

ME AND MY MOULTON

A FILM BY TORILL KOVE



EDUCATOR'S GUIDE

mikrofilm



ME AND MY MOULTON

EDUCATOR'S GUIDE



The learning unit in this educator's guide focuses on the development of resilience in elementary school children. The content of the guide is designed for Grades 4 to 6 at the elementary level and will find a fit in Personal Development and Health curricula.

PURPOSE

- To engage students in a discussion about stress in order to help them understand its role and impact on health.
- To explore healthy ways to manage stress.

BRIEF OUTLINE

This guide uses Torill Kove's animated short *Me and My Moulton* as the foundation for an exploration of the concept of stress from the perspective of building resilience in children. Stress can have both positive and negative effects on the health of an individual. The film's protagonist, a young girl, experiences a great deal of stress because she perceives her family as being different. She reacts to this situation by developing a constant stomach ache. After viewing the film, students engage in various activities in order to develop an understanding of how stress affects them and how they can cope with challenges, solve problems, and overcome disappointments. With their peers and their family, they identify and role-play healthy ways to manage stress at school and at home with a focus on realistic optimism and meaningful connections with others. The students create a poster collection or mural as a reminder of how they can manage their own stressful situations and how they can help each other learn and thrive in a nurturing classroom.



MATERIAL AND RESOURCES

- *Me and My Moulton*, animation, 14 min, 2014. Directed by Torill Kove.

A seven-year-old girl longs for a bicycle so that she can be more like the other kids in her Norwegian town, but her embarrassingly unconventional, modernist architect parents see things differently... What kind of bike can you expect from a father who wears the only mustache in town and a mother who makes dresses out of curtain fabric? Academy Award-winning animator Torill Kove weaves memory and fantasy together in this charming autobiographical look at the pain of childhood alienation.

- Three additional short clips about the girl's family are available at meandmymoulton.com:
 - *5 Sure Signs Your Parents Were Architects*
 - *Redesigning Christmas*
 - *Party Time*
- "Take a Snapshot" worksheet (p. XX) – 1 copy per student

Part 1: What is stress?

- "Stress Checklist" worksheet (p. XX)
- Index cards

Part 2: When it comes to stress, what we think and how we connect with others really matter!

- Collection of worksheets featuring scenes from the film (to be printed):
 - Vignette Collection 1: "What could the girl say or do to manage stress in a healthy way?" (pp. X–X)
 - Vignette Collection 2: "What does the girl's family (mother, father, sisters, grandmother) say and do to support her and help her manage her stress?" (pp. X–X)
- "Stress-Busting Talk" worksheet (p. XX)
- Large Post-it notes (20)
- Small dot stickers (5 per student)
- Art supplies to create a poster collection or a mural



LEARNING OBJECTIVES

I want my students to...

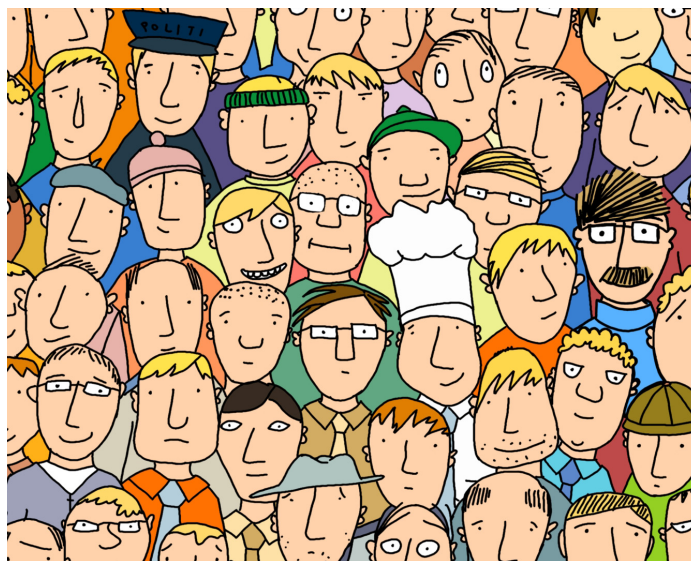
UNDERSTAND (big idea, concept)	KNOW (knowledge, information)	DO (skills)
<p>The ability to bounce back from adversity, cope with stressful situations and solve problems (resilience) is a combination of attributes, skills and resources that includes an optimistic and hopeful attitude and positive relationships.</p> <p>The ability to bounce back from adversity, cope with stressful situations and solve problems (resilience) is developed through experience and time.</p>	<p>People experience stress in response to demands relating to their environment and relationships, and to their perception of situations and events.</p> <p>Stress can have both positive and negative impacts on an individual's mental, emotional and physical health (mind and body).</p> <p>Stress is a normal part of everyday life, and it is essential to the healthy development of a child.</p> <p>Some stressors for children include: separating from their parents, adjusting to a new schedule, meeting new people, taking a test, having problems with friendships, feeling uncomfortable performing in front of others, having too much to do, lack of sleep, being hungry, tension and conflicts at home, being ill, being harassed or bullied, feeling lonely and unloved.</p> <p>Some stress reactions and symptoms include: head and stomach aches; being aggressive, impatient, irritable and impulsive; feeling confused, sad, tense or fidgety; being easily distracted; performing poorly at school; nail biting; having trouble sleeping.</p> <p>In small amounts, stress can motivate, enhance performance and elicit a burst of energy.</p> <p>Some healthy ways of dealing with stress include: thinking positively, deep breathing, visualization, being active, talking to trusted friends and adults and asking for help, listening to music, being creative (writing, drawing, dancing), laughing, playing with a pet, doing schoolwork on time, having realistic expectations for oneself.</p>	<p>Examine stress symptoms and reactions.</p> <p>Identify source of stress (stressors).</p> <p>Recognize one's own reactions to stress.</p> <p>Brainstorm healthy responses to stress and ways to cope with and manage stressful situations.</p> <p>Identify solutions and strategies to manage problems and stress-causing situations.</p> <p>Select and validate solutions and strategies to manage problems and stress-causing situations.</p> <p>Design a visual and artistic reminder (poster collection or mural) to promote healthy strategies to keep stress under control and in balance.</p> <p>Role-play strategies to manage stress and turn on relaxation responses.</p> <p>Support peers in managing stress and turning on relaxation responses.</p>



DESCRIPTION OF LEARNING UNIT

Introduction: We are all the same in different ways!

- Introduce *Me and My Moulton* to your class by reading the description of the film.
- Ask students to carefully watch *Me and My Moulton* and answer the question, "What is this film about?" Get and validate students' ideas while steering the discussion toward the girl's stomach ache.
- Ask: "Why do you think the girl has a stomach ache that won't go away?"
- To help students answer the question, invite them to watch the film a second time and note three to four observations (sketch an image from the film along with a caption) on the "Take a Snapshot" worksheet (p. XX).
- Additionally, three short clips addressing the family's uniqueness can be watched at meandmymoulton.com to help answer the question. They are:
 - *5 Sure Signs Your Parents Were Architects*
 - *Redesigning Christmas*
 - *Party Time*
- Ask students to think-pair-share in order to validate their ideas, and then launch a short class discussion to answer the question. Guide the discussion toward the fact that the girl feels her family is different and this is causing her stress. The following questions can move the discussion forward:
 - Why does the girl express that she and her sisters *just want to be like other children*?
 - What is different about her parents, her house and herself?
 - How does that make her feel?
- Discuss the possible impacts, or stress symptoms and reactions, of feeling different and wanting to be the same as others. Point out that we are all in fact the same in spite of our differences: we are all unique individuals needing to belong and feel accepted... We all experience stress and react to it in our own way. We are all the same in different ways!



