** In light of the story, discuss the power of everyday acts of courage in transforming schools into positive, respectful places. Small groups brainstorm how to apply ‘stories’ to creating a respectful, welcoming climate in schools, at events and in situations. Have students brainstorm 3-5 key problems that challenge the creation and maintenance of a respectful, positive climate in their school community (chosen from the broad topics of Equity & Diversity and OR/WS). How do we apply our humanity to help improve the situation in one of these issues?

**See Supplement: Roger Rosenblatt “The Man in the Water”**

## **Lifeline: Follow-up:**

Read Roger Rosenblatt's *Man in the Water* essay (Time, Jan. 25, 1982) on the human capacity for courage. Use the lesson plan that follows as a guide to discussion about the courage to care. Apply these lessons to improving respect and climate in schools on an everyday basis in light of President Reagan's and Roger Rosenblatt's words about the human capacity for courage and charity. Brainstorm challenges facing the establishment of respect and a welcoming climate in your school. What obstacles need to be overcome? How might every day acts of courage make a difference? Describe how a community of caring individuals might apply the heroic examples of compassion and humanity described in *Lifeline* to create a respectful, welcoming atmosphere in your school.

## **The Man in the Water** **Roger Rosenblatt**

As disasters go, this one was terrible but not unique, certainly not among the worst on the roster of U.S. air crashes. There was the unusual element of the bridge, of course, and the fact that the plane clipped it at a moment of high traffic, one routine thus intersecting another and disrupting both. Then, too, there was the location of the event. Washington, the city of form and regulations, turned chaotic, deregulated, by a blast of real winter and a single slap of metal on metal. The jets from Washington National Airport that normally swoop around the presidential monuments like famished gulls were, for the moment, emblemized by the one that fell; so there was that detail. And there was the aesthetic clash as well—blue-and-green Air Florida, the name a flying garden, sunk down among gray chunks in a black river. All that was worth noticing, to be sure. Still, there was nothing very special in any of it, except death, which, while always special, does not necessarily bring millions to tears or to attention. Why, then, the shock here?

Perhaps because the nation saw in this disaster something more than a mechanical failure. Perhaps because people saw in it no failure at all, but rather something successful about their makeup. Here, after all, were two forms of nature in collision: the elements and human character. Last Wednesday, the elements, indifferent as ever, brought down Flight 90. And on that same afternoon, human nature—groping and flailing in mysteries of its own—rose to the occasion.

Of the four acknowledged heroes of the event, three are able to account for their behavior. Donald Usher and Eugene Windsor, a park-police helicopter team, risked their lives every time they dipped the skids into the water to pick up survivors. On television, side by side in bright blue jumpsuits, they described their courage as all in the line of duty. Lenny Skutnik, a 28-year-old employee of the Congressional Budget Office, said: "It's something I never thought I would do"—referring to his jumping into the water to drag an injured woman to shore. Skutnik added that "somebody had to go in the water," delivering every hero's line that is no less admirable for its repetitions. In fact, nobody had to go into the water. That somebody actually did so is part of the reason this particular tragedy sticks in the mind.

But the person most responsible for the emotional impact of the disaster is the one known at first simply as "the man in the water." (Balding, probably in his 50s, an extravagant moustache.) He

was seen clinging with five other survivors to the tail section of the airplane. This man was described by Usher and Windsor as appearing alert and in control. Every time they lowered a lifeline and flotation ring to him, he passed it on to another of the passengers. "In a mass casualty, you'll find people like him," said Windsor. "But I've never seen one with that commitment." When the helicopter came back for him, the man had gone under. His selflessness was one reason the story held national attention; his anonymity another. The fact that he went unidentified invested him with a universal character. For a while he was Everyman, and thus proof (as if one needed it) that no man is ordinary.

Still, he could never have imagined such a capacity in himself. Only minutes before his character was tested, he was sitting in the ordinary plane among the ordinary passengers, dutifully listening to the stewardess telling him to fasten his seat belt and saying something about the "No Smoking" sign. So our man relaxed with the others, some of whom would owe their lives to him. Perhaps he started to read, or to doze, or to regret some harsh remark made in the office that morning. Then suddenly he knew that the trip would not be ordinary. Like every other person on that flight, he was desperate to live, which makes his final act so stunning.

For at some moment in the water he must have realized that he would not live if he continued to hand over the rope and ring to others. He had to know it, no matter how gradual the effect of the cold. In his judgment he had no choice. When the helicopter took off with what was to be the last survivor, he watched everything in the world move away from him, and he deliberately let it happen.

Yet there was something else about our man that kept our thoughts on him, and which keeps our thoughts on him still. He was there, in the essential, classic circumstance. Man in nature. The man in the water. For its part, nature cared nothing about the five passengers. Our man, on the other hand, cared totally. So the timeless battle commenced in the Potomac. For as long as that man could last, they went at each other, nature and man; the one making no distinctions of good and evil, acting on no principles, offering no lifelines; the other acting wholly on distinctions, principles, and, one supposes, on faith.

Since it was he who lost the fight, we ought to come again to the conclusion that people are powerless in the world. In reality, we believe the reverse, and it takes the act of the man in the water to remind us of our true feelings in this matter. It is not to say that everyone would have acted as he did, or as Usher, Windsor, and Skutnik. Yet whatever moved these men to challenge death on behalf of their fellows is not peculiar to them. Everyone feels the possibility in himself. That is the abiding wonder of the story. That is why we would not let go of it. If the man in the water gave a lifeline to the people gasping for survival, he was likewise giving a lifeline to those who observed him.

The odd thing is that we do not even really believe that the man in the water lost his fight. "Everything in Nature contains all the powers of Nature," said Emerson. Exactly. So the man in the water had his own natural powers. He could not make ice storms, or freeze the water until it froze the blood. But he could hand life over to a stranger, and that is a power of nature too. The man in the water pitted himself against an implacable, impersonal enemy; he fought it with charity; and he held it to a standoff. He was the best we can do.

## Making Meanings: The Man in the Water

### Reading Check

- a. Briefly describe the disaster.
- b. What does Rosenblatt think the nation saw in this disaster?
- c. Besides the man in the water, Rosenblatt mentions three other heroes. Who are they, and what did they do?
- d. Describe what the man in the water looked like and what he did.
- e. What ultimately happened to him?

### First Thoughts

1. As you read the essay, what did you think or feel about the man in the water? First, describe each response in a phrase; then elaborate.

### Shaping Interpretations

2. According to Rosenblatt, the man in the water symbolizes an “essential, classic circumstance”: the conflict between human beings and nature. How does Rosenblatt characterize nature? How does nature differ from the man in the water?
3. Summarize Rosenblatt’s most important points, and state his main idea. Which passages support this idea most effectively? Does Rosenblatt ever state the idea directly? (Be sure to check the chart you made while reading.)
4. Rosenblatt says that the man in the water is proof that “no man is ordinary.” What do you think he means by this? What other people have proved that we are “not ordinary”?
5. The final two paragraphs of the essay make specific points about human nature. Tell how you feel about the opinions Rosenblatt expresses there.

### Connecting with the Text

6. How would you react in a situation in which you might save a stranger’s life but risk losing your own life? Would your behavior change if the person in danger was someone you loved? Talk about your responses to what the four heroes did.

### Extending the Text

7. Twain satirizes the bad in human nature (see “The Lowest Animal”), and Rosenblatt praises the good. In what specific ways does Rosenblatt provide answers to Twain?

### Challenging the Text

8. What do you think of the details the writer tells you—and doesn’t tell you—about the man in the water? (What questions would you like to ask Rosenblatt?)

Source: Nexus Learning Center