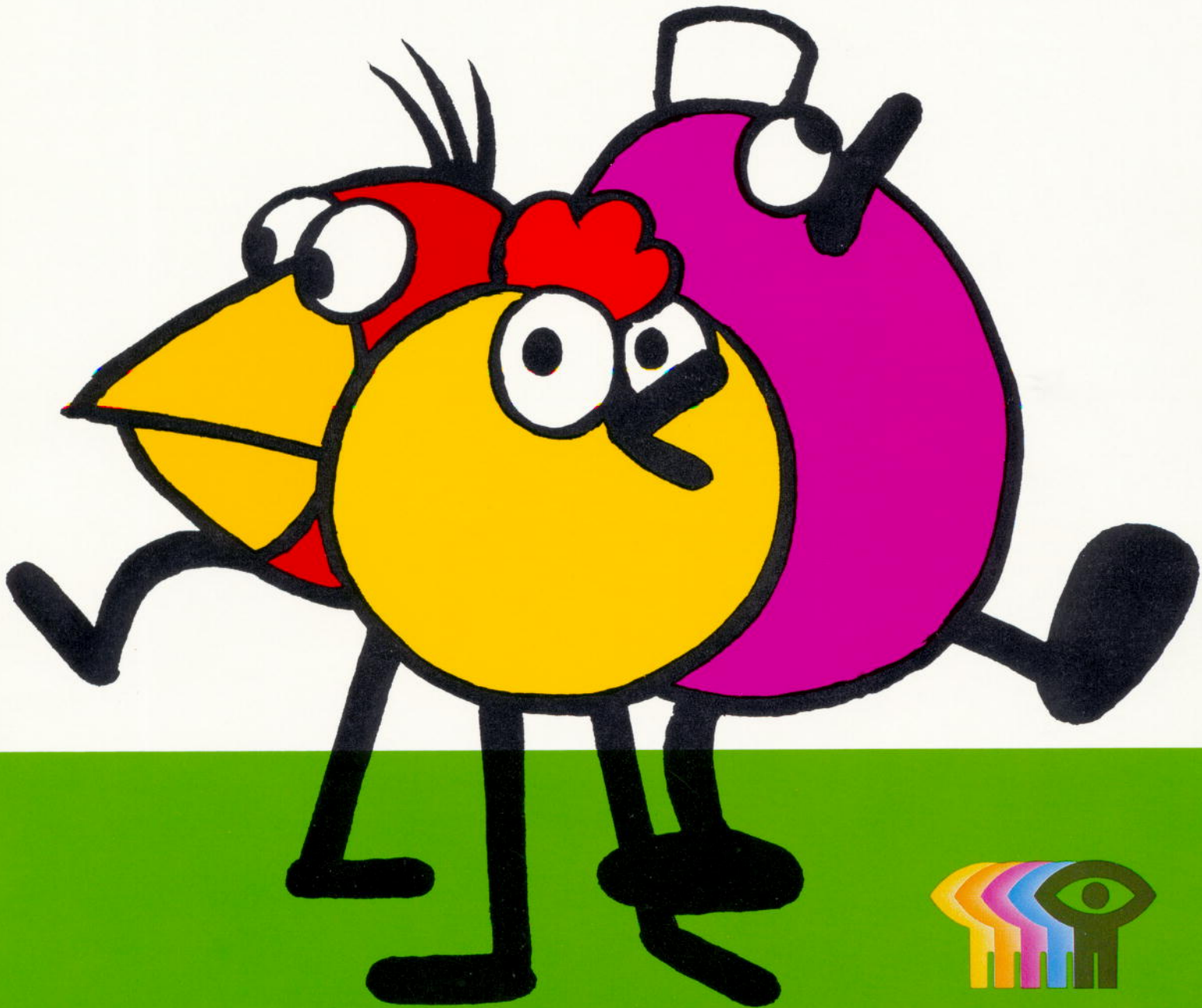


PEEP

AND THE BIG WIDE WORLD

A story for 3 to 6-year-olds drawn by Kai Pindal and
told by Peter Ustinov





PEEP

AND THE
BIG WIDE WORLD

The following tips and activities have been developed for parents, preschool educators and children's librarians looking for suggestions about how to deepen and extend children's viewing experiences.

