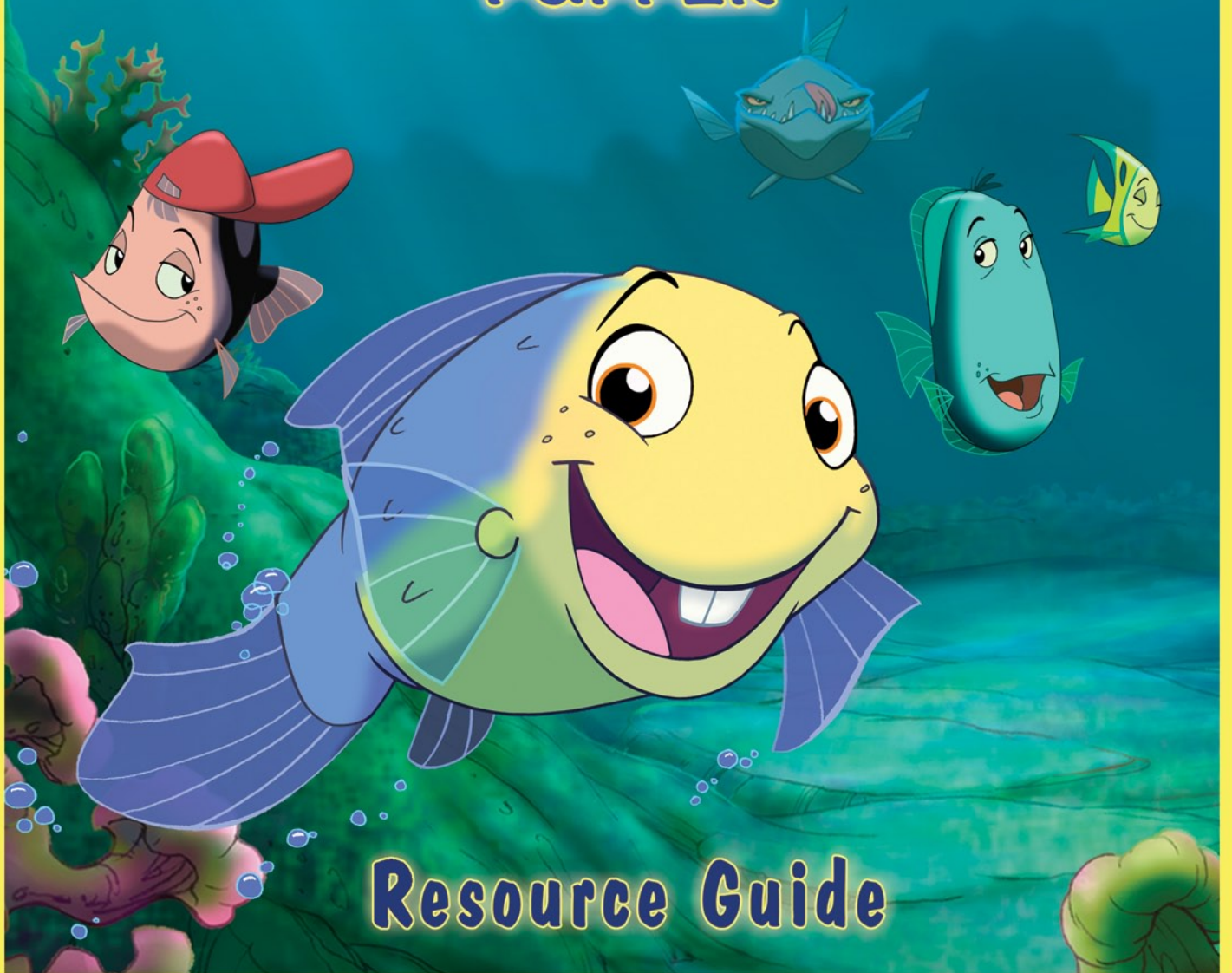


CROCPOND'S™

RINDIN™

the
PUFFER



Resource Guide

A guide for using the short film *Rindin the Puffer*™
to teach children lessons on:
Tolerance, Kindness, Avoiding Bullying, Loyalty and Friendship,
Self-Acceptance, Forgiveness, and Taking Positive Action

by Roger Anthony and Mike Cottam



A guide for using the short film *Rindin the Puffer*[™] to teach children lessons on:

- Tolerance toward others
- Kindness
- How to avoid bullying
- Friendship and loyalty
- Self-acceptance
- Forgiveness
- How to take positive action

Resource Guide Feedback

Please feel free to offer any feedback you would care to give to enhance the Rindin Resource Guide - especially ideas on fun games and activities designed to deepen the learning experience. All feedback is welcomed and deeply appreciated.