Part 1 – What is stress?

This section of the guide consists of two activities.

Activity 1A: What are stressors, reactions to stress, and healthy ways to manage stress?

- Invite students to explore how stress can affect the mind and body in both positive and negative ways and how to manage it in a healthy way.
- Ask them to review the "Stress Checklist" Worksheet (p. XX) and add their own ideas (minimum two per column) to each of the columns of the checklist based on their own personal experiences.
- Lead a class discussion to review the various stressors, stress reactions and healthy ways to cope. Ask students to give examples and explain the ideas they added to their respective checklist. Be sure to address the following stress coping strategies on the worksheet:
 - Talking to trusted friends and adults and asking for help.
 - Thinking of a positive twist on a stressful situation (realistic optimism).

These strategies are further explored in Part 2 of this guide.



Activity 1B: Act out your stress!

- The more students develop their emotional intelligence by being self-aware and able to recognize how and why they feel a particular way, the more they will be able to manage their stress in a healthy manner and respond to others with empathy. So, to help students recognize their stressors and reactions to stress, invite them to play simple charades (talking is allowed).
- Create an even number of teams of two or three students. Ask each team to use their Stress Checklists to write out two or three charade prompts on index cards. For example, a card may read: "*I lost my cat (stressor)... I feel sad, anxious and I bite my nails (reaction)*"; or "*I have to eat dinner, finish my homework and then I must go to my hockey game (stressor)... I suddenly feel a burst of energy to get this all done and win my game! (reaction)*." Pair up the teams and have them exchange the charade prompts they have prepared. Taking turns, the teams act out these stressful situations and their reactions to them while all the other teams try to guess the stressor and the reaction it is causing as presented in the short skit (the team that created the charade being acted out does not participate in guessing). This should be done in fun and creative ways!
- Debrief the charades session by validating the various responses to stress and by asking students to start thinking about how they actually cope with and manage their stress.
- For more information about stress and children, please refer to the Stress Lessons Classroom Toolkit: psychologyfoundation.org/index.php/programs/stress-lessons/educators.

Part 2 – When it comes to stress, what we think and how we connect with others really matter!

This section of the guide consists of four activities.

Activity 2A: What could the protagonist of *Me and My Moulton* say or do to manage her stress in a healthy way?

- Invite students to explore strategies to cope with life's challenges and manage stress in healthy ways by asking them, "What could the girl in *Me and My Moulton* say or do to manage her stress in a healthy way?"
- Review and discuss the two following resilience-building and stress-management strategies:
 - Talking to trusted friends and adults and asking for help.
 - Thinking of a positive twist on a stressful situation (realistic optimism).

For information about these two strategies, please refer to "*Kids Can Cope: Parenting Resilient Children at Home and at School*," pp. 3–9. psychologyfoundation.org/pdf/publications/ResilienceChildrenBooklet.pdf

- Ask: "What would the girl's life look like if she used these strategies when she is feeling stressed? Let's change her story!"
- Create teams of four or five students. Ask each team to choose two or three worksheets from Vignette Collection 1. Together, the students decide on a caption and speech bubble for the vignette that reflects what happened in the film (it may be necessary to view the film one more time to complete this exercise). Then they draw a new vignette, along with a new caption and speech balloon, that depicts the girl managing her stress in a healthy way. See example on p. XX.



Activity 2B: What does the girl's family say and do to support her and help her manage her stress?

- Now, invite students to explore how the girl's family supports and connects with her, by asking, "What does the girl's family say and do to support her and help her manage her stress in healthy ways?"
- Once again, each team chooses two or three worksheets, but this time from Vignette Collection 2. As a team, students create a caption and speech bubble for each vignette that explains how the girl's family is supportive and how they help her deal with her stress (again, it may be necessary to view the film one more time). See example on p. XX.

Activity 2C: How does your family support and connect with you to help you manage your stress in a healthy way?

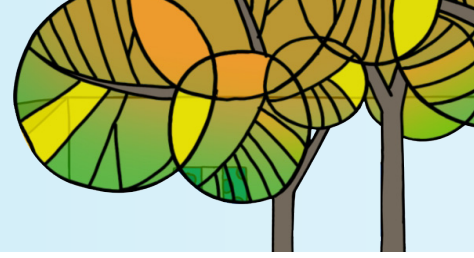
- Now it is the students' turn to explore how their family supports and connects with them to help them manage their stress in a healthy way. For a homework assignment, students talk with their parents and siblings to identify two situations in which they feel stress and their family responds by supporting and connecting with them.
- Give students a copy of the "Stress-Busting Talk" worksheet to take home and complete with their family.

Activity 2D: How can we help each other manage stress in a healthy way?

- Using all the responses and ideas from the previous three activities, invite the class to brainstorm a list of simple stress-busting actions that students can take to manage their own stress and to support others when they are facing adversity. Examples include:
 - *Connect and talk with trusted adults.*
 - *Connect and talk with your friends.*
 - *LISTEN to yourself or your friends! Ask questions like...*
 - *How does this problem/situation make me/you feel?*
 - *Why is this important to me/you?*
 - *What do I/you have control of in this situation?*
 - *Who can I/you ask for their help?*
 - *What can I/you do to be there for you/me?*
 - *Validate emotions.*
 - *Show empathy... put yourself in someone else's shoes.*
 - *Gently challenge negative thoughts.*

- *Think of a more positive view.*
- *Be a model of positive thinking.*
- *Check in with your friends.*
- *Listen to your friend with your heart.*
- *Change the mood... Play sports.*
- *Change the mood... Listen to music.*
- *Change the mood... Write or draw.*
- *Change the mood... Laugh.*
- *Relax, take a deep breath.*

- Write each of these actions on large Post-its and display them on a wall. Give students five small dot stickers and ask that they select the actions that they feel are most effective by "dot-voting." This means that they decide which five actions work best by placing a dot on five Post-its of their choice.
- Once the voting has been completed, review with your students the 10 actions they consider to be the most effective. Invite students to create a visual reminder of these great ideas to manage stress in a healthy way, so that they can practise and develop these skills and attitudes and build their resilience over time.
- A poster collection or a graffiti-style mural with graphics inspired by the film can serve as lively reminders that the classroom is a place in which students learn ways to cope with their stress while being there for one another.
- Once the visual reminders are posted in the classroom, invite students to role-play, on a regular basis, stress-causing situations and how they can be managed using the strategies and actions they have learned about. The more students practise and model a healthy response to stress, the more they will be able to adopt these ways of thinking and being when facing challenges in their lives.



ASSESSMENT OPTIONS

- Give students the following exit card:
- In *Me and My Moulton*, the protagonist loses her friend Beatrise because she is not sure what to do or say to help Beatrise when her dad leaves home. What do you think the protagonist could have done to help her friend when she was sad because her dad left? Why do you think your ideas would be helpful?
- Collect anecdotes on students' participation and contributions.
- Ask students to self-evaluate their contribution to the project.