Portrait of the Young Viewer: 2 1/2 - 6 years old

Although individual children or groups of children may vary in their responses to films and their capacity to pay attention, most preschoolers exhibit a predictable progression of viewing abilities.

The very young child's interaction with what is on the screen is both spontaneous and immediate. Children at this stage will imitate sounds, shout out discoveries, talk to the screen and intermittently wander off. Activities for this age group should offer children an immediate opportunity to react to what they see.

In the next stage of development, children can focus for longer periods of time. They still enjoy making comments and asking questions while watching a video or film but they are also able to recall and discuss what they have seen, once the screening is over. Activities involving body movement and vocal response are especially successful with this group.

The older preschool or kindergarten child can store information and transfer experiences from one situation to another. At this stage of development, children may be prepared to pay attention throughout a film or video and do pre- and post-screening activities related to the film or video in question.

EXTEND

VIEWING TIPS

Before

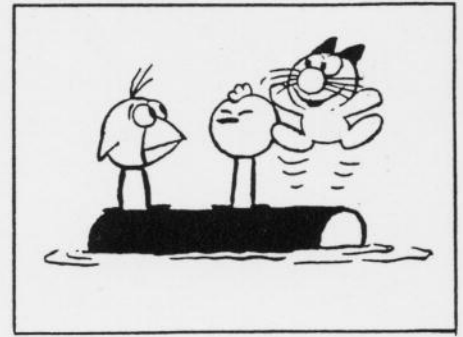
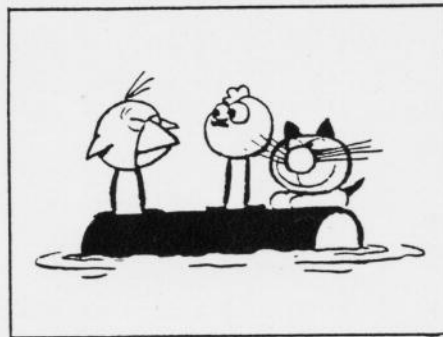
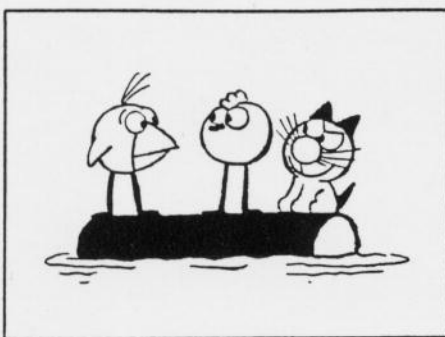
- Always preview the video before showing it to children. This will help spark your own ideas about how best to use it with your particular child or group of children.
- Assess the video to make sure it is relevant to the children's interests.
- Consider which concepts in the video the children might 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.
- Especially with younger children, you may want to screen one episode at a time. If interest wanes, turn off the video or let the children who wish 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.



ENDING THE VIEWING

EPISODE ONE

Key Concepts

Self awareness

What comes out of an egg

Comparisons: similarities and differences

Locomotion

What a bird is

Friendship

Introductions

Disagreement and reconciliation

Pre-screening Activities

- Have available a few different kinds of eggs. Discuss what comes out of an egg.
- Go for a discovery walk looking for birds.
- Observe birds at a bird feeder or look at pictures of birds and different kinds of feathers.
- Read *Are You my Mother?* by P.D. Eastman, a book about a little bird on a quest for his identity.

Post-screening Activities

- Encourage simple role playing: children can move as birds to the beat of the music, emerge from eggs in their own characteristic ways, or march off on an adventure to "the big wide world". The teacher or caregiver may want to work with children's musical instruments similar to those used in the film or use such items as spoons, plastic containers, sand blocks and rhythm sticks.
- Children spontaneously imitate the characteristic sounds of Peep, Quack and Chirp. Encourage them to mimic the sounds of other birds and animals with which they are familiar.
- Have children retell the story using felt characters and a flannel board.
- Hatch eggs in an incubator. Do they all hatch?
- Are all eggs the same? Make a chart of different kinds of eggs.
- Examine different types of feathers. Use them in experiments. Do they float? Do they all get wet and retain water?
- Visit a petting zoo or farm and talk about the animals, pointing out similarities and differences.