Contact info@cropond.com



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Respect **INDI**vidual Differ**ENCE**s

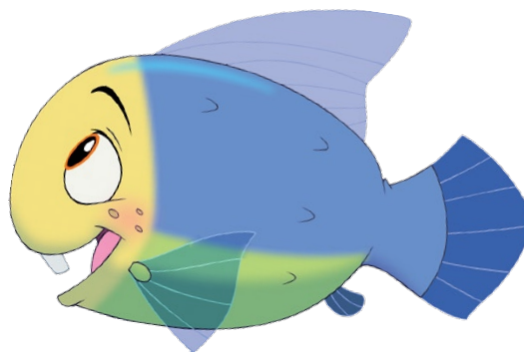


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Introduction

In today's world much of the media that children see and hear is designed to affect them in certain ways. For example, advertisements aimed at children frequently promote foods that are grossly unhealthy while the daily barrage of commercials—all designed to sell the latest toy—may lure children into a lavish lifestyle of consumerism. Video games often present unrealistic ways to handle conflict by glamorizing violence, while movies and television also confuse children by depicting heroes with distorted values or by portraying human interactions in ways that are over-simplified.

Motion pictures, television and other media try to lead children into believing that, for a moment, the screen and story represent reality. They are not encouraged to think about what lays outside of the story being portrayed.

For this reason, Crocodiles, Not Waterlilies presents the story of *Rindin the Puffer*[™] as a springboard for discussion about real life. The story encourages children of all ages to think about how they interact with the world around them.



Rindin the Puffer™



Rindin = Respect INDIVIDUAL Differences

The characters and story presented with this resource guide directly appeal to children ages 5-8. Others may certainly use the materials and, guided by appropriate discussion, will find personal traits worth discussing.

The more we ask, “What do you think about that?” the more children become interested in stimulating thinking, expressing opinions, listening to other ideas, and reformulating concepts. Teachers who can create a safe environment for this kind of growth are truly magnificent in the eyes of youth and parents.

This booklet contains suggestions for eight concepts children need to learn. Skillful teachers will certainly find more ideas in the Rindin video than just these eight. Please feel free to contact Crocodiles, Not Waterlilies with your thoughts and comments.

Each page starts with “**Students Will Be Able To...**” or **SWBAT**.

The guide also gives suggestions for the time needed for each lesson, materials needed, sample discussion questions, review strategies, and activities that teach and reinforce the concepts.

How to Discuss the Rindin Story with Children

The discussion of Rindin's adventure and the principles suggested in the movie follows a **“What?” “So what?” “Now what?”** format. This model allows the teacher to maintain a simple structure while helping students verbalize their thoughts. Notice that the model follows the structure of Dr. Benjamin Bloom's taxonomy of inquiry and complexity of thinking.

“What?” questions describe what happened during the story or activity. These questions mostly involve recall and recollection. They get the discussion going in a safe and non-threatening way. These first questions might include inquiries and discussion regarding students' feelings and thoughts about the story; ideas about metaphors, similes and other connections; or relationships and connections between the characters and other present-day topics.

“So what?” questions help students relate to the story in meaningful ways. They bring the story to life and let the child connect the story to personal experience. These questions can also help the teacher relate the story to the lesson objectives. Effective teachers may “front-load” the lesson or activity with a comment like, “Today, we are going to talk about how people are different. Let's watch this fun movie about Rindin. Think about all the ways Rindin is the same as or different from the other characters in the movie.” **“So what?”** questions are open-ended (they cannot be answered with one word) and free flowing. They are always asked in a safe, accepting environment that allows freedom of thought and expression. If children think you are trying to force an answer rather than hearing what they have to say, the discussion will surely bog down.

“Now what?” questions lead students to discover how they can personally incorporate the concepts of the lesson into their own lives. The skillful teacher uses this short part of the lesson to help students understand what they will do with the concepts they have talked about.

In some circumstances, especially with younger children, the teacher must help learners express the abstract comments associated with **“So what?”** and **“Now what?”** questions.

