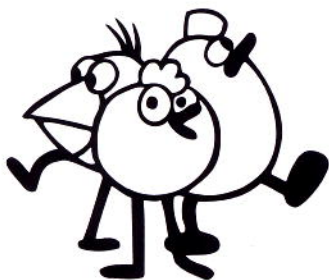


PEEP

AND THE
BIG WIDE WORLD



EPISODE 3

Director: Kaj Pindal Executive Producer: John Spotton

Screening time: 13 minutes 33 seconds

Animated films for young children – simple, amusing and fresh. Drawn by Kaj Pindal, narrated by Peter Ustinov, this delightful series features strongly defined characters, an engaging graphic style and a lively but unhurried pace that respects the rhythms of the young child. All three films concentrate on the adventures of Peep, a newly hatched chick and her two birdfriends: Quack, a cantankerous duck and Chirp, an excitable robin. Designed specially for classrooms and early childhood education settings, *Peep and the Big Wide World* will be welcomed by all those eager for material that enriches and excites the imaginations of the very young.

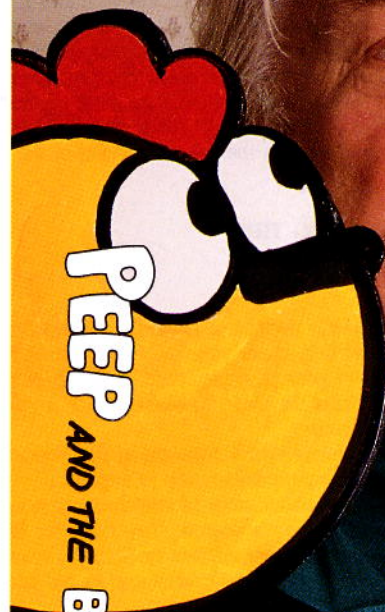
The material on this videocassette is protected under the Copyright Law. This copy is licensed for non-commercial use only. Any other application, including, but not limited to broadcast, cablecast, resale, rental, copying or other form of reproduction or exhibition, in whole or in part, is expressly prohibited unless authorized in writing by the National Film Board of Canada or its appointed agent. Violation of this license is an infringement of copyright and may result in civil liability or criminal prosecution.



For information contact:
National Film Board of Canada
1251 Avenue of the Americas
16th Floor
New York, NY 10020-1173
(212) 586-5131

For previews and orders:
National Film Board of Canada Library
350 No. Pennsylvania Avenue
P.O. Box 7600
Wilkes-Barre, PA 18773-7600
1-800-542-2164

VHS



PEEP
AND THE
BIG WIDE WORLD

EPISODE

3



From the National Film Board of Canada



PEEP

AND THE
BIG WIDE WORLD

EPISODE 3

A story for
young children
drawn by Kaj Pindal
and told by
Peter Ustinov

PEEP

AND THE
BIG WIDE WORLD

EPISODE 3

Screening Time: 13 minutes 33 seconds

RELATED NFB FILMS

The Animal Movie
Luna, Luna, Luna
Wind

CREDITS

Story, Direction, Animation	Kaj Pindal
Produced by	Michael Scott
Narrated by	Peter Ustinov
Assistant Director	
Additional Animation	Craig Welch
Educational Consultant and Narration Written by	Arlene Moscovitch
Music by	Annie Pindal
Sound Edited by	Gary Oppenheimer Peter Jermy
Edited by	Kaj Pindal John Kramer Craig Welch
Computer Graphics	Bill Pong Wendy Walker Mobile Image Canada Ltd.
Re-recording	Patrick Spence-Thomas
Unit Administrator	Sonya Munro
Graphic Design	Ivan Holmes
Illustration	Kaj Pindal
Executive Producer	John Spotton

National Film Board of Canada

1251 Avenue of the Americas
16th Floor
New York, NY 10020-1173
(212) 586-5131



DESCRIPTION

Peep, newly arrived in the world, tries to figure out some of its most basic properties, not to mention her own physical characteristics. Eyes, legs, up, down, water — it's all a bit of a jumble to her until she's saved from near-drowning by Quack, a know-it-all duck. He ferries her across to his home on Green Island where they meet up with Chirp, the fledgling robin. Together, the birdfriends decide they're a team and set out to explore the big wide world of the mainland.

VIEWING TIPS

Before

- Always preview a video before showing it to children. This will help spark your own ideas about how best to use it with your particular child or group of children.
- Assess the video to make sure it is relevant to the children's interests.
- Consider which concepts in the video the children might be developmentally ready to explore.
- Think about ways of introducing the video that will capture the children's interest. You may, for example, want to begin the first episode of *Peep* by reading a book or starting a discussion about what comes out of an egg.

During

- Observe the children's responses as they watch the video and be prepared to take your cues from them.
- Preschoolers are very active. Allow individual children to move about and talk to the screen, if they so desire.
- If interest wanes, turn off the video or let the children who want to do so work at other activities. A brief "stop-and-talk-about-it" session might renew interest.

After

- Use books, art materials, props for movement and drama, musical instruments and games to reinforce and extend the children's viewing experience.
- Remember that group size has a great bearing on the success of post-screening activities. Some children may be interested in pursuing activities related to the video; others may not. This is normal, so alternative activities should be available, if possible.
- Replay the video several times over a few days or weeks. Children enjoy the repetition and get something new out of each viewing. In fact, *Peep* was designed to provide children with enough time to interact with what they see on the screen.

KEY CONCEPTS

How different creatures move

Air currents

Shadows

Nighttime

What is the moon

Making new friends

Trust

Trying to be something you're not

Pre-screening Activities

- Review the first two episodes.
- If you want to go exploring, how do you decide which direction to take?
- Why is it smart for the three young birds to travel together?
- What are some safety ideas you can consider if you want to go on a journey?
- Discuss different creatures and how they move.

Post-screening Activities

- Use various light sources to make shadows: overhead projectors, flashlights, sunshine. Let the children move and explore their body images. Add music and encourage the children to do shadow dances.
- Peep argues with her friends. We argue with our friends too, but we can still remain friends. Ask:
 1. What did Peep, Quack and Chirp argue about at the beginning of their journey? Why?
 2. How did they settle their argument?
 3. Do you always agree with your friends about what to do, where to go or what to eat? If so, why? If not, why not?
 4. How do you and your friends settle your disagreements?
- Have the children make shadow animals with their hands. What are the differences and similarities between creatures? Ask:
 1. What are the different creatures the three young birds met on their journey?
Turtle Ladybug Spider Frog Dog
 2. How many legs did each of the creatures have?
 3. Is it important whether they had two, four, six or eight legs? Are more legs necessarily better? Why or why not?
 4. What did all the creatures have alike?
 5. How are all people alike?
 6. How are we different from each other?
 7. Does a difference make one person better or worse than someone else?