- The similarities and differences among Peep and her friends may inspire the children to make their own comparisons — about body sizes, skin colour, favourite foods, ways of getting about their neighbourhood. Classify and chart these points of comparison.
- Read and share books about birds from home or the library.

At Home Activities

- From available materials, create stick and finger puppets of the Peep characters.
- Make eggshell pictures by sprinkling crushed eggshells coloured with food dyes onto a background of plywood, masonite or cardboard which the children have covered with glue in a random pattern.

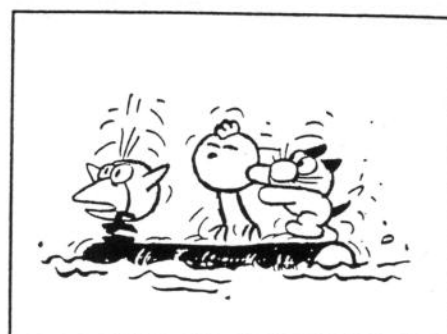
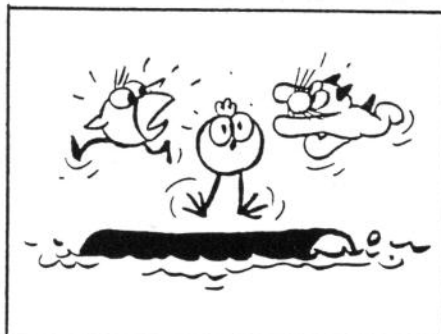
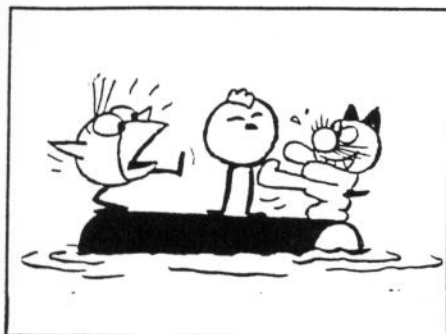
Related NFB Films

The Bear and the Mouse

Fine Feathers

I Know an old Lady who Swallowed a Fly

The Lion and the Mouse



G EXPERIENCE

EPISODE TWO

Key Concepts

Natural enemies
Strangers
Helping your friends
"The big wide world"
Ways of moving through water

Pre-screening Activities

- Let children tell their own version of the previous episode, asking questions to keep it on topic.
- Sing the *Peep* chant by Sonia Dunn (see box).
- Discuss what might happen in the "big wide world" the birds are going to explore.

Post-screening Activities

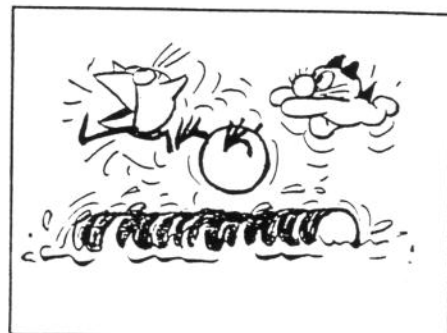
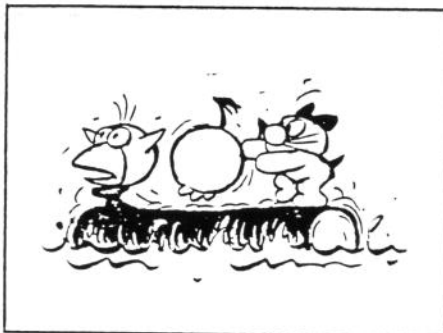
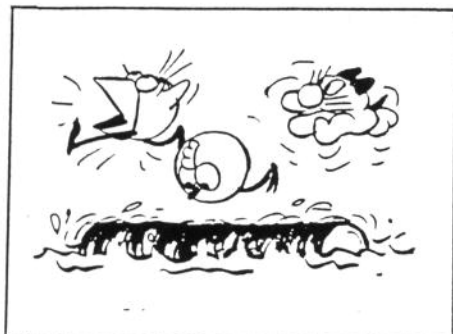
- Use the flannel board to continue adding new adventures to the story.
- Discuss the concept of a stranger. Are the friends making the right decision in speaking to the cat and in allowing him to accompany them?
- Discuss how animals travel on/in water.
- Develop a co-operative game. For example, help the bird friends find the big wide world. What obstacles might they encounter and how might they deal with them? Photographs mounted on card of different environments might spark children's imaginations.
- Talk with the children about social relationships. Explore their attitudes about friendship, co-operation, disagreements and reconciliations.