It is better to teach one concept at a time than to try to teach a myriad of concepts. Keep the discussion centered on one theme. If you want to teach more than one theme, feel free to show the movie again with a different front-loaded statement like, “We watched the Rindin movie before and talked about tolerance. Today, I’d like us to watch it again and let’s see if we can find anything in the movie about cooperation.” The teacher can then ask focused **“What?”** **“So what?”** **“Now what?”** questions centered on the lesson goal.

This guide focuses on 8 principles presented in this short film. During the course of the discussion, students may discover their own important principles and want to discuss them instead of the principle you’ve identified as a teacher. Some of the best discussions come from the minds and hearts of students. Feel free to explore and share any additional principles you may encounter. It is probably best, however, to keep the discussions short and focused. If more ideas come along, jot them down for future consideration.

Many students learn by having their own personal dialogues. Karl Rohnke, a gifted facilitator, often said we need to avoid ‘death by processing’- talking a concept into the grave rather than into the heart. Let students mull and think after a short focused discussion.

Lastly, there is merit in a short summary at the end of a discussion. The teacher briefly lists the ideas that were presented in the conversation. Sometimes, students may have had a poignant emotional experience as part of the discussion. For example, when discussing bullying, students might feel guilty for having teased or bullied others in the past. It is good practice, during the summary, to offer a personal conference for any student who may need to speak with an adult.



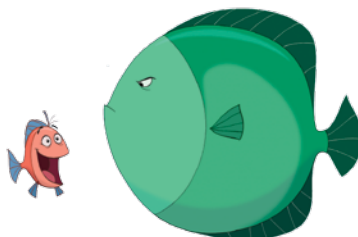
Applied Principle #1

Tolerance

Time:	15 minutes
Materials:	Rindin Video
SWBAT:	Understand tolerance and make allowances for others.

Rindin, in his quest to make three fish friends, made allowances for their individual differences. As a result, he didn't become angry, bitter, or vindictive no matter how they treated him. In so doing, he thought outside the norm.

Each time we see Rindin or hear the word *puffer*, it brings to mind the principle of tolerance and how we can make allowances for the individual differences of others.



Sample Discussion Questions for Tolerance

“What?” questions:

What kinds of fish were in the ocean?

How were the fish different?

What kind of fish was Rindin?

What could Rindin do that the other fish couldn't do?

What happened to Rindin?

How did the three fish bother Rindin?

What was Rindin's reaction to being teased?

What do you think the word *tolerance* means?

What do we lose by being tolerant?

What rewards do we receive by being tolerant?

“So what?” questions:

How can we compare this story with things that happen on the playground?

How do kids sometimes get into mischief?

How are people the same?

What makes each person different?

What is scary about getting to know someone you don't know?

How can you get to know someone better?

“Now what?” questions:

How can we learn to like someone who is different from us?

How could we be like a puffer fish and expand our thinking?

How will you get to know someone better?

Learning Activity: Take It Back!

A Learning Activity for Tolerance

Materials:	1 tube of toothpaste for each group A 4X6 card for each group A tongue depressor or a Popsicle stick for each group
Time:	15-20 minutes (including discussion)
SWBAT:	Understand and demonstrate how hard it is to “take back” angry, intolerant or aggressive behavior.

Individually or in groups, give students a 4X6 index card and have them draw a couple of lines on the card. Instruct students to squeeze a bead of toothpaste over the top of each line they drew.

Review the activity and talk about how each group did with the toothpaste. Point out those groups that seemed to cover their lines the best.

Instruct students in each group to use the stick to scrape the toothpaste off the card and replace it into the tube.

Use the sample discussion questions on the next page to facilitate this activity.

Sample Discussion Questions for Take It Back!

“What?” questions:

How easy was it to draw a line with toothpaste?

How easy is it to replace it into the tube?

How did the three fish bother Rindin?

What was Rindin’s reaction to being teased?

What do you think the word *tolerance* means?

How is “taking back” a mean word or bullying behavior like trying to replace the toothpaste?

“So what?” questions:

How do kids sometimes “smear toothpaste around on the playground?”

What is fun about teasing someone else?

What is not fun about teasing another person?

What is *peer pressure*?

What makes people give in to peer-pressure?

How can our words and actions hurt other people?

“Now what?” questions:

What makes teasing someone else the wrong thing to do?

What kinds of things can you do to not “squeeze the toothpaste” in the first place?