REFERENCES

edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_bolstering_students.pdf

psychologyfoundation.org/index.php/programs/stress-lessons/educators/

psychologyfoundation.org/pdf/publications/ResilienceChildrenBooklet.pdf

ME AND MY MOULTON

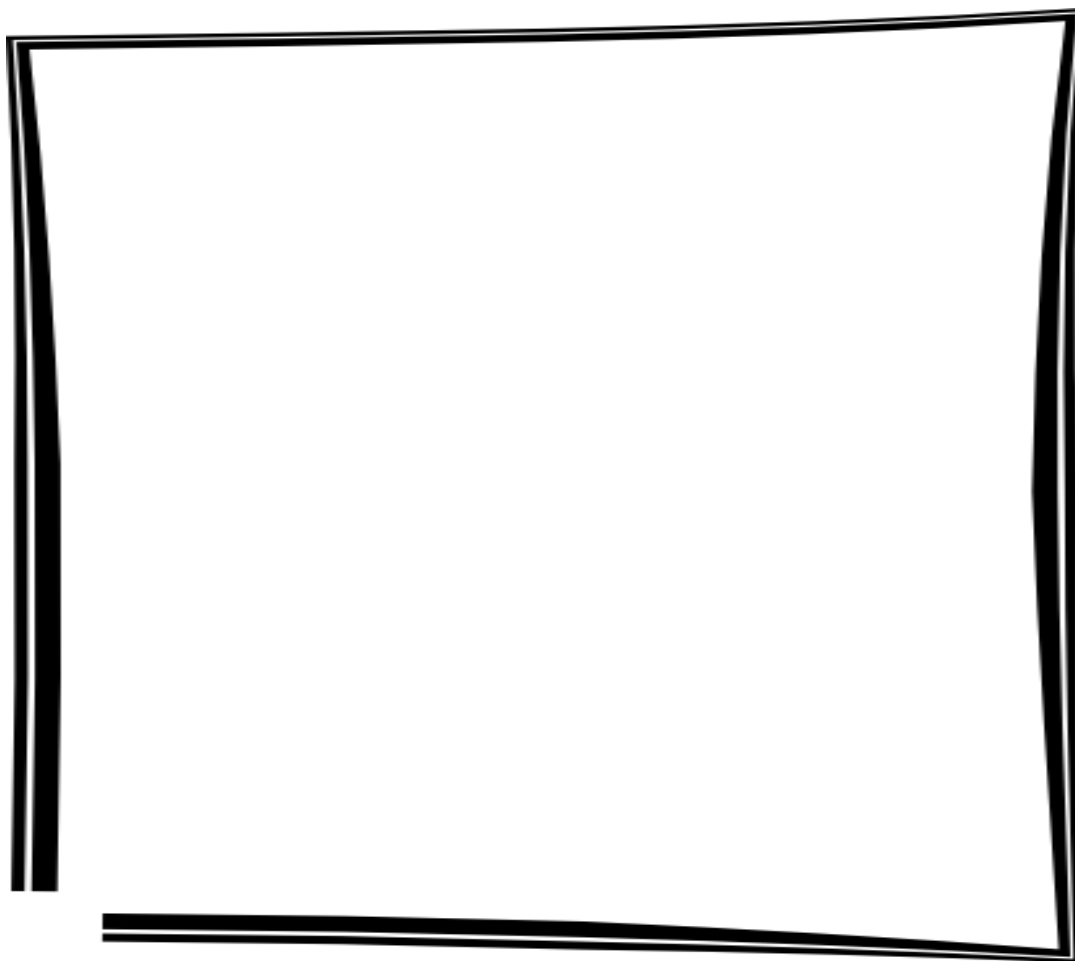
Name: _____

TAKE A SNAPSHOT WORKSHEET

Why does the young girl in *Me and My Moulton* always have a stomach ache?

As you watch *Me and My Moulton* a second time, look for three or four clues that would explain the girl's stomach ache. Sketch the image from the film as if you'd frozen the frame, and write a short caption to explain your idea.

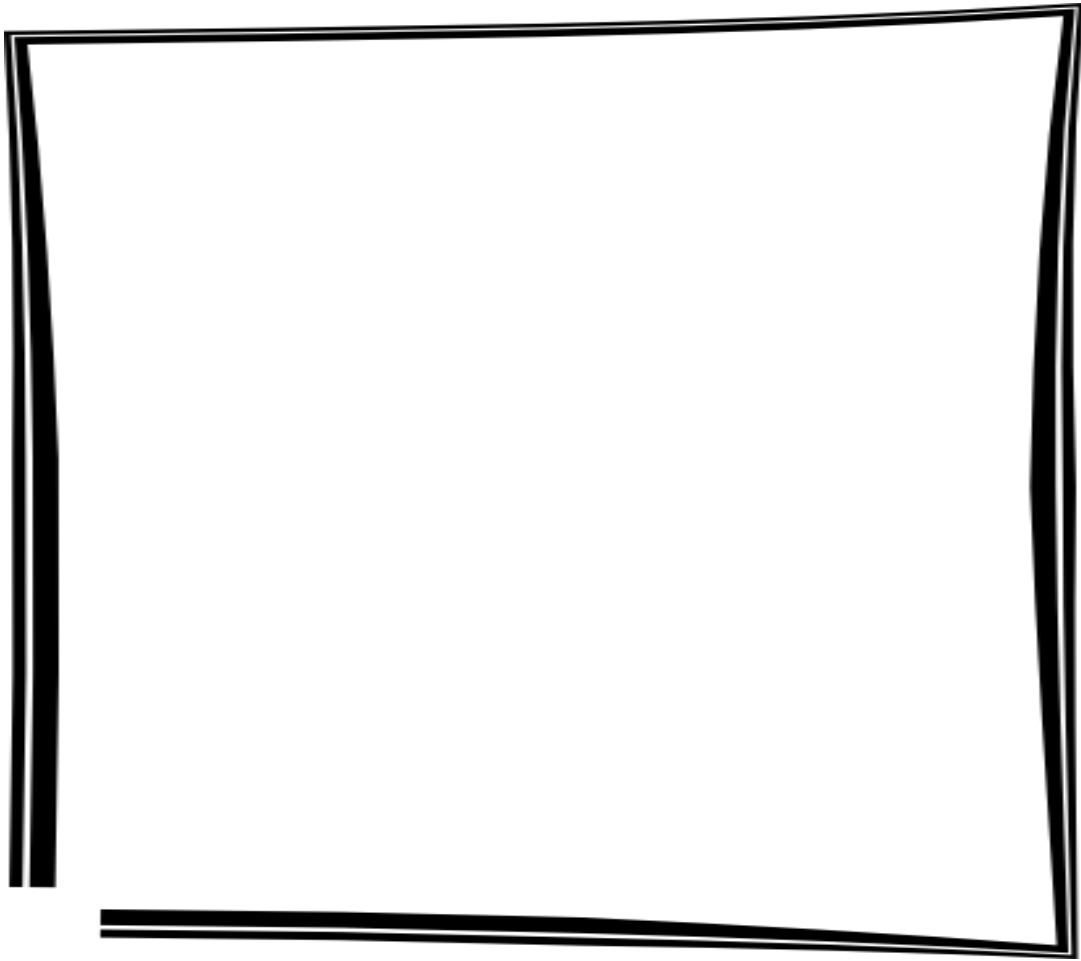
I think the girl has a stomach ache because...