At Home Activities

- Help your child with simple experiments involving water. What floats, what doesn't? Why?
- Find a book at the library which includes simple experiments you can do together.
- Make an island — you might want to try using a hot cereal like oatmeal floating in a pool of milk. Then imagine: What creatures live there? How did they get there?

Related NFB Films

The Dingles
Sand Castle
Sea Dream



I hear and I forget
I see and I remember
I do and I understand



EPISODE THREE

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.
- Add to the *Peep* chant by Sonja Dunn.
- Encourage the children to explore different ways of moving their body from one place to another. (Some may crawl, some may hop, others may run.)
- Have the children try and move with four body parts on the ground, six parts, or only one.
- 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.

- Have the children cast shadows which the caregiver can then trace onto paper. These can be cut out and attached to craft sticks to make stick puppets. Use them to develop a story.
- Have the children make shadow animals with their hands.
- Tell a story with shadow puppets.
- Turn a room into a night setting with glow-in-the-dark stars or Christmas lights. Sing "Twinkle, twinkle, little star".

At Home Activities

- Make a night sky. Punch holes in a juice can with a nail, then insert a light source. Darken the room and you will have stars.
- As a follow-up, visit an observatory or planetarium with your child.

Related Films

Animal Movie
Luna, Luna, Luna
Wind

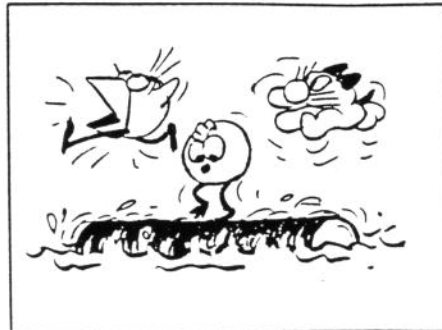
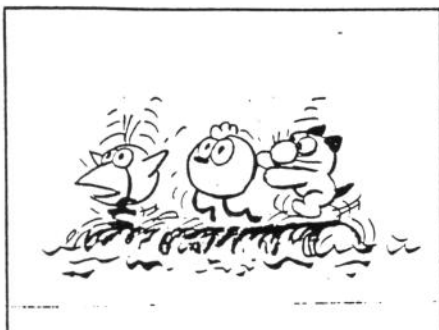
RELATED BOOKS

P.D. Eastman, *Are You My Mother?* (Random House, 1967)
Jack Kent, *Little Peep* (Treehouse, 1981)
Robert Munsch, *Millicent and the Wind* (Annick, 1984)
Dr. Seuss, *Horton Hatches the Egg* (Random House, 1940)

As preschool educators and caregivers, you may want to keep an up-to-date card index file of the films and spin-off activities which prove to be most successful with children. These additions to your repertoire of useful techniques and skills can make it easier to respond to children's impromptu suggestions and expressions of interest.

This material was conceived and developed by Sherri Bergman, Teaching Master in Early Childhood Education, Seneca College, Toronto and Nancy Brown, Early Childhood Consultant, Toronto. Additional activities were contributed by Linda Toth, Media Specialist, Dundas Public Library, Dundas, Ontario. The text was edited by Arlene Moscovitch, media consultant and freelance writer.

The National Film Board wishes to thank all those who contributed to this guide, particularly the many children who participated in the testing process.



BIG WIDE WORLD

Copyright © by Sonja Dunn
Reprinted with the kind permission of
Sonja Dunn, author of *Butterscotch
Dreams* and *Crackers and Crumbs*

Big wide world
Big wide world

What shall we see in
The big wide world?