If you have “squeezed the toothpaste,” how could you work on getting it back into the tube?

How could we be like a puffer fish and expand our thinking?

Applied Principle #2

Racial Tolerance

Time:	15 minutes
Materials:	Rindin Video
SWBAT:	Understand how people are different and be able to use those differences to help the group.

Rindin was tolerant and loving of everyone. He accepted the Crab, the Sea Horse and the three fish for who they were. On the other hand the three fish weren't so loving and tolerant of Rindin, until after he saved their lives. The irony is that the characteristic they teased Rindin about (Rindin's ability to puff up) was the very thing that saved their lives! Rindin reminds us to expand our thinking, to **R**espect **I**ndividual differ**e**nces.



Sample Discussion Questions for Racial Tolerance

“What?” questions:

What kinds of fish were in the ocean?

How were the fish different from each other?

What could Rindin do that the other fish couldn't do?

Why do you think the three teasing fish thought differently about Rindin at the end of the movie?

Where do you think the narrator of the story is from?

“So what?” questions:

What makes each person different?

How does a person's looks affect how we think about them?

Why is it sometimes difficult to get to know someone from another country?

What is scary about getting to know someone you don't know?

How can you get to know someone better?

How brave would you have to be to make a friend that nobody else wanted to be with?

How might a person who is different from you help you solve a problem you cannot solve yourself?

If you made a “T-Chart,” how would you compare the traits of Rindin vs. the three fish?

“Now what?” questions:

How can we learn to like someone who is different from us?

How could we be like a puffer fish and expand our thinking?

How will you get to know someone better?

Learning Activity: Outback Jump!

A Learning Activity for Racial Tolerance

Materials:	Pencil and paper for each group
Time:	20-30 minutes including discussion
SWBAT:	Understand and demonstrate we must accept all participants in the group for their uniqueness and talents.

Separate the students into teams of five. Each team stands in a single-file line behind a START line (a line drawn on the ground with chalk or made from masking tape). The first person in line does a standing jump as far as possible, lands on two feet, and holds the position. The next person stands “toes and heels even” with the first person and jumps. Each player continues jumping until the last player has jumped. Measure the total distance from the start line to the place where the last player has landed, flat footed, two feet together.

Note the distance of the longest jumping team; the shortest jumping team; the team closest to the class average; or any other celebration you wish to note.

Randomly select one person to eliminate from the team. Repeat the activity with the new teams (5 members minus 1). Measure again. This time, compare the team scores against the first scores. Sadly acknowledge that no teams were able to meet the mark set by the first set of jumpers.

Use the sample discussion questions to facilitate this activity.

Sample Discussion Questions for Outback Jump!

“What?” questions:

How well did the first jumping team do?

What happened to the second team (five minus 1)?

Who did you eliminate from the team?

Would it have made a difference in being able to achieve the first mark if a different team member had been eliminated?

How did eliminating a team member affect the group?

Would it have helped to have five people who could all jump the same?

What made each team member important?

What were the differences of the fish in the Rindin movie?

How was each fish important to solving problems?

“So what?” questions:

What happens when we “dis” someone because they are not like us?

How can we include everyone in our group?

“Now what?” question:

How could we be like a puffer fish and expand our thinking?

Applied Principle #3

Kindness

Time:	15 minutes
Materials:	Rindin Video
SWBAT:	Understand the concept of kindness.

The three fish hurt Rindin's feelings by the way they treated him, yet Rindin was kind to them and to all he came in contact with. We need to be kind to all by making allowances for individual differences.



Sample Discussion Questions for Kindness

“What?” questions:

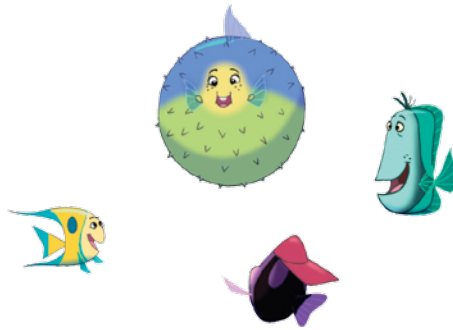
- Who showed kindness in the movie?
- How were the three fish unkind to Rindin?