ME AND MY MOULTON

Name: _____

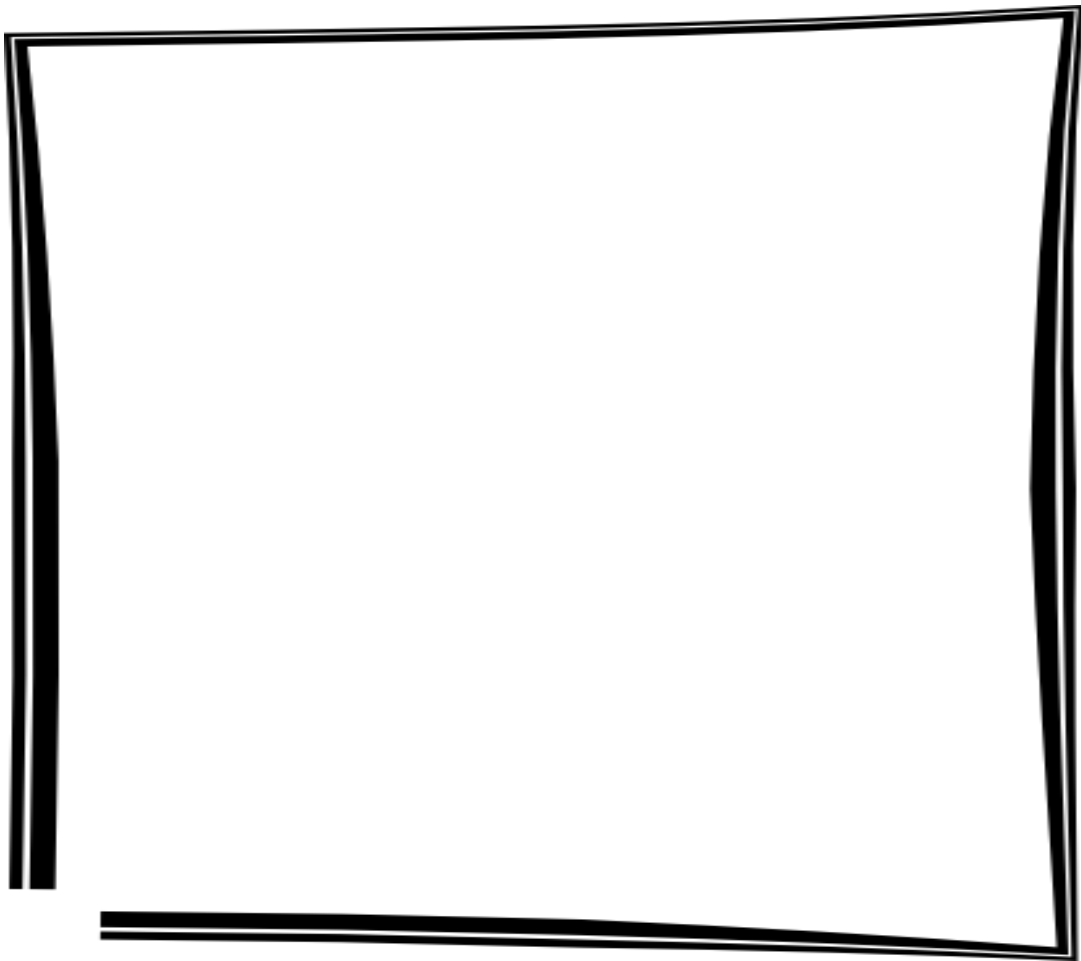
I think the girl has a stomach ache because...



ME AND MY MOULTON

Name: _____

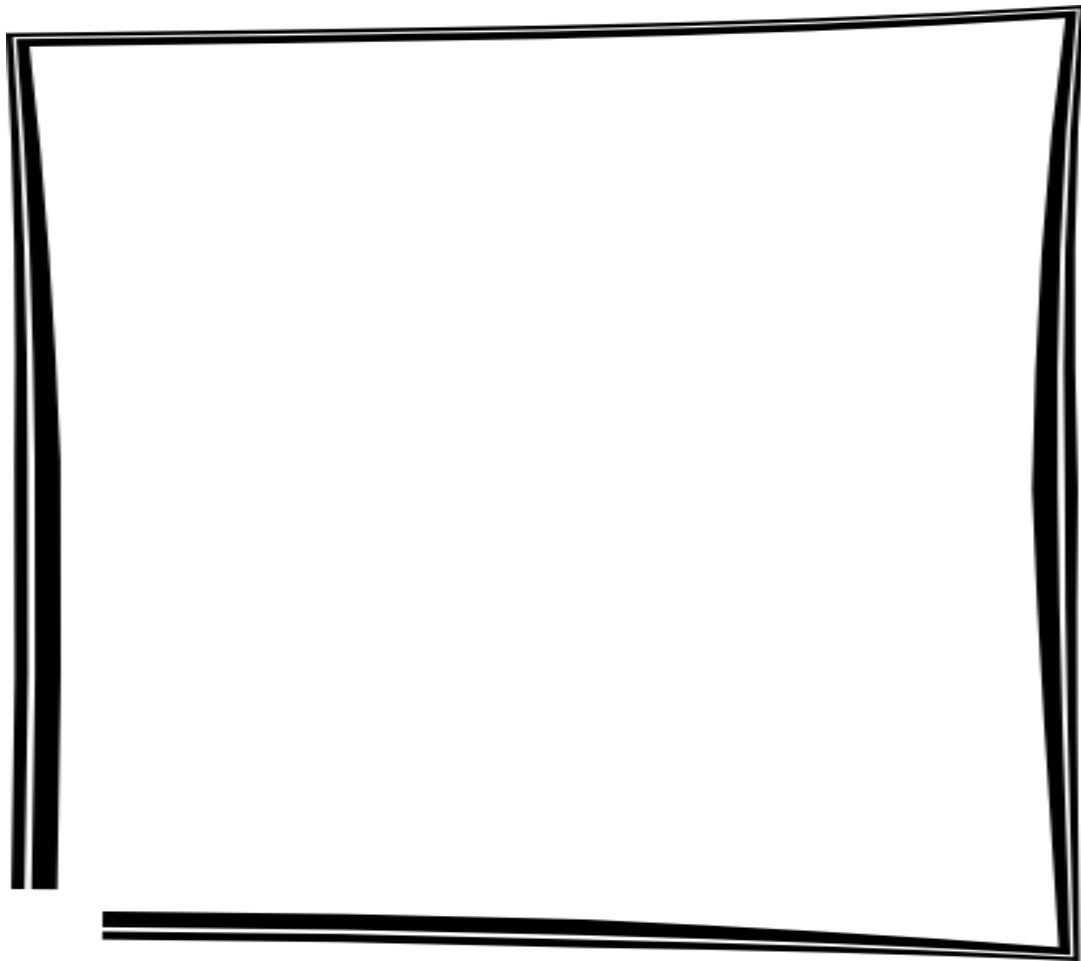
I think the girl has a stomach ache because...



ME AND MY MOULTON

Name: _____

I think the girl has a stomach ache because...



