

LIFE LESSONS SERIES
An emotional wellness series

HURTFUL WORDS

**VIDEO PRESENTATION
and
DISCUSSION GUIDE**

-Prepared By-
NEW LEAF MEDIA
&

FILM IDEAS, INC.

308 North Wolf Rd. Wheeling, IL 60090

TEL: 1-800-475-3456 or 847-419-0255

FAX: 847-419-8933 E-MAIL: filmid@ais.net

WEB SITE: www.filmideas.com

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This skills based series is especially useful for reducing conflict in young lives and providing positive examples for learning to live together peacefully.

INTRODUCTION TO SERIES

The purpose of this skills based video series is to make useful psychological concepts accessible to elementary aged students. Students can find themselves in difficult situations, both emotional and circumstantial. This emotional wellness series hopes to provide them with some tools to handle these situations in a constructive and well thought out manner. By relying on several teaching methods to convey these “life Lesson,” the series will increase the viewer’s overall level of comprehension and absorption. The series is especially useful for reducing conflict in young lives and providing positive examples for learning to live peacefully together.

STRATEGIES FOR THE SERIES

Our first strategy is to humanize our messages via the use of a teen presenter. A youthful ;presenter can use accessible, friendly language that coming from an adult might be regarded as condescending (or even silly). Being able to see and to identify with the narrator is very important for a younger audience, especially when the presenter possesses compassion and self-awareness as in the series.

LYRICS

*Think about the words you say
When you're at school and play.
Words can make friends for everyone
Words can be just so much fun.*

*When you don't think about the words you say
You can hurt people in so many ways.
All you got to do is think
Think about your words before you speak.*

Think!

Additional titles In The LIFE LESSONS Series

WHEN I GET MAD
MORE THAN MANNERS
THAT'S WHAT FRIENDS ARE FOR

Our second strategy is to make clever use of computer graphics. This multifaceted tool helps us lend clarity to abstract concepts. For example, to portray the loss of a relationship, we show two figures holding hands, surrounded by a heart, being suddenly broken apart. This use of colorful graphics also gives more personality to reviews and exercises. Graphics act as visual mnemonic devices to help viewers master the strategies we suggest.

Our third strategy is to highlight interview footage of the kids as they talk about their own experiences. Seeing peers talk candidly about their feelings encourages our young audience to take the risks involved in dealing with such personal subjects. These revealing interviews also validate our viewers' own feelings. We reassure them that their feelings aren't unusual, strange or shameful. This technique also allows us to effectively and concretely model self-expression for our viewers.

Our fourth strategy is to present viewers with voiced-over vignettes dramatizing the emotional challenges we are addressing. Many students learn by watching others. The use of dramatized, voiced-over vignettes allows viewers to observe how other children might respond to various emotional situations.

Through their identification with on-screen peers, they learn more about themselves, experiencing the feelings associated with confronting and overcoming challenging situations. Actually seeing an on-screen peer's triumphant smile, for example, is much more powerful than hearing a faceless voice talk about happiness.

All the videos in the series also contain a review that reinforces key terms and concepts. A pleasant, upbeat, original musical score adds pace and dimension while innovative transition effects help maintain continuity. All these elements come together to deliver a series of videos which are visually interesting and informative.

SUGGESTIONS FOR INTRODUCING THE PROGRAM (continued)

2. Viewers are asked what they might call a series of people illustrated on oversize cards: An overweight person, a clown, a monster, a doctor. This will help to give examples of the types of words we use, and how the same word might be appropriate and descriptive when applied to one image, might be cruel or insensitive to another.

FOLLOW-UP ACTIVITIES

1. Have the viewers write down more words which now, in retrospect, they think might have been hurtful. Then discuss the additions of how they might choose words a little more carefully in the future.

2. Have viewers talk about situations they have observed or experienced in which hurtful words have been used. Have them talk about it made them feel and how they could have used different words that were not hurtful.