“So what?” questions:

- What do you think *kindness* is?
- What are some examples of kindness?
- How does it make you feel if someone is unkind to you?
- Why are people sometimes unkind toward each other?
- How do you feel when you are kind to others?
- What is the best thing about being kind to others?
- How can you show kindness to someone who is unkind?
- When is it okay to just “walk away” from an unkind situation?
- What would you do if you saw someone being bullied on the playground?
- What risks might there be for being kind to someone who is different?

“Now what?” questions:

- How could you show kindness to someone who is different from you?
- What would you do if someone was unkind to you?



Review Activity: Beach Ball Toss

There are many ways to review and discuss an activity or lesson beside just talking in the traditional way. Try some review activities with any section of the guide to help students learn more about the lesson you wish to teach.

On an inexpensive beach ball (or a 15” balloon, or wadded paper surrounded by masking tape) write various questions or references to the Rindin movie. Toss the ball around a circle of students. When a student catches the ball, have the students answer or respond to the prompts they are touching.

Applied Principle #4

No Bullying!

Time:	15 minutes
Materials:	Rindin Video
SWBAT:	Identify bullying behavior and avoid it.

Bullies are people who repeatedly harm others physically, emotionally or verbally. Bullying is neither healthy for the bully nor the victim. Several characters in the movie seem to be “bullies.” Rindin does not act violently toward the three fish bullies and is able to save them from the barracuda bully by simply being himself.



Sample Discussion Questions for No Bullying!

“What?” questions:

- Who are the bullies in the movie?
- What made them bullies?
- How was the barracuda a bully?
- How were the three fish bullying?
- How did Rindin react to the bullying behavior?
- In what ways were Rindin’s reactions healthy?
- In what ways were Rindin’s reactions unhealthy?
- Why did the three fish pick on Rindin?

“So what?” questions:

- Where does bullying happen in our schools?
- What resources are in our schools to help eliminate bullying?
- How can you access the resources of our schools?
- What are the risks of reporting a bully?
- What happens if we don’t report a bully?
- How could a person not become a victim?

“Now what?” questions:

- How can you respond to someone who wants to bully you?
- What could you do to help a friend who is being bullied?
- What else could you do besides bullying somebody?

Learning Activity: Bodyguard

A Learning Activity for No Bullying!

Materials:	A soft ball, such as a soft sponge ball or under-inflated beach ball
Time:	20-30 minutes including discussion
SWBAT:	Understand and demonstrate that when we work and play together, bullying is less likely to happen.

Have the children form a tight circle with each child facing inward. One child is designated the “unique one.” The role of the unique one is to avoid being tagged or hit by the ball. Another child is designated the “bodyguard.” The role of the bodyguard is to keep the ball from tagging or hitting the unique one. Both the unique one and the bodyguard stand in the center of the circle of players.

Players in the circle throw the ball and try to tag the unique one with the ball. Only hits below where the elbow hangs are counted. All other hits are not allowed. The person who throws a tag becomes the unique one (or chooses a player to do so) and the previous unique one becomes the new bodyguard.



Sample Discussion Questions for Bodyguard

“What?” questions:

- What makes an effective bodyguard?
- How does the unique one help the bodyguard?
- When was the unique one most vulnerable?

“So what?” questions:

- Who do we protect?
- How can you become an effective bodyguard?
- How can a person not become a victim?
- What could you do to help a friend who is being bullied?

“Now what?” questions:

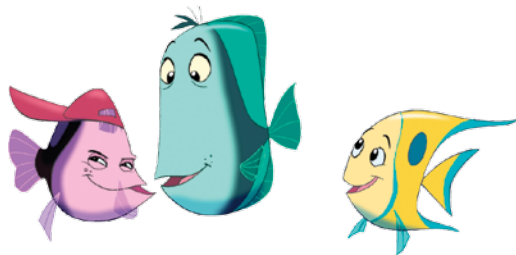
- What will you do to help a friend who is being bullied?
- What else could you do besides bully somebody?

Applied Principle #5

Friendship and Loyalty

Time:	15 minutes
Materials:	Rindin Video
SWBAT:	Identify what makes a good friend and be able to act accordingly.

The three fish were good friends to each other even though they were unkind to Rindin. Their friendship was emphasized when two of them risked their lives to save the third by freeing him when he became jammed in a narrow opening of the airplane. Rindin was accepted into this circle of friends at the end of the movie.



Sample Discussion Questions for Friendship and Loyalty

“What?” questions:

- Who were good friends in the movie?
- How did the three fish show friendship toward each other?
- How was the friendship of the three fish healthy?
- How was the friendship of the three fish unhealthy?
- When did Rindin become friends with the three fish?
- What do you think true friendship is all about?