ME AND MY MOULTON

Name: _____

STRESS CHECKLIST WORKSHEET

ABOUT STRESS

- People experience stress in response to demands relating to their environment and relationships, and to their perception of situations and events.
- Stress can have both positive and negative impacts on a person's mental, emotional and physical health (mind and body).
- Stress is a normal part of everyday life and it is essential to the healthy development of a child.

Read the 3 columns of the Stress Checklist and highlight or circle the statements that best describe your personal experience and what you know about stress. Then add a minimum of 2 items to each column that reflect your personal experience with stress.

POSSIBLE STRESSORS INCLUDE...	SOME REACTIONS TO STRESS INCLUDE...	HEALTHY WAYS TO COPE WITH STRESS INCLUDE...
<ul style="list-style-type: none"> ✓ Separation from parents ✓ Adjusting to a new schedule ✓ Meeting new people ✓ Taking a test ✓ Having problems with friendships ✓ Feeling uncomfortable performing in front of others ✓ Having too much to do ✓ Lack of sleep ✓ Being hungry ✓ Tension and conflicts at home ✓ Being ill ✓ Being harassed or bullied ✓ Feeling lonely and unloved ✓ ... ✓ ... 	<ul style="list-style-type: none"> ✓ Head and stomach aches ✓ Being aggressive, impatient, irritable and impulsive ✓ Feeling confused, sad, tense or fidgety ✓ Being easily distracted ✓ Performing poorly at school ✓ Nail biting ✓ Having trouble sleeping ✓ Being motivated ✓ Performing better than usual ✓ Having a burst of energy ✓ ... ✓ ... 	<ul style="list-style-type: none"> ✓ Thinking of a positive twist on the situation ✓ Deep breathing ✓ Visualization ✓ Being active ✓ Talking to trusted friends and adults and asking for help ✓ Listening to music ✓ Being creative (write, draw, dance) ✓ Laughing ✓ Playing with a pet ✓ Doing schoolwork on time ✓ Having realistic expectations for oneself ✓ ... ✓ ...



ME AND MY MOULTON

Name: Quincy Séguin

VIGNETTE COLLECTION 1 – EXAMPLE

What could the girl say or do to manage her stress in a healthy way? Let's change her story!

Write the caption and the text bubble for the vignette as it happened in the film. Then draw a new vignette with a caption and speech bubble showing what the girl could do to manage her stress in a healthy way.

	
<p>What happened in the film?</p> <p>The girl is disappointed that her parents want to THINK about getting her and her sisters a bike.</p>	<p>How can this situation be different?</p> <p>The girl is excited that her parents are thinking about getting a bike for her and her sisters!</p>


ME AND MY MOULTON

Name: _____

VIGNETTE COLLECTION 1

What could the girl say or do to manage her stress in a healthy way? Let's change her story!

Write a caption and speech bubble that reflect what happened in the film. Then create a new vignette, caption and speech bubble depicting the girl managing her stress in a healthy way.

	
<p>What happened in the film?</p>	<p>How can this situation be different?</p>

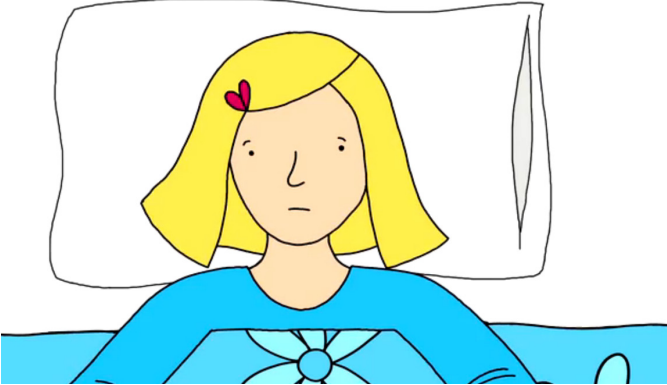
ME AND MY MOULTON

Name: _____

VIGNETTE COLLECTION 1

What could the girl say or do to manage her stress in a healthy way? Let's change her story!

Write a caption and speech bubble that reflect what happened in the film. Then create a new vignette, caption and speech bubble depicting the girl managing her stress in a healthy way.

	
<p>What happened in the film?</p>	<p>How can this situation be different?</p>

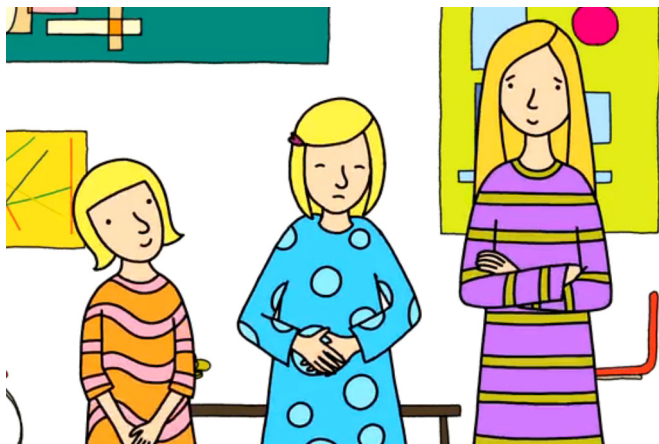
ME AND MY MOULTON

Name: _____

VIGNETTE COLLECTION 1

What could the girl say or do to manage her stress in a healthy way? Let's change her story!

Write a caption and speech bubble that reflect what happened in the film. Then create a new vignette, caption and speech bubble depicting the girl managing her stress in a healthy way.

	
<p>What happened in the film?</p>	<p>How can this situation be different?</p>

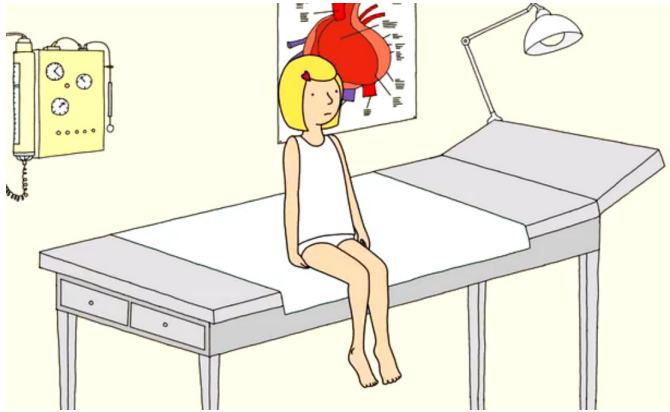
ME AND MY MOULTON

Name: _____

VIGNETTE COLLECTION 1

What could the girl say or do to manage her stress in a healthy way? Let's change her story!

Write a caption and speech bubble that reflect what happened in the film. Then create a new vignette, caption and speech bubble depicting the girl managing her stress in a healthy way.