Shall we see a chicken -
Peep, peep, peep?

Yes, we'll see a chicken -
Peep, peep, peep.

Shall we see a duckling -
Quack, quack, quack?

Yes, we'll see a duckling -
Quack, quack, quack.

Shall we see a robin -
Chirp, chirp, chirp?

Yes, we'll see a robin -
Chirp, chirp, chirp.

Big wide world
Big wide world

What shall we see in
The big wide world?

Shall we see a ...



PEEP

AND THE BIG WIDE WORLD

Animated films for preschoolers — simple, amusing and fresh. Drawn by Kai Pindal, narrated by Peter Ustinov, this delightful series features strongly defined characters, an engaging graphic style and a lively but unhurried pace which 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 home video use and early 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.

Part 1

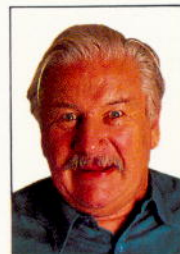
Peep, newly arrived in the world, tries to figure out some of its most basic properties, not to mention her own physical characteristics. Eyes, legs, up, down, water — it's all a bit of a jumble to her until she's saved from near-drowning by Quack, a know-it-all duck. He ferries her across to his home 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.

Part 2

To leave Green Island, our three main characters will have to swim. Quack, of course, is in his element and Peep can use her eggshell for a boat. But Chirp, who can't fly yet, refuses to set foot in the frigid water and chooses to wait behind until they can figure out a way to transport him across to the mainland. Help soon comes in the form of Tom the kitten whose genuine desire to make friends with these birds can't help being tainted by an ulterior purpose. Their return to Green Island throws Chirp into a frenzy but all is finally resolved. The three birds set off for the mainland, leaving Tom happily engrossed in chasing butterflies.

Part 3

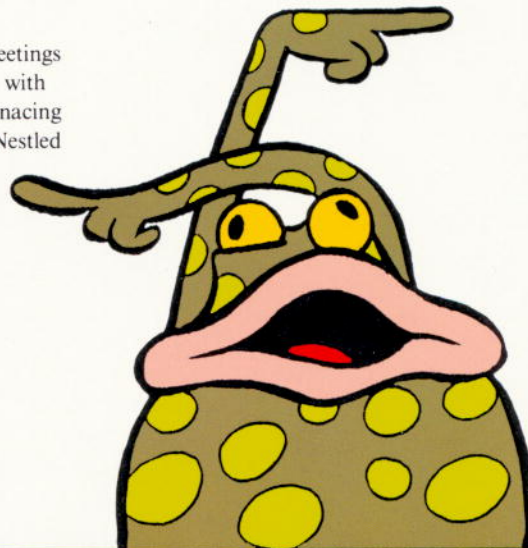
The adventures of Peep, Quack and Chirp in the big wide world include meetings with a friendly but cautious turtle, a grouchy ladybug and a frog afflicted with terrible indigestion. As the day lengthens and the world suddenly seems a menacing place, the three little birds meet up with Nellie, a comforting, motherly dog. Nestled safely in her doghouse, they feel secure enough to speculate on the nature of the big wide world before settling down for the night.



Peter Ustinov

Screening Time	34:38
16 mm	106C 0188 007
3/4"	116C 0188 007
VHS	113C 0188 007
Beta	114C 0188 007

Story, Direction, Animation	Kai 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	Garry Oppenheimer and Peter Jermyn
Edited by	Kai Pindal John Kramer Craig Welch
Computer Graphics	Bill Pong Wendy Walker Mobile Image Canada Ltd.
Re-recording	Patrick Spence-Thomas
Unit Administrator	Sonya Munro
Executive Producer	John Spotton
Graphic design	Ivan Holmes
Illustration	Kai Pindal



Produced by the
National Film Board
of Canada, Ontario
Centre

Distributed by the
National Film Board
of Canada



National
Film Board
of Canada

Office
national du film
du Canada

© The National Film Board of Canada, 1989
P.O. Box 6100, Montreal, Quebec H3C 3H5
Printed in Canada