“So what?” questions:

- How do you know when you have a true friend?
- What’s the best thing about good friends?
- What do you think of the saying, “You have to be a friend to have a friend?”
- How else could the three fish have made friends with Rindin?
- How do we keep our friends?

“Now what?” questions:

- How will you show friendship to others?
- In what ways can we lift and support others?

Learning Activity: Make a Sandwich

A Learning Activity for Friendship and Loyalty

Materials:	Sandwich makings for each partnership (bread, peanut butter, mayonnaise, jam, honey, etc.) A wooden spreader (like a tongue depressor or Popsicle stick)
Time:	15-20 minutes including discussion
SWBAT:	Understand and demonstrate how friends must learn to work together and support each other in healthy ways.

The children form partnerships and are given basic sandwich makings, including a wooden spreader. Each person may only use one hand. The duo makes a sandwich. After some discussion, the duo may eat the sandwich.



Sample Discussion Questions for Make a Sandwich

“What?” questions:

- What was hardest about making the sandwich?
- How did you overcome the problems you encountered?
- Who was the leader of the group?
- How do we choose leaders?

“So what?” questions:

- What are the strengths of a good friend?
- What kinds of things strain a friendship?
- When do you listen to ideas and when do you share ideas?

“Now what?” questions:

- How will you show friendship to others?
- In what ways can we lift and support others?

Applied Principle #6

Self-Acceptance

Time:	15 minutes
Materials:	Rindin Video
SWBAT:	Accept themselves as unique and special people who can make contributions to the world around them.

Rindin initially felt that his unique difference was a weakness but he discovered it was a gift and a strength when it helped save his life and those of the three fish. Rindin learned to turn weaknesses into strength by simply accepting and making the most of who he was. You are uniquely special and it's your differences that make you so.



Sample Discussion Questions for Self-Acceptance

“What?” questions:

- What did Rindin do when he was frightened?
- What do you think he thought about being a puffer fish?
- What were some of the skills of the other fish in the movie?

“So what?” questions:

- What traits do you have that are different from what other people face?
- What do you think other people think about their own abilities?
- How can we learn to accept who we are?
- How could being short be a strength?
- How does speaking a different language from other kids help you understand better?
- Why do you think some people try to be like everyone else?
- How can we improve our individual skills and talents?

“Now what?” question:

- What will you do to expand yourself, recognizing that different people have different skills and talents, and accept them for their uniqueness?



Learning Activity: Proud To Be Me

A Learning Activity for Self-Acceptance

Time:	15-20 minutes including review discussion
Materials:	Rindin Video
SWBAT:	To understand that it's extremely important to be honest in accepting themselves and understand how very special they are...just as they are!

Ask the students to gather together in the middle of the room. You will be dividing them into separate groups - each on opposite sides of the room according to the related associated criterion.

Example: Those with light hair on one side and those with dark hair on the opposite side.

Allow 20-30 seconds for them to observe all that is taking place before asking them to return to the center of the room. Repeat the same directions with all criterion (a-k) *BEFORE* reviewing the activity at the end.

- a) Those with light hair and those with dark hair
- b) Those who are taller and those who are shorter
- c) Those who have a dog and those who don't
- d) Those who have a cat and those who don't
- e) Those who have a brother or sister and those who don't

After introducing the above, or similar, non-threatening criterion that shouldn't stress a child's self-image, you



introduce the following criterion, or similar, that is a little more challenging to their self-image.

- f) Those who don't like to read and those who do
- g) Those who like to write and those who don't
- h) Those who are good at math and those who aren't very good
- i) Those who are good at art and those who aren't very good
- j) Those who play a musical instrument and those who don't
- k) Those who are good at sports and those who aren't very good

Review the activity by asking questions that assist the children to accept that it's ok to be who they are without having to act or pretend they are different just to fit in.

During the exercise, you would hopefully have noticed that the children had become comfortable self-assessing without self-judging what's a good or bad answer (otherwise known as self-acceptance).

You will most likely observe behavior that indicates reluctance and fear of admittance about their own perceived shortcomings.

Example: Several boys immediately moved to the 'not-very-good-at-sports' side along with some girls. Conversely, few of the remaining boys hesitated and THEN moved to the 'not-very-good-at-sports' side only after seeing other boys doing so first.