	
<p>What happened in the film?</p>	<p>How can this situation be different?</p>

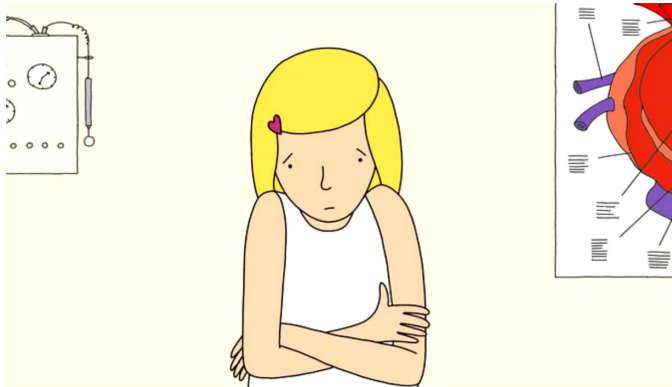
ME AND MY MOULTON

Name: _____

VIGNETTE COLLECTION 1

What could the girl say or do to manage her stress in a healthy way? Let's change her story!

Write a caption and speech bubble that reflect what happened in the film. Then create a new vignette, caption and speech bubble depicting the girl managing her stress in a healthy way.

	
<p>What happened in the film?</p>	<p>How can this situation be different?</p>

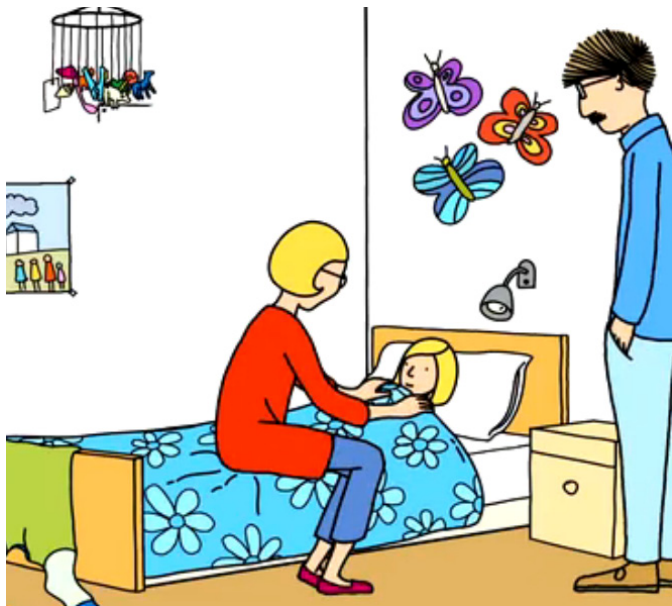
ME AND MY MOULTON

Name: _____

VIGNETTE COLLECTION 1

What could the girl say or do to manage her stress in a healthy way? Let's change her story!

Write a caption and speech bubble that reflect what happened in the film. Then create a new vignette, caption and speech bubble depicting the girl managing her stress in a healthy way.

	
<p>What happened in the film?</p>	<p>How can this situation be different?</p>

ME AND MY MOULTON

Name: _____

VIGNETTE COLLECTION 1

What could the girl say or do to manage her stress in a healthy way? Let's change her story!

Write a caption and speech bubble that reflect what happened in the film. Then create a new vignette, caption and speech bubble depicting the girl managing her stress in a healthy way.



What happened in the film?

How can this situation be different?

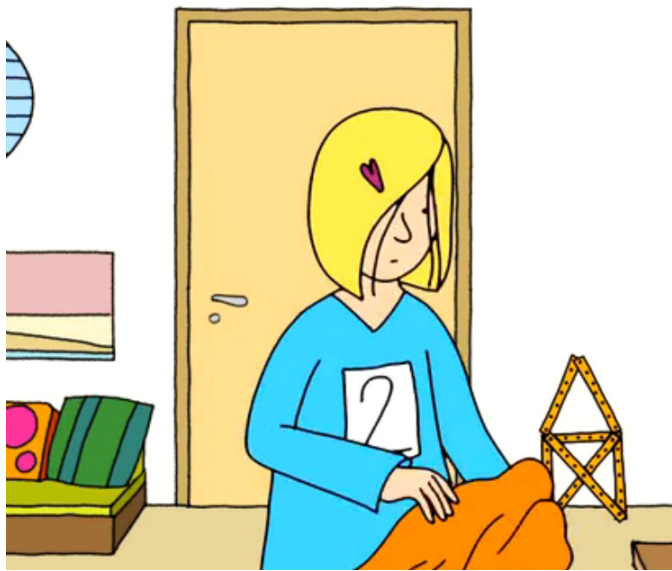
ME AND MY MOULTON

Name: _____

VIGNETTE COLLECTION 1

What could the girl say or do to manage her stress in a healthy way? Let's change her story!

Write a caption and speech bubble that reflect what happened in the film. Then create a new vignette, caption and speech bubble depicting the girl managing her stress in a healthy way.

	
<p>What happened in the film?</p>	<p>How can this situation be different?</p>

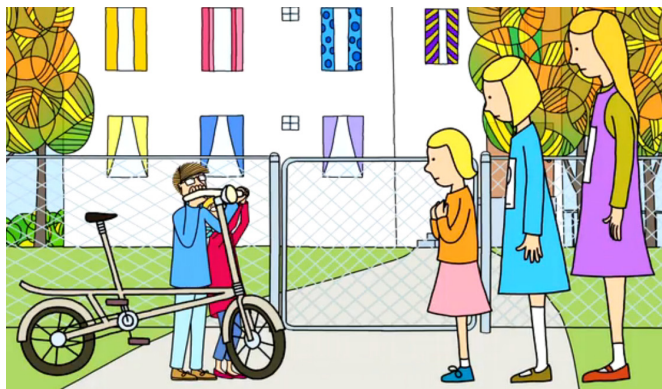
ME AND MY MOULTON

Name: _____

VIGNETTE COLLECTION 1

What could the girl say or do to manage her stress in a healthy way? Let's change her story!

Write a caption and speech bubble that reflect what happened in the film. Then create a new vignette, caption and speech bubble depicting the girl managing her stress in a healthy way.



What happened in the film?

How can this situation be different?

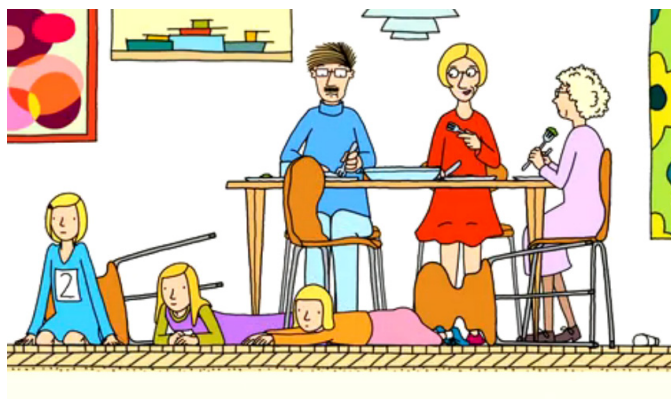
ME AND MY MOULTON

Name: _____

VIGNETTE COLLECTION 1

What could the girl say or do to manage her stress in a healthy way? Let's change her story!

Write a caption and speech bubble that reflect what happened in the film. Then create a new vignette, caption and speech bubble depicting the girl managing her stress in a healthy way.



What happened in the film?