3. Have viewers talk about times they have been angry at themselves or have been embarrassed and have taken it out on other by using hurtful words. Ask them to think about and discuss other ways they could have handled their anger or embarrassment.

4. Have a few viewers role-play different situations which involve the use of hurtful words.

PROGRAM OBJECTIVES

After viewing this video the viewers should be able to:

1. Have a better understanding of the power of words and what they can do.
2. Identify examples of words that hurt.
3. Identify why words make us feel bad.
4. Discuss how we feel inside when others use hurtful words about us.
5. List the different ways we use words that hurt and how to avoid them.

RECOMMENDED USES OF THE PROGRAM

This program is recommended for use in any elementary grade classroom or group setting where discussion is directed towards emotional wellness, self-awareness, conflict resolution, physical differences or ethnic issues.

SUGGESTIONS FOR INTRODUCING THE PROGRAM

Before viewing the video we recommend the following:

1. Have the viewers write down words that they feel are hurtful or made them feel bad.

HURTFUL WORDS

PURPOSE AND STRATEGIES

The purpose of HURTFUL WORDS is to instill a sense of Self-awareness and self-control in viewers when it comes to words. We can choose the words we use. A series of vignettes illustrate both sides of the story: those who have been targeted by hurtful words and those who have used them. After watching this video viewers will be better prepared to think about word choices in future situations. A youthful narrator guides the audience through the video helping to point out important information and reinforcing important points. Colorful computer graphics visually present words themselves in creative, stylized formats.

DESCRIPTIONS OF PROGRAM

Words are communication's tools, and they can either be used to construct or to damage. This life lesson discusses the different kinds of hurtful words, when they are hurtful and why people use them, and how we can avoid their use.

1. WE HAVE A CHOICE ABOUT HOW WE USE OUR WORDS

Something as simple as the words we use can cause ourselves and others a lot of happiness or sadness. We are the ones that decide whether we'll see our words to lift people up or to bring them down. Unfortunately, we sometimes choose to use hurtful words that result in people feeling bad. Sometimes, others choose to use hurtful words that result in us feeling bad.

2. WHAT ARE DIFFERENT KINDS OF HURTFUL WORDS?

There are different kinds of hurtful words. Some words are hurtful because they make fun of people who don't do certain things well. Maybe they don't do well in school, or maybe they aren't good at some kinds of games. Other words are hurtful because they make fun of the way people look or talk. Some people may not be as pretty as others. Some people may be very thin or they may be husky. Some people may have light skin or dark skin. Some people may speak with an accent. Still other words are hurtful because they make people feel like they don't belong. Some people may be new at school and not have many friends. Some people may be just plain different even though they want to fit in and make friends.

3. WHY ARE HURTFUL WORDS HURTFUL?

Hurtful Words are hurtful because they make people feel bad about themselves. Each one of us is made in such a way that we care about what other people think of us and what they say to us. Being able to talk to other people is a great thing. It is a shame when such a neat gift is misused to hurt people instead of helping them.

4. WHY DO PEOPLE USE HURTFUL WORDS?

There can be many different reasons why people use hurtful words. Some people use hurtful words without meaning to . . . they just don't think about how their words make other people feel. Sometimes people are treated badly themselves (maybe at home, for instance). This makes them angry and they may take out their anger by using hurtful words on others.

5. HOW CAN WE KEEP FROM USING HURTFUL WORDS?

We always want to use our words to help people and make them feel good. How can we make sure that we won't use hurtful words? The first and best thing we can do is to think. That's right, we can learn to think about what we say before we say it. The second thing we can do is to ask ourselves a very important question when we think. This question is so important that we could call it "the golden question" because it comes from the golden rule. The golden rule says that we should always treat other people the way we want to be treated. If we aren't sure whether or not we should say something, we can ask ourselves the golden question: "how would I feel if someone said this to me." If I would make us feel good, then it's probably an okay thing to say. But if it would make us feel bad, chances are that it will make others feel bad, too and we shouldn't say it.