Sample Discussion Questions for Self-Acceptance

“What?” questions:

- What did you notice during the activity?
- What did you notice after the activity?
- What did you like most about the activity?

“So what?” questions:

- What is it like not to be very good at something?”
- How does ‘being yourself’ make you feel?
- How do you feel when someone else is being who they are?
- Who is most affected by your false behavior?

“Now what?” questions:

- What can you do if you are not very good at something?
- How can you encourage others to be themselves?

Applied Principle #7

Forgiveness

Time:	15 minutes
Materials:	Rindin Video
SWBAT:	Understand that forgiveness allows us to positively relate to someone who has hurt or wronged us in the past.

Rindin held no grudges and forgave those who were unkind to him. We can learn to give up grudges and vengeance in order to create a more positive relationship with people who have wronged or hurt us in the past.



Sample Discussion Questions for Forgiveness

“What?” questions:

- How did you feel when Rindin saved the three fish?
- What do you think Rindin’s intentions were when he swam to the fish near the airplane?
- How might the movie have been different if Rindin held a grudge and not gone to play with the three fish?

“So what?” questions:

- What does it mean to “hold a grudge?”
- What kinds of things might happen if we continue try to “get revenge” on someone else?
- What do you think the word *forgiveness* means?
- What do you do when you forgive someone?
- What if you forgive someone and they tease or hurt you again?
- Who is most affected when we don’t hold a grudge?
- Who is most affected when we forgive another person’s mistakes or wrong actions?
- Disruptive Pattern Question: Wasn’t it great to see Rindin get upset with the three fish and not forgive them for being mean to him?

“Now what?” question:

- What can you do to forgive others?



Review Activity: Alien in the Room

A child, designated the “alien,” is given a weird hat to wear (or a bunch of feathers to hold, funny glasses to wear or anything that brings attention to that student). The other students are to teach the alien everything he or she needs to understand about the topic being discussed.

Applied Principle #8

Taking Positive Action

Time:	15 minutes
Materials:	Rindin Video
SWBAT:	Taking positive action sometimes requires us to do things that seem difficult but the positive results usually outweigh the difficulties.

Rindin made an important decision. Rather than mope about rejection and get into an understandable fishy tailspin, he got “moving and doing.” He continually tried to be his best and make friends where he could. Moving into action increases ones SIPA (Self-Image, Positive Attitude) and greatly increases the ability to achieve. Rindin didn’t let fear of rejection prevent him from attempting to make friends again. By being a do-er, he saved the day.



Sample Discussion Questions for Taking Positive Action

“What?” questions:

- What did Rindin immediately do after he was teased?
- How long did it take him to stop moping and fretting but be active again?
- What did his action do to make the story positive?

“So what?” questions:

- What would have happened if Rindin had fretted about his past hurts?
- When do you feel down?
- What do you do when things don't go your way?
- How do you get out of that “downer” feeling?
- How does being of service to others help us feel better?

“Now what?” question:

- What will you do the next time you feel down and out?

Learning Activity: Any Competitive Game (Kickball, Soccer, a Board Game, Four Square, etc.)

A Learning Activity for Taking Action

Materials:	Anything needed to play the game
Time:	20-60 minutes including discussion
SWBAT:	Understand and demonstrate that people must take action in order for a positive result to happen.

Front-load the game with an idea like: “Today, we are going to play kick soccer. While playing the game I want you to think about what would happen if everybody decided not to play.” Another front-loading statement would be: “We are going to play four-square. While playing the game, I want you to imagine how the game would go if some players just stood in their square and did nothing.”

After the game, have a brief discussion using some of the sample questions.



Sample Discussion Questions for any Competitive Game

“What?” questions:

- What makes the game fun?
- Who seems to have the most fun when playing a game?
- What kinds of actions do people do when they play ____?

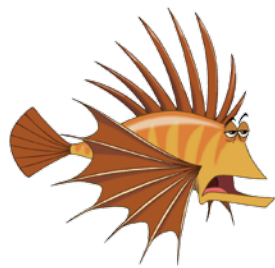
“So what?” questions:

- What would happen if some of the players decided not to participate?
- What is it like to play hard and still not win?
- How does taking action increase your chances of winning?
- When is it better to take no action?

“Now what?” question:

- What can you do to choose to take action in an activity?

Notes



Notes



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