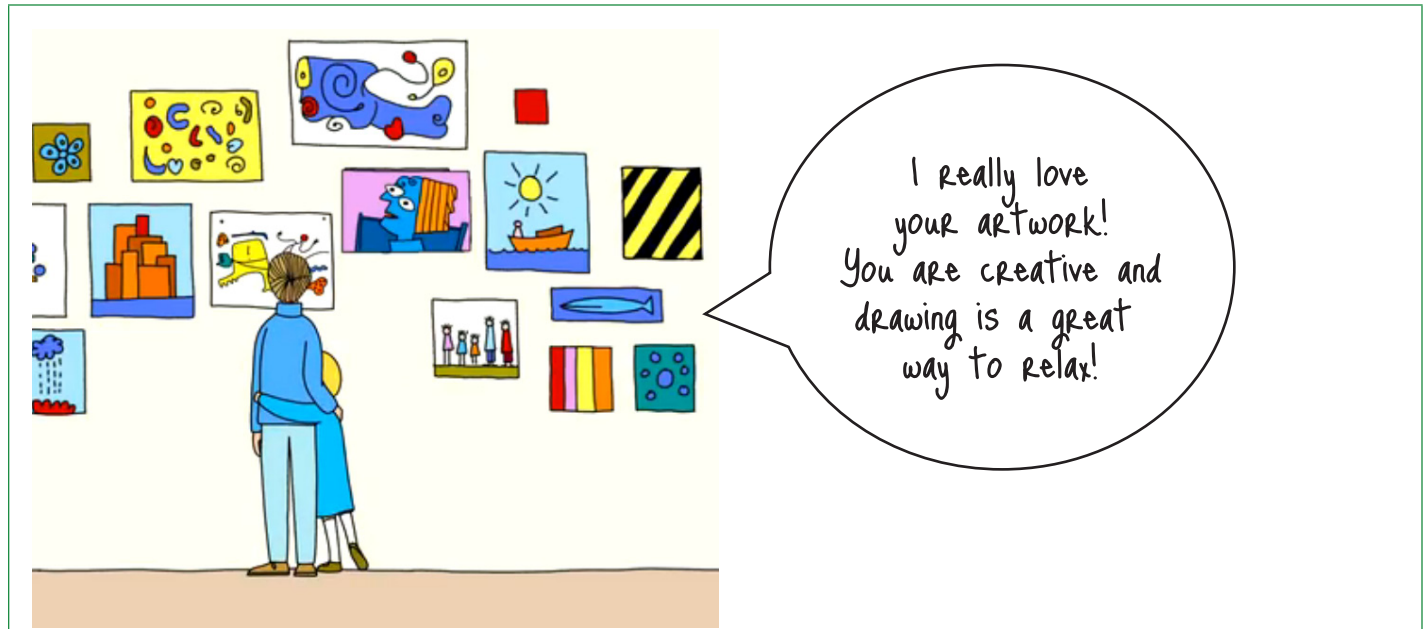
How can this situation be different?

ME AND MY MOULTON

VIGNETTE COLLECTION 2 – EXAMPLE

What does the girl's family say and do to support her and help her manage her stress?

Write a caption and speech bubble for this vignette that show the girl's family being supportive and helping her deal with her stress.



The girl's family support her and help her manage her stress when ...

Her father encourages her to draw and explore her artistic and creative talent. He shows that he appreciates what she can do by proudly displaying all her drawings.

ME AND MY MOULTON

Name: _____

VIGNETTE COLLECTION 2

What does the girl's family say and do to support her and help her manage her stress?

Write a caption and speech bubble for this vignette that show the girl's family being supportive and helping her deal with her stress.



The girl's family support her and help her manage her stress when ...

ME AND MY MOULTON

Name: _____

VIGNETTE COLLECTION 2

What does the girl's family say and do to support her and help her manage her stress?

Write a caption and speech bubble for this vignette that show the girl's family being supportive and helping her deal with her stress.



The girl's family support her and help her manage her stress when ...

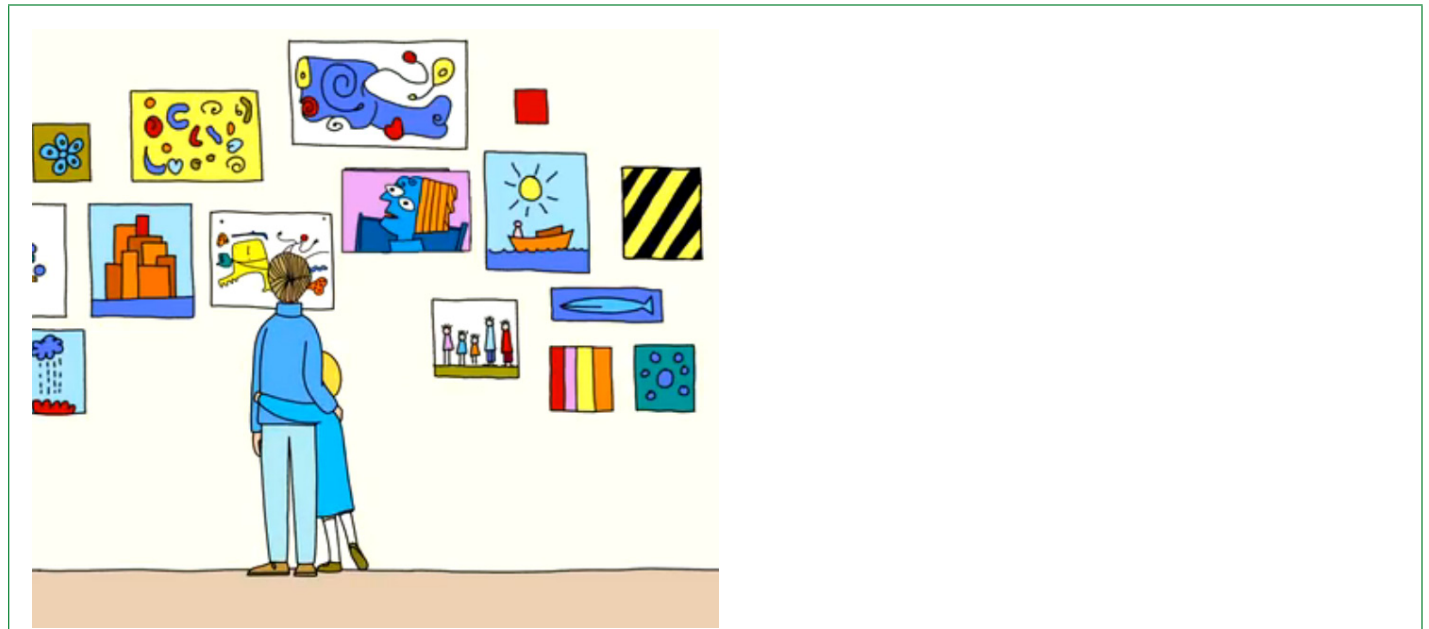
ME AND MY MOULTON

Name: _____

VIGNETTE COLLECTION 2

What does the girl's family say and do to support her and help her manage her stress?

Write a caption and speech bubble for this vignette that show the girl's family being supportive and helping her deal with her stress.



The girl's family support her and help her manage her stress when ...

ME AND MY MOULTON

Name: _____

VIGNETTE COLLECTION 2

What does the girl's family say and do to support her and help her manage her stress?

Write a caption and speech bubble for this vignette that show the girl's family being supportive and helping her deal with her stress.



The girl's family support her and help her manage her stress when ...

ME AND MY MOULTON

Name: _____

VIGNETTE COLLECTION 2

What does the girl's family say and do to support her and help her manage her stress?

Write a caption and speech bubble for this vignette that show the girl's family being supportive and helping her deal with her stress.



The girl's family support her and help her manage her stress when ...

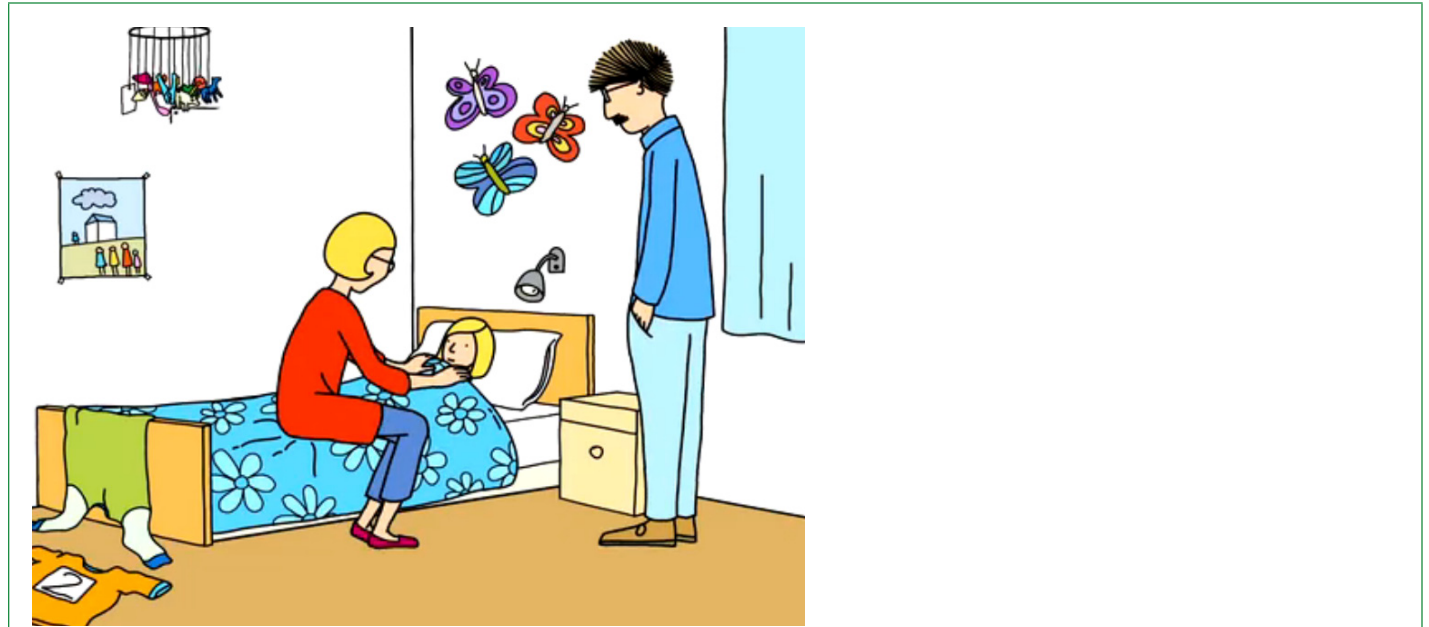
ME AND MY MOULTON

Name: _____

VIGNETTE COLLECTION 2

What does the girl's family say and do to support her and help her manage her stress?

Write a caption and speech bubble for this vignette that show the girl's family being supportive and helping her deal with her stress.



The girl's family support her and help her manage her stress when ...

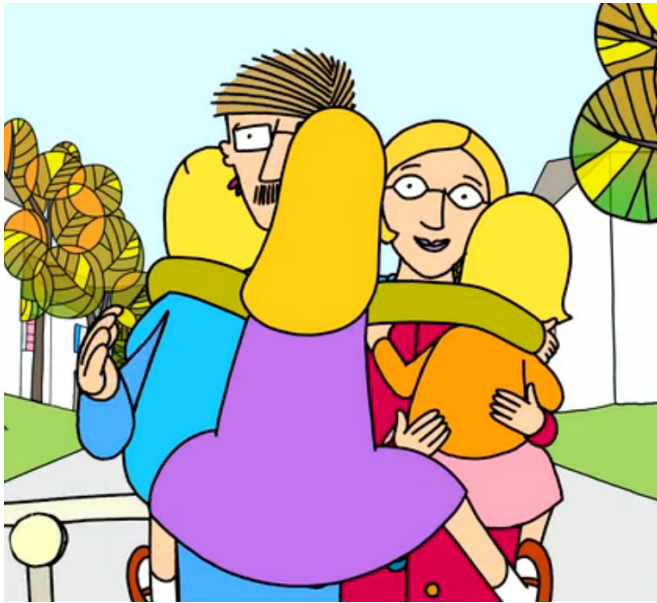
ME AND MY MOULTON

Name: _____

VIGNETTE COLLECTION 2

What does the girl's family say and do to support her and help her manage her stress?

Write a caption and speech bubble for this vignette that show the girl's family being supportive and helping her deal with her stress.



The girl's family support her and help her manage her stress when ...

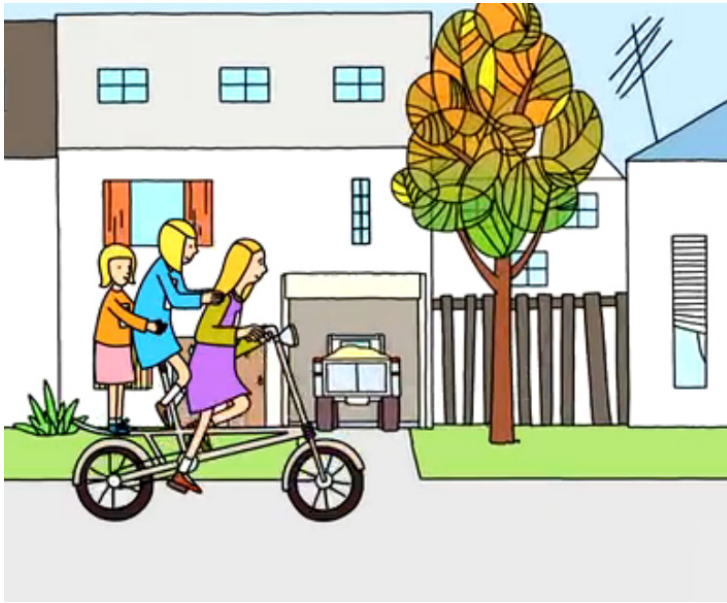
ME AND MY MOULTON

Name: _____

VIGNETTE COLLECTION 2

What does the girl's family say and do to support her and help her manage her stress?

Write a caption and speech bubble for this vignette that show the girl's family being supportive and helping her deal with her stress.



The girl's family support her and help her manage her stress when ...

ME AND MY MOULTON

Name: _____

STRESS-BUSTING TALK WORKSHEET

With your family, complete the following table:

WHAT SPECIFIC SITUATIONS CAUSE YOU STRESS?	WHAT DO YOU FEEL WHEN THIS HAPPENS?	WHAT DO YOU NEED WHEN THIS HAPPENS?	WHAT DOES YOUR FAMILY DO TO HELP YOU?
1.			
2.			